Chapter Two

Literature Review

This literature review explains the references related to this research. The researcher discusses the definition of grammar and speaking based on the references. There are some important points explained in this research related to the grammar and speaking ability. In addition, this study also explains review of related studies and conceptual framework of this study.

Grammar

Grammar is the main component in English. As Purpura (2014) said that grammar is a "code" of language that can be regarded as the heart of language usage which includes in writing, speaking, listening, and reading. Grammar is an important aspect in language learning because it is the key of four English skills. The definition of grammar according to Bull (2008) is that grammar is the rule of language from words changed into sentences. Richard and Schimdt (2002) argued that grammar is a structure of language and a linguistic unit such as words and phrases combined to produce the sentences in language. Seppanen (2014) added that grammar is practical and theoretical ability which will teach the learners to write and speak correctly in English. In addition, grammar will support the learners' ability to be better in language learning. Swan (2005) stated that grammar is ordinance in which it describes how words are arranged, incorporated, or changed to show the kind of meaning. Furthermore, grammar in language learning is how word will be structured and changed into some meanings. Debata (2013) said that grammar is a study of words that guide the people to combine words to be good sentences. Based on those definitions, it can be concluded that grammar is the rule and structure of language from words which combine and change to produce the sentences.

In a learning process, the students need to learn grammar. It can support the student to know the structure of text, kind of part of speech, how to spell the words and how to arrange and combine the sentences. The knowledge and the ability that students have when they learn grammar is called grammar mastery. Soraya (2012) asserted that grammar mastery is about the students' knowledge of grammar. Based on Hestiningsih (2016), grammar mastery is the ability or understanding to use a grammar in structure, and it can be used in communication effectively. From those definitions, the researcher concludes that students' grammar mastery is the students' understanding about the grammar. Grammar helps the learners to understand the meaning of the sentences in speaking also reading. Grammar is the foundation to learn English. Therefore, it is important to know the component of grammar in learning English. Sidney and Gerald as cited Soraya (2012) explained that grammar is divided into three aspects namely sentences, part of speech, and tenses. For more detailed explanation, each aspect is explained in the following paragraphs.

Sentence

A sentence is a unit of language in the form of words that can stand alone and can described into a complete meaning in the definition of sentence. Grammar is usually related with combining the words. The English word which combines into a structure and it is suitable with the patterns will make grammatical sentences. There are three types of sentences. The first type of sentence is to express the statement to convey the information. For instance, *she will go to Australia tomorrow.* For the second type of sentence, it is about the sentences which express the question or asking some information. For instance, *could you tell me where Emma's house is? The* third type of sentence is it includes the sentences that express the statement to do some

action or instruction. For example, *sit down please.* Sentences also have positive and negative sentences by adding "not" in sentences to change from positive to negative sentences.

Part of speech

In part of speech, there are noun, adjective, adverb, verb and others. Those parts of speech are usually used to complete the structured English sentences. There is no fixed number for part of speech. Every part of speech has different function in sentences, and it depends on the sentence used. For example, *"conduct",* in the sentences *the organization of mega flower has been conducted in an amazing party* is verb. Meanwhile, in the sentences *the strict codes of conduct are also applied in the kingdom,* the word 'conduct' is a noun (Bull, 2008)

Tenses

Grammar has fourteen tenses in English. Based on Richards and Schmidt (2002) tense is a verb which is related to the time of action. The tenses are usually used in daily communication such as simple present tense, simple past tense, and simple future tense.

Simple past tense. Simple past tense is the part of grammar used in the previous activity or situation. In addition, this tense is used to tell what happened in the previous activity or the activity which has happened. Richards and Schimdt (2002) said that simple past tense is the activity or statement happened in the last time before the present, and it is described by the verb. Language learning has three verbs use for different times. In simple past tense, the learners use past form verb to complete the structure of grammar. The formula of simple past tense is subject + past form verb + (objects/compliment)

Simple present tense. Simple present tense is an action that happens in this time, and it can usually happen. Richards and Schimdt (2002) stated that simple present tense is a tense

which is related to the time or action, and it occurs in this time. The formula of simple present tense is subject + verb + (s/es) or subject + to be (is/am/are) + complement. In addition, simple present tense is usually used in daily conversation. Simple present tense is the easiest tense from other tenses used by the learners.

    Simple future tense. Simple future tense is an action that will happen in the future. Richards and Schmidt (2002) said that simple future tense is the structure indicated by verb and described in the future time. They also said that simple future tenses use the words of "will" and "be going to" in the structure. The formula of simple future tense is subject + will + base verb + (object/compliment)

Speaking Skill

    In language learning, speaking becomes the goal in learning English. Speaking is a capability that can produce words to express the opinions, feelings, and ideas through voice. Muksin (2002) argued that a sound system for conveying needs, wants, and feelings directed to others in production is through speaking skills. Another definition about speaking is from Chaer (2010) who stated that speaking is an activity of linguistic interaction which involves two persons or more with a purpose in one time and one place. According to Brown (2000), an interactive process which can build meaning or purpose includes about the processing information and producing something. Timmis (2016) argued that speaking skill is a complex intellectual technique.

