

CHAPTER I

INTRODUCTION

A. Background of Study

Humans are social creatures who will always require assistance from others and cannot survive in this world alone. As a result, they use language to communicate and assist one another. People may communicate and comprehend each other by utilizing language. There are several applications of language in human existence, including asking for assistance, sharing feelings, thoughts, and opinions, and, most importantly, communicating. We live in a linguistic universe, Whatever people do when they gather, whether it's to play, fight, or work, they talk and converse with their friends, family, teachers, and even enemies (Victoria Fromkin, 2014). These reasons are why language is so crucial in people's lives. Also, because the world has so many languages, we may come to know one another. As Allah has mentioned in the Qur'an in Surah Al-Hujurah (13) as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

We can conclude from this passage that diversity helps people develop, and as a result, people speak different languages in different places because each country has its dialect. There are numerous languages on tons of earth. And, as circumstances and technology have changed, English has become the most widely spoken language on the planet, making it an international language. As a result, knowing and speaking English has become increasingly vital.

Since English is an international language, the Indonesian government mandates schools to teach a compulsory topic. Speaking is the most crucial skill among the other language abilities, and learners should be proficient in it (Helmanda, Safura, & Suriadi, 2018). English has been taught as a foreign language in Indonesia since junior high school, based on the curriculum 2013. Indonesian people use the Indonesian language to communicate daily; therefore, English is considered a second language because it is not their mother tongue (Damaiyanti, 2021). Indonesian people are expected to be able to speak with the national and international community under any circumstances using English both orally and in writing.

Therefore, English is a compulsory subject taught from elementary to college. Reading, writing, listening, and speaking are the four skills that students should master in English. Students are also taught vocabulary, how to read and pronounce words, spelling (the capacity to spell a word), and grammar (the ability to construct sentences precisely) in English. Speaking has become the most crucial active skill in English since communication involves making message utterances

(Zarifa, 2020). Oral communication can also help us preserve our relationships with others. Two or more persons interact with each other during transmission.

Although speaking activities appear in every interaction the same, we may be confronted with many conditions that demand us to make decisions so that the other person understands us when communicating. Grammar is the fundamental speech machine generator in all languages. Learners who lack good grammatical skills will never know what to say or how to say it, resulting in halting speech (Thornbury, 1999). To have a decent and correct conversation, we must first learn the grammar aspects of the English language. Indonesian learners find English difficult to understand because the Indonesian language has no tenses similar to those found in English. As Allah mentioned in the Qur'an Surah An-Nisa (63), as follows:

اُولَئِكَ الَّذِيْنَ يَعْلَمُ اللّٰهُ مَا فِيْ قُلُوْبِهِمْ فَاَعْرَضَ عَنْهُمْ وَعَظَّهُمْ وَقُلَّ لَهُمْ فِيْ اَنْفُسِهِمْ
قَوْلًا بَلِيْغًا

This surah tells us to speak in simple, effective and straightforward words. Which is related to the use of grammar in speaking which helps us speak properly and correctly

Speaking and grammar, however, are two closely related concepts. Grammar competence also give impacts the students' speaking ability. As we know, that impact can be positive or negative. Several kinds of research on the effects of grammar on the capacity to communicate in English have been

undertaken in the past. Aldi Saputra (2021), In the academic year 2020/2021, has researched the relationship between grammar proficiency and speaking ability among SMPN 1 Palu eighth-graders. The study results show that students' speaking ability improves with the help of grammatical competence. Thus, based on the researcher's conclusion, grammar competence relates to speaking ability. Another research by Sahid (2017) finds the impact of grammar competence among English literature students. The findings of this study reveal that grammar competence positively impacts students' speaking abilities, according to the students' perceptions. But another research from Mahmood (2021) has different findings, and he pointed out that grammar competence negatively impacts students' speaking.

A similar incident occurred at Darul Hijrah Islamic Boarding School for females. The Darul Hijrah Boarding School for Female Students, as is well known, uses English in their daily talks. Even though not all students can speak English clearly and appropriately, the manager (OSDA) will punish them if they do not speak English. In this condition, students frequently use English without paying attention to grammar, resulting in frequent misunderstandings between learners. They utilize English poorly because they do not understand how to arrange it appropriately and correctly. Because they had to communicate in English, they used it casually and without regard for grammar.

Based on the researcher's own experience and preliminary survey at Darul Hijrah Islamic Boarding School, the researcher found that most learners do not

give attention to the usage of grammar when speaking because they do not realize the necessity of grammar. Therefore, students who have learned grammar do not apply it in everyday speech, and some have not studied grammar.

As a result, the researcher is interested in conducting research at Darul Hijrah Islamic Boarding School for females to find out the perceived impacts of students when using grammar in speaking, what challenges they face when using grammar, and what factors support them in using It.

B. Definition of Key Terms

1. Perceived Impact

Some factors that influence perception from an education perspective are social and environmental education and the family's background Sahid (2017). In this research, the perceived impact felt by students when applying grammar in speaking, whether it is positive or negative.

2. Challenges

Challenge is the difficulties students face Halim, Wahid, & Halim (2021). For example; lack of school facilities, the influence of the first language, laziness of students in learning, etc.

3. Contributing Factors

Contributing factors are those that impact and significantly affect how students' speaking abilities develop Irwan, Asrida, & Fadri (2017). For example, family background, environment, etc.

4. Speaking ability

Speaking abilities are those that enable us to communicate effectively. They allow us to express information verbally in a way that the listener can understand.

C. Research Questions

1. What are the students' perceived impacts of grammar competence on speaking ability?
2. What are the challenges of applying grammar in speaking?
3. What contributing factors encourage the ability to apply grammar in speaking skills?

D. Objective of Study

1. To find out students' perceived impact of grammar competence on speaking ability
2. To investigate the challenges of applying Grammar in Speaking
3. To determine the contributing factors that encourage the ability to use grammar in speaking skills at the Darul Hijrah Islamic boarding school for females.

E. Significance of Study

The writer hopes this research gives significance to the readers or other researchers. The benefit divided into two :

1. Theoretical Significance

Theoretically, the results of this study should provide a general understanding of the role of grammar in speaking ability for future researchers.

2. Practical Significance

- a) This study will likely inspire teachers to develop exciting teaching strategies for teaching grammar in the classroom.
- b) This study is expected to provide students with new information regarding the necessity of using grammar when speaking.
- c) This research may enhance the writer's ability to teach English.