

## CHAPTER I

### INTRODUCTION

In conducting research, this chapter discusses some information to find the basic concept of the investigation and then briefly explains what the researcher's key in conducting research is. In this part, the researcher shows the research background, problem formulation, purpose of the research, significance of the research, and writing system.

#### **A. Background of Research**

A crucial language skill that can be used to evaluate students' communication ability effectively in a real-life situation is speaking.<sup>1</sup> The ability to speak correctly can be a tool that enables students to support their interaction easily. Speaking components play a crucial role in developing learners' speaking skills in English learning yet student lack of practice<sup>2</sup>. In other words, English learning environments which practices real life interactions are rare so that making speaking activities as the important component in practicing students' spoken language skills is limited.

During the learning process, not all students pay attention to the material presented by the lecturer so they are less active in discussion. Meanwhile, students focus more on what they are saying than how they are saying it, relying on English teacher to correct errors, which could lead to low self-esteem in students learning to speak grammatically<sup>3</sup>. It can be explained that students need the important aspect of spoken language and how to understand tenses and sentence structure to convey many

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<sup>1</sup> Paris Jiwa Karya et al., "Developing the Prototype of Picture-Based Learning Materials in the Teaching of Speaking Skills," *Journal of Language and Literature Studies* 2, no. 2 (November 25, 2022): 109–16, <https://doi.org/10.36312/jolls.v2i2.763>.

<sup>2</sup> Hariswan Putera Jaya, Ismail Petrus, and Nova Lingga Pitaloka, "SPEAKING PERFORMANCE AND PROBLEMS FACED BY ENGLISH MAJOR STUDENTS AT A UNIVERSITY IN SOUTH SUMATERA," *Indonesian EFL Journal* 8, no. 1 (January 28, 2022): 105-112., <https://doi.org/10.25134/ieflj.v8i1.5603>.

<sup>3</sup> Karisma Tarigan et al., "Oral Corrective Feedback and Error Analysis: Indonesian Teachers' Beliefs to Improve Speaking Skill," *World Journal of English Language* 13 (May 18, 2023): 140–50, <https://doi.org/10.5430/wjel.v13n6p140>.

information to the listener. Therefore, the students have to encourage language ability especially in speaking to produce the oral language.

A part of component in speaking skills is grammar as it ensures correct vocabulary and important for conveying information orally<sup>4</sup>. In speaking English, grammar is an inherent part which essential to deliver some messages and information. Then, the factors that affect students' ability to speak correctly may come from their own language learning experiences or media exposure. The use of incorrect grammar can hinder the good communication and will make it fail to convey the ideas or information<sup>5</sup>. Based on the statement, it shows that errors in sentence structure or the use of inappropriate words can make it difficult to understand. Thus, it is important to pay attention to correct the grammar so that ideas or information can be conveyed effectively.

Each student has different study habits and own skills in speaking. Since learning a language is a daily habit, teaching speaking should provide not only theoretical knowledge about speaking usage but also involve practice and direct application of language in a relevant social situation.<sup>6</sup> In other words, students need to practice and apply the language in the daily activities to master it. According to Harmer, some students can speak English easily because they have a good grammar and clear pronunciation.<sup>7</sup> It states that grammar is one of the most important aspects in speaking ability, as it allows students to construct correct and effective sentence. Thus, students who have good grammatical knowledge will find it easier to convey their thought and ideas in English clearly. In addition, the possible pronunciation and fluency should be considered in speaking because the

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<sup>4</sup> Benjamin Lee Whorf, "Grammatical Categories," *Language* 21, no. 1 (1945): 1–11, <https://doi.org/10.2307/410199>.

<sup>5</sup> Gabriella Vigliocco et al., "The Role of Grammatical Class on Word Recognition," *Brain and Language* 105, no. 3 (June 1, 2008): 175–84, <https://doi.org/10.1016/j.bandl.2007.10.003>.

<sup>6</sup> Dinar Dipta, "Conversation Analysis as a Discourse Approach to Teaching Speaking Skill," *JETLe (Journal of English Language Teaching and Learning)* 1, no. 1 (October 31, 2019): 1, <https://doi.org/10.18860/jetle.v1i1.7718>.

<sup>7</sup> J. Harmer, "How to Teach English (Second Edition)," *ELT Journal* 62, no. 3 (July 1, 2008): 313–16, <https://doi.org/10.1093/elt/ccn029>.

speaker produces spoken language by speaking English with good fluency and accuracy<sup>8</sup>. The linguistic problems include vocabulary, fluency, grammar, and pronunciation to highlight the significant components of language proficiency that learners must overcome to communicate effectively.<sup>9</sup> It means that many reasons related to speaking English problems such as students may face challenges the encountering unfamiliar words, struggling with word usage, or expressing their intended meanings<sup>10</sup>. Overall, word order determines how words are arranged to follow the rules of grammar and ensure effective and clear use of vocabulary. Word order plays an important role in how grammar and vocabulary work together in a sentence. Meanwhile, grammar rules determine the correct order of words to meaningful sentences. In other words, it governs how words from vocabulary are placed according to grammar rules to convey meaning clearly.

Students in the English major program are very motivated to speak English correctly and also accurately<sup>11</sup>. Most of students in this major especially at third semester are required not only to use correct grammar, pronunciation, and wide vocabulary but also to understand how to use the language appropriately. Therefore, they engage extensively in practical exercises yet there are no current studies on students' speaking proficiency in this program. In fact, some common problems that students face include

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<sup>8</sup> Junnisa Alda Miranda and Achmad Yudi Wahyudin, "PRE-SERVICE TEACHERS' STRATEGIES IN IMPROVING STUDENTS' SPEAKING SKILLS," *Journal of English Language Teaching and Learning* 4, no. 1 (July 12, 2023): 40–47, <https://doi.org/10.33365/jeltl.v4i1.3132>.

<sup>9</sup> Edward McDonald, "'Parts of Speech' and 'Word Classes': Defining Basic Categories for Grammatical Analysis," in *Grammar West to East: The Investigation of Linguistic Meaning in European and Chinese Traditions*, ed. Edward McDonald, The M.A.K. Halliday Library Functional Linguistics Series (Singapore: Springer, 2020), 189–204, [https://doi.org/10.1007/978-981-13-7597-2\\_12](https://doi.org/10.1007/978-981-13-7597-2_12).

<sup>10</sup> "An Analysis on Students' Speaking Ability of Procedure Text at Senior High School | Lectura : Jurnal Pendidikan," accessed November 15, 2023, <https://journal.unilak.ac.id/index.php/lectura/article/view/9453>.

<sup>11</sup> "Describing the Spoken Language Skills of Typically Developing Afrikaans-Speaking Children Using Language Sample Analysis: A Pilot Study | Language, Speech, and Hearing Services in Schools," accessed November 15, 2023, [https://pubs.asha.org/doi/full/10.1044/2022\\_LSHSS-22-00077](https://pubs.asha.org/doi/full/10.1044/2022_LSHSS-22-00077).

having difficulty in using grammatical word order in arranging words and also feeling confused in figuring out how to put words into a good and correct English sentence. Additionally, the students don't understand how different grammatical rules and vocabulary choices affect the clarity of their sentences. Students often struggle with recognizing how the proper arrangement of words and correct application of grammatical structures impact the overall coherence of their speaking. This lack of understanding can lead to confusion and making it difficult to produce well-formed sentences in specific meaning.

Brown argued that success in speaking learning includes accuracy and fluency, and also good grammatical dominance.<sup>12</sup> Speaking involves accuracy and fluency while being a good speaking and grammatical mastery being another significant aspect. From the statement, it indicates that a person's comprehension of grammar is a crucial component of the speaking abilities.

Proper management of word order is essential not only for written communication but also for effective verbal interaction.<sup>13</sup> By ensuring that sentences are constructed clearly and logically, speakers minimize potential confusion arising from varying interpretations caused by incorrect placement or unclear phrasing. Therefore, maintaining proper word order remains crucial in achieving an unambiguous speech pattern and smooth understanding among all parties involved.

Additionally, students can practice their English-speaking skills by asking and answering questions related to the academic speaking with fellow students<sup>14</sup>. It can be interpreted that through such activities, students

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<sup>12</sup> H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Fourth edition, Always Learning (White Plains, NY: Pearson Education, 2015).

<sup>13</sup> Marieke Schouwstra, Danielle Naegeli, and Simon Kirby, "Investigating Word Order Emergence: Constraints From Cognition and Communication," *Frontiers in Psychology* 13 (April 22, 2022), <https://doi.org/10.3389/fpsyg.2022.805144>.

<sup>14</sup> Luthfi Mohammad Luthfi, "Developing EASPod as a Medium for English Academic Speaking for Mahasantri," *ELLITE: Journal of English Language, Literature, and Teaching* 8, no. 2 (2023): 74–85.

can train their speaking skills and gain a better understanding of the subject matter. Therefore, it aids them in developing communication skills and critical thinking in speaking.

In the theory, the good speaking skills have to be supported by a correct grammatical word order, but as a matter of students experience difficulties to implement correct grammatical word order because of several reasons such as limited vocabulary, lack of practices, less understanding of grammar rules, lack of motivation and opportunity to interact in English, and limited knowledge of language habