

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Learning a language is different with other lessons. It requires the realization of the theory which is spoken form. It is supported by Richards and Rodgers (1987) “The primary medium of language is oral: Speech is language.”. It is clear that language must be spoken. So, speaking is very important skill in learning a language, especially English language. There are two important aspects in speaking; they are accuracy and fluency (British Council the UK International Organization, taken from <http://learnenglishteens.britishcouncil.org/>; Ano, taken from <http://www.waseda.jp>; Nakagawa, taken from <http://www.geocities.co.jp>).

It seems that learners who are able to speak fluently have good proficiency in English. Even more, some English language classes tend to have goal to make learners able to communicate their ideas. That is why Hedge (2003: 47) noted that linguistic competence is important part of communicative competence. Philipson in Hedge (2003) added “It is impossible to conceive of a person being communicatively competence without linguistically competence”. It means that grammar, as part of linguistic competence and linguistic competence is part of accuracy, is important to make learners being competent in communicating ideas.

Hedge (2003) explained that linguistic competence and fluency are two of components which lead learners to communicate effectively. Grammatical accuracy is part of linguistic competence. It means that to achieve communicative language competence, learners should include both grammatical accuracy and fluency in their focus of speaking.

However, accuracy and fluency often work imbalance one another. In the other words, one of them seems to be dominant in speaking (Bailey, taken from <http://www.ncsall.net>; Hunter, 2011). This was occurred at University of Muhammadiyah Gresik, sometimes, learners spoke fluently, but if we observed it deeply, there were some or many mistakes in accuracy, frequently in grammatical accuracy. Sometimes, the learners who speak in grammatically accurate utterances tend to speak less fluent. According to British Broadcasting Corporation (2003), sometimes learners try to have very strong focus on grammatical accuracy because they were worry to make mistake in speaking. In consequence, their fluency might not be improved.

On the other hand, accuracy of grammar must support speaking fluency. This is supported by Nakagawa (taken from <http://www.geocities.co.jp>) on his research conclusion that accuracy and fluency support each other, accuracy brings fluency and vice versa. Richards and Rodgers (1987) added that grammar is one of aspects which are related to development of oral fluency.

Regarding those problems, researcher aims to find whether there is relationship between grammatical accuracy and speaking fluency at 4th semester learners of English Language Education Department at University of Muhammadiyah Gresik.

1.2 Statement of Problem

Based on the background of the study above, the problem statement of this study is:

Is there relationship between grammatical accuracy and speaking fluency at 4th semester learners of English Language Education Department at University of Muhammadiyah Gresik?

1.3 Purpose of the Study

Based on the statement of problem which is posed above, the purpose of this study is to find the relationship between grammatical accuracy and speaking fluency at 4th semester learners of English Language Education Department at University of Muhammadiyah Gresik.

1.4 Significance of the Study

There are some differences between the previous studies and this study. First, this study focuses on specific of grammatical accuracy and speaking fluency. Furthermore, it uses 4th semester learners at university

level as subject. Most of the previous studies were conducted in the lower level such as high school level (Koizumi, 2005; Ano, taken from <http://www.waseda.jp>), university freshman level (Pongsiriwet, 2001). Moreover, the settings of the previous studies were different from this study. Some of them gave measurement based on spoken activity (Ano, taken from <http://www.waseda.jp>), written test (Pongsiriwet, 2001), small-talk strategy (Hunter, 2011), and communicative task-based (Porcino and Finardi, 2012). Meanwhile, this study gives measurement based on both spoken and written activities for one semester in 4th semester.

Furthermore, with different setting, focus, and method, some of the previous studies discovered different results such as positive correlation (Nakagawa, taken from <http://www.geocities.co.jp>; Koizumi 2005), no statistical difference (Ano, taken from <http://www.waseda.jp>), and trade-off results (Porcino and Finardi, 2012). Since this study also brings different setting, focus, and method, probably the result of this study also different and it is still needed to know the result of this study. If this problem can be revealed, this study is able to help or support the previous studies and theories since the goal of this study is to test the hypothesis or theory.

Furthermore, by knowing the correlation between them, learners of second language will realize that the goal of learning English is not only to be able to communicate their ideas but also to be able to pay much attention to the grammatical accuracy. That is why both grammatical accuracy and speaking fluency should work to support each other.

Furthermore, if grammatical accuracy and speaking fluency are correlated, by realizing its relationship, we can predict learners' ability of grammar by knowing their ability of speaking fluency or vice versa.

Besides, by understanding the relationship between grammatical accuracy and speaking fluency, lecturers and teachers can provide the best way to teach their students to improve both grammatical accuracy and speaking fluency. So, learners of second language will not only learn to speak fluently but also accurately or vice versa.

1.5 Hypothesis

To achieve the purpose of the study, the researcher decides the hypothesis to be posed is:

- There is positive and significant correlation between grammatical accuracy and speaking fluency of the 4th semester learners at English Language Education Department at University of Muhammadiyah Gresik

1.6 Definition of Key Term

There are some definitions which are used in this study. First, accuracy is ability to speak without errors of grammar, vocabulary, pronunciation, spelling, and also context. Second, speaking is to produce words, utterances to deliver the purpose of the communication by using some language components such as vocabulary, grammar, pronunciation,

and etc well. Speaking fluency is ability to speak easily and smoothly in connected speech with few pauses, without having too much stop and too much think about what to say. Grammatical accuracy is being free from error in using grammar rules in English language with appropriate context.