    In addition, from four definitions of speaking mentioned by some experts above, it can be concluded that speaking is an activity to produce or to process information which includes about feelings, wants, and needs between two or more persons at the same time. In language learning, speaking is aimed to produce some voices related to the vowels and diphthong which are

included in grammar. In English, it includes two points in speaking. The first point is fluency. Fluency is when people say sentences or words automatically without any difficulty to say it. Mc Carthy as cited in Timmis (2016) argued that fluency usually includes about automaticity and the capability of speed to take a language that has been exist. The second point is accuracy. Accuracy is when someone speaks with the correct sentences. Accuracy in a second language can be defined as a grammar. Both of accuracy and fluency have a correlation between each other.

Speaking a new language is a challenge for non-native learners. They try to use their new language to speak. In addition, sometimes it is hard for some learners to speak English because they use different language from their mother language. Tsiplakides (2009) stated that learning a second language especially English is the unique one in learning process. For the reason, the students need to speak the language which is not their first language. Moreover, the students need to communicate with other people to know their ability in speaking. In addition, many problems happen in speaking skills it is in line with Tuan and Mai (2015) who stated that there are some problems for students to speak English. The first problem is obstacle. It is when the students want to say something but they feel shy. They are worried to make a mistake when they speak. The second problem is that the students do not have any idea to say something, and they are not motivated to express themselves. The last problem is related to group work in the class in one group the students who have a high confidence to speak will dominate to speak all the time because other members have a limitation to speak.

There are some points which are important in speaking skill for EFL learners. According to Qureshi (2009), speaking is important for people because without speaking, people cannot express their ideas and feeling. Besides, he also added that without speaking, language is just a

script, and speaking is the tool to tell or explain what people thought. Therefore, Munjayanah (2014) also gives the solution to solve the kind of problem. She said that students must try to encourage themselves to read, listen, and practice their second language. Also, they can create a small group discussion to try to have communication while sharing and learning about second language.

Micro Skills of Speaking

Micro skill is already common in speaking skill. To succeed in speaking English the students need to know the aspect of micro skills. According to Brown (2004) micro skill focuses on the smallest component in speaking skill, which is words, morpheme, phonemes, phrasal unit and combinations of word. The micro skill produces differences between collocation and allophonic variants and produce different lengths of language pieces. Micro skills also produce English stress design such as intonation in speaking, word in stressed and unstressed position. It also produces decreased types of word and expressions. The student in micro skill can produce a natural speech and use grammatical word categories, systems and rules. It also uses a sufficient number of lexical units (words) to achieve practical purposes. Micro skills produce fluent discourse at completely different rates of delivery. Micro skills also use a gadget in spoken. The students in micro skills should monitor his or her own oral skills keeping in view some essentials for example pauses, fillers, self-corrections and backtracking to ensure the clarity of messages. The last one should be able to express a particular significance in a variety of linguistic shape.

The Correlation between Grammar and Speaking

There are some researchers who investigated the correlation between grammar and speaking. They found some problems that the learners usually faced in learning grammar and also speaking skill. According to Hasanah (2016) the learners still have error when they speak.

Most of them do not understand about how to use the structure in grammar. Therefore, the learners cannot speak accurately and fluently in English. Hasanah's idea is supported by Soraya (2012) who mentioned that the learners get stuck when they want to speak because they are afraid to make a mistake in grammar. The learners do not know how to use grammar correctly, so the learners cannot speak accurately and fluently.

Grammar and speaking are important in learning English, both of them have a relationship between one and another. According to Soraya (2012) grammar and speaking are two important parts in learning English both of them are stake in second language. It supported with Hasanah (2012) grammar and speaking are two significant poles in language learning. According to Hasanah (2012) the learners, who speak without mastering grammar, they will never be sure of what they speak in English. That statement also supported with Priyanto and Amin (2013) they said without having a good grammar the students will not be certain on what they say and they cannot understand what others say in making conversation. From those statements the researcher concludes, grammar and speaking are important in learning English because both of them are pole in second language. The learners who speak without grammar, will not be sure of what they say in English.

Review of Related Studies

There are some studies related to this research. The researcher took one of title which has the same context with this study. The first research is a study conducted by Priyanto and Amin (2013) entitled "The correlation between English grammar competence and speaking fluency". which aimed to find out the significant correlation between students' grammar competence and speaking fluency. This research was conducted at Senior high school. The research sample was fifty students of eleventh grade. This research used test in grammar and speaking skill. The

researchers used test in grammar to find out how good the student in grammar was. The researcher also used test in speaking to know the speaking fluency of the students. The test of grammar consisted of fifty questions in speaking skill. Also, the researcher asked the respondents to do the story telling. The story telling in this research was about the participants' experience when they enroll in this senior high school. The researcher gave the participants 1 minute to prepare their story. The results showed the students' highest score in grammar was 85 and the lowest score was 65. In addition, in speaking skill, the participants' highest score was 95, and the lowest score was 50. To know the correlation both of them, the researcher analyzed the data using Pearson product moment. The results from this study were r-value was higher than the r-table. Meaning that, the correlation was significant. This confirms that there is the correlation between students' grammar competence and speaking skill.

