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CHAPTER II

REVIEW OF RELATED LITERATURE

The theoretical framework of this study is based on the concepts, theories and previous study about grammar competence and speaking skill that will be discussed below.

2.1 The Nature of Speaking Skill

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Thornbury (2005, p. 4) stated that speaking as a skill and needs to be developed and practiced independently of the grammar curriculum. It means that speaking is an oral communication as a sociocultural activity in classroom.

Speaking skill is the ability to perform the linguistics knowledge in actual communication. Therefore, we can infer that speaking is the ability to use words or a language to express information in an ordinary voice. According to Richards (2008, p. 21) speaking is also an appropriate way to make others understand with what we mean and say. Barrass (2006, p. 3) said that it is also a tool for someone about how he or she expresses mind, emotion, and influences or persuades other people to do or to take a certain action.

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According to Hasibuan and Ansyari (2007, p. 113) the language learners need to recognize the speaking skill that involves three knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.
2. Function (transaction and interaction). The language learner should know when the clarity of message is essential (transaction/ information exchange) and when the precise understanding is not required (interaction/ relationship building).
3. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2.1.1 The Components of Speaking

There are five components which are generally recognized in analyzing speaking. Adam and Frith cited in Hughes (2003, p. 111) explains those five items as follows:

1. Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having sufficient vocabulary people can not

communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

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5. Comprehension

Speaking requires that not only know how to produce specific point of language includes grammar, pronunciation, vocabulary, and fluency, but also the comprehension of speaker and listener is considered.

Based on the explanation above, it can be concluded that the components of speaking skill consist of many aspects, such as grammar, vocabulary, pronunciation, fluency and comprehension that must be considered and correlated each other. Therefore, five components above would be took as the indicator of speaking skill.

2.1.2 Assessing Speaking Skill

Hughes (2003, p 102) said that assessing speaking skill through self-assessment, classroom based assessment and performance assessment through examination batteries. There are fives aspects that must be considered in speaking test such as accuracy, appropriacy, range, flexibility and size.

Assessing speaking skill is the most important aspect in language testing. However, Speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking such as grammar, vocabulary, pronunciation, fluency and comprehension. Moreover, the administration of speaking test is quite difficult because it will be not effective and sufficient to test speaking in large number of students at limited time. Therefore, the students are

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scored based on five components of speaking skill by using the scale rating scores of Brown (2001, p. 380-381) as follows:

Aspect	Score	Requirement
Grammar	1	Errors in grammar are frequent
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good.
	4	Error in grammar are quite rate.
	5	Equivalent to that of an educated native speaker.
Aspect	Score	Requirement
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features.
Aspect	Score	Requirement
Comprehensions	1	understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

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Aspect	Score	Requirement
Pronunciation	1	Errors in pronunciation are frequent
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Error in pronunciation are quite rare.
	5	Can pronounce correctly and articulate clearly.
Aspect	Score	Requirement
Fluency	1	Frequent repetition
	2	Can handle with confidence but not with facility.
	3	Can discuss particular interest of competence with reasonable ease.
	4	Able to use the language fluently on all levels normally pertinent to profession all needs.
	5	Has complete fluency. In the language such that his speech is fully accepted by educated native speakers.

Therefore, the researcher took the Brown's idea to assess students' speaking test.

2.2 Grammar Competence

Nunan (1991, p. 296) said that grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar. it means that without grammar our sentences are not complete yet, sometimes the listener is so difficult to understand our purposes.

Grammar shows our meaning in communication, so that other people can understand our message. Grammar includes phonological (sounds), morphology (word composition), and syntax (word composition) because grammar is important in communication. Automatically we have to be able to understand grammar, because grammar guides us in making sentences and also as a central in teaching and learning of languages

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. These results are boring, disaffected students who can produce correct forms on exercises and tests, make errors when they try to use the language in context.

Grammar competence is the ability to recognize and produce the distinctive grammatical structures of a language and use them effectively in communication. Grammar competence enables speakers use and understand English-language structures accurately, which in turn contributes to their fluency.

According to Chomsky (1965) cited in Milrood (2014, p. 260) in the most general form, grammatical (linguistic) competence, as theoretical and practical knowledge of a limited number of grammatical rules, which allow generating an unlimited number of correct sentences. It can be assumed that the grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to

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monitor grammatical errors, to pass judgments about right and wrong linguistic forms, and to perform language testing tasks.

The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar of teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know how to accomplish defined communication tasks.

2.2.1 Simple Present Tense

Simple present tense is one of the tenses that must be mastered by the students. Azar and Hagen (2006, p. 53) stated that simple present tense expresses habits, the verb after *she, he, it* (3rd person singular) has a final *-es or -s*. Also, Prastowo (2013, p. 27) said that simple present tense expresses the habitual action and the general truth.

According to Azar and Hagen (2006, p. 54) there are five components of simple present tense that must be considered as follows:

1. Using frequency adverbs
 - a. Bob always eats breakfast
 - b. Marry usually eats breakfast
 - c. They often watch TV at night
2. Adding final *-s/-es*
 - a. John drinks ice tea every night
 - b. Mother goes to market every morning

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3. Irregular singular verbs
 - a. I have a book
 - b. He has a book
 - c. I do my work
 - d. She does her work
 - e. They go to school
 - f. She goes to school
4. The simple present tense : Negative
 - a. I do not drink coffee
 - b. She does not drink coffee
5. The simple present tense : Interrogative
 - a. Do they live in Miami?
Yes, they do.
No, they don't.
 - b. Does Gina live in Rome?
Yes, she does.
No, she doesn't.

