

## **ABSTRACT**

**Rofifah Humaira.** 190101030354. Perceived Impact of Grammar Competence in Spoken English Among Boarding School Students, Dr. Hj. Raida Asfihana, M.Pd and Fajrianor, M.Pd., at English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2023

**Keywords:** Perceived Impact; Grammar Competence; Speaking Ability; Boarding School.

This study aims to determine students' perceived impact of grammar competence in speaking, the challenges of applying grammar in speaking, and contributing factors that support the ability to apply grammar in speaking. This research method used convergent mixed-methods design. The data of this study was obtained from tests, interviews, and observations. This study was conducted in Darul Hijrah Islamic Boarding School for Female. The subject of this research was the students of eleventh grade. To determine the impact that grammar has on speaking, students' understanding of grammar was tested along with their speaking ability. The English teacher was also interviewed to verify several pieces of information. The study results showed that the scores of both grammar and speaking tests are not equal, where their grammar is better than speaking. However, though they can still speak without understanding grammar, they recognize that grammar positively impacts them. Students also faced several challenges in applying grammar in speaking, such as; the influence of their first language, facilities in school, context of learning, lost interest in studying. However, the students also have some contributing factors that encourage the ability to apply grammar in their speaking as well as; students' ambitions and situations.

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**Kata Kunci;** Dampak yang Dirasakan; Kemampuan Grammar; Kemampuan Berbicara; Pondok Pesantren.

Penelitian ini bertujuan untuk mengetahui dampak yang dirasakan siswa terhadap kemampuan Grammar dalam berbicara, tantangan penerapan Grammar dalam berbicara, dan faktor pendukung yang mendukung kemampuan penerapan Grammar dalam berbicara. Metode pada penelitian ini menggunakan desain metode campuran konvergen. Data penelitian ini diperoleh dari tes, wawancara, dan observasi. Penelitian ini dilakukan di Pondok Pesantren Darul Hijrah Putri. Untuk mengetahui dampak Grammar dalam berbicara, pemahaman Grammar siswa diuji bersama dengan kemampuan berbicara mereka. Guru bahasa Inggris juga diwawancarai untuk memverifikasi beberapa informasi. Hasil penelitian menunjukkan bahwa skor tes tata bahasa dan tes berbicara tidak sama, dimana Grammar mereka lebih baik daripada berbicara. Namun, meskipun mereka masih dapat berbicara tanpa memahami Grammar, mereka menyadari bahwa Grammar berdampak positif bagi mereka. Siswa juga menghadapi beberapa tantangan dalam menerapkan Grammar dalam berbicara, seperti; pengaruh bahasa pertama mereka, fasilitas di sekolah, konteks pembelajaran, kehilangan minat belajar. Namun, para siswa juga memiliki beberapa faktor pendukung yang mendorong kemampuan untuk menerapkan grammar dalam berbicara mereka seperti; ambisi dan situasi siswa.