Another related study is from Soraya (2012) about "the contribution of grammar mastery toward speaking ability of second year student at private senior high school in Pekanbaru". This study aimed to find out the contribution of grammar mastery toward speaking ability in English. This research used quantitative approach. This research was conducted in private senior high school in second semester. The respondents of this research were 30 students. Because the population was more than 100, the researcher took 25% for every class. The researcher used two instruments to collect the data. They were grammar test and oral test. The researcher used simple present, past tense and future test to test the respondents. The second instrument was speaking test. The researcher used narrative text and gave 5 minutes for the respondent to perform their narrative text. The result of this study was that more than half of students got enough score in grammar. Besides, some students got low score in speaking. The researcher concludes that, there

was positive significant contribution of grammar mastery to speaking. The reason is t-computed is higher than t-table.

The strength of the first study is that the researchers give clear explanation about the finding in the grammar test providing 12 tenses to know the students' ability in grammar. The second research explains about the contribution of grammar mastery toward speaking ability. This research gives clear explanation about the methodology on how to test the respondents. Both of the research used the same instrument to collect the data namely grammar test and speaking test. Those two studies are related with this research which discusses about the correlation between students' grammar mastery and speaking skill. Thus, the results from the two previous studies provide basic information in conducting this research.

In addition, two related studies mentioned have the differences from this present study. The first study has different method from this research. The first research conducted by Priyanto and Amin (2013) is different because the research used test in speaking to measure the grammar mastery. The methodology used in that research is that the researcher asked the respondents to do the story telling to know their grammar competence. Meanwhile, the second research is from Soraya (2012) gave the respondent multiple choice questions to test their grammar mastery. The researcher also tests their speaking ability through oral test. From the differences the researcher used another method and instrument to find out the correlation between grammar mastery and speaking confidence. Thus, the similarity of the previous studies in finding out the correlation between grammar and speaking has given the researcher insights to conduct different method to find out the correlation between grammar mastery and speaking skill.

Conceptual Framework

In the previous chapter, the researcher gives the explanation about grammar and speaking based on the references. The first one is about grammar. According to Bull (2008) grammar is the rule of language from words which change into a sentence. Another definition is from Swan (2005) stating that grammar is ordinance in which it describes how words are arranged, incorporated or changes to show the kind of meaning. The knowledge or the ability that students have when they learn grammar is called grammar mastery. According to Soraya (2012) grammar mastery is the student knowledge about the grammar. According to Sidney and Gerald as cited Soraya (2012) Grammar is divided into three aspects, which are sentences, part of speech and tenses.
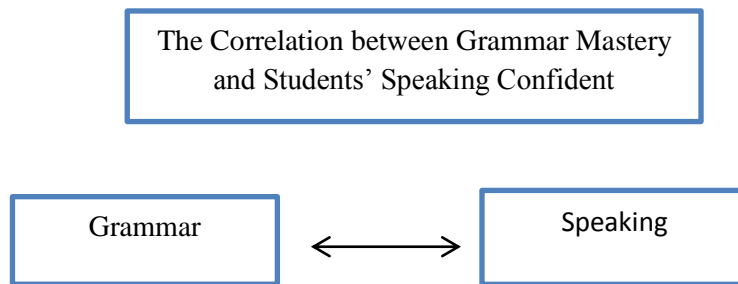
The second one is about speaking, according to Muksin (2002) speaking is a sound system for conveying needs, wants and feelings to other people. Another definition is from Brown (2000) who stated that an interactive process which can build meaning or purpose includes about the processing information and producing something. There are two aspects in speaking that is fluency and accuracy. Trying to speak new language is a challenge for non-native learners. Tuan and Mai (2015) stated that there are problems that the learners face when they try to speak. The first obstacle is that many students feel shy when they try to speak because they are worried to make a mistake. The second one is that the students do not have any ideas to say something. The last one is in one group the student who has a big confidence to speak will dominate to speak all time and it will make the other students have a limitation to speak.

The title of this study is the correlation between grammar ability and speaking skill. The researcher did the study related to the tittle. The research objectives of this study are to know the students' ability in a grammar, to know the student in speaking skills, and to find out the

correlation between student grammar ability and speaking skills. The following chart is to simplify the concept of the research.

Figure 1

Conceptual Framework

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│  The Correlation between Grammar Mastery │
│    and Students' Speaking Confident      │
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┌──────────────────┐                    ┌──────────────────┐
│     Grammar      │    ←──────→        │    Speaking      │
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The Hypothesis

The hypothesis of the research is formulated in the following statement:

H_1 : There is a correlation between students' grammar mastery and students' confidence in speaking skill.