Therefore, five components of simple present tense above would be took as the indicator of grammar competence (simple present tense).

2.2.2 Assessing Grammar Competence

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires etc. According to Brown (2004, p.

4) assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires etc.

According to Purpura (2004, p. 126) one of the main intentions of rubric use in performance-based assessments in grammar test is to ensure that the ratings do not vary. In other words, rubrics should minimize the raters effect and increase.

Hughes (2003, p 143) mentions that there are three techniques to testing grammar:

1. Paraphrase

These require the student to write a sentence equivalent in meaning to one that is given. It is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested.

2. Completion

This technique can be used to test variety of structures.

3. Modified Cloze

- a. Testing prepositions of place
- b. Testing articles
- c. Testing a variety of grammatical structures
- d. Testing sentence linking

Therefore, the researcher took the Hughes' idea to assess students' grammar test.

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2.3 The Correlation between Grammar Competence and Speaking Skill

Speaking is one of the central elements of communication. Speaking involves learners in the mastery of a wide range of sub-skills, which, added together, constitute an overall competence in the spoken language.

According to Scacella and Oxford (1992, p.141) grammar competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics with regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

Speaking has a relationship with grammar because grammar is one of components in speaking. Sometimes if we speak without the good grammar it will have the wrong meaning.

Grammatical competence enables speakers to use and understand English-language structures accurately and unhesitatingly, which contributes to speakers' fluency. It is also supported by some experts like Richards, Platt and Weber cited in Putriani (2011, p. 23). They all declare that communicative competence should include: a knowledge of the grammar and vocabulary of the language, knowledge of rules of speaking, knowing how to use and respond to different types of speech, and knowing how to use language appropriately. In other words, grammar is needed by language learner in speaking.

From the above, it is clearly stated that grammar plays a crucial role in speaking skill. Moreover, grammar competence and speaking skill are integrated each other.

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2.4 Relevant Research

There are some related studies that have been done by many researchers about the correlation between English grammar and speaking skill.

First, Mistina Batubara, 2011 conducted a research entitled “The Correlation between Student’s Grammar Mastery and Reading Short Story Ability of Seventh Year Student at MTs I’aanatuth Thalibirin Tualang Siak Regency”.Based on her research, she concluded that students’ reading ability will be better when their grammar mastery is better. Based on the data analysis, The students grammar mastery at the seventh year student with mean score 75,95 is categorized into good level and the student reading short story at the seventh student year with mean score 77,14 is categorized into good level.

Second, Zelly Putriani, 2011 conducted a research entitled “The Correlation between Reported Speech and Speaking Ability of the Second Year Students of SMKN 1 Pekanbaru” in this research she concluded that in analyzing the data, she found that the r null was 0.517 and the r table was 0.226 at the level of 5% and 0.294 at the level of 1%. In other words, the r null is higher than the r table either at the level of 5 % or 1% (H_0 is rejected and H_a is accepted). It means that there is a significant correlation between reported speech mastery and speaking ability. Furthermore, she also found that the reported speech mastery’s influence in speaking ability was 26.73%. In conclusion, the speaking ability of the second year students of SMKN 1 Pekanbaru was determined by their mastery in reported speech. It was 26.73%. Then, the other 73.27% was influenced by other factors.

In conclusion, this research have similarities and differences with the research above. The similarities two researcher also research about the correlation between student's mastery of grammar and speaking, but the differences they did not focus on grammar competence and speaking skill.

2.5 Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning a research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' grammar competence and variable Y refers to students' speaking skill.

Where variable X (independent variable) is grammar competence (simple present tense).

According to Azar and Hagen (2006) the indicator of variable X (simple present tense) are as follows:

1. The ability to identify frequency of adverb in the sentence.
2. The ability to identify final *-es* and *-s* for third person singular in the sentence.
3. The ability to identify irregular singular verbs.
4. The ability to identify negative sentence of simple present tense.
5. The ability to identify interrogative sentence of simple present tense.

Adams and Frith cited in Hughes (2003) stated the indicator of variable

Y (students' speaking skill) are follows:

1. The ability to use grammar accurately in speaking (grammar)
2. The ability to use proper words or vocabularies. (vocabulary)
3. The to produce good pronunciation in speaking. (pronunciation)
4. The ability to speak fluently and accuracy (fluency)
5. The ability to express the comprehensible ideas. (comprehension)

2.6 Assumption and hypothesis

1. Assumption

In general, the researcher assumes that the better students' grammar competence, the better students' speaking skill will be.

Through this research, it is assumed that, students speaking skill will be better when their grammar competence is better.

2. Hypothesis

Ho : There is no significant correlation between students' grammar competence and their speaking skill of eleventh grade students at Senior High School 1 Teluk Kuantan.

Ha : There is a significant correlation between students' grammar competence and their speaking skill of eleventh grade students at Senior High School 1 Teluk Kuantan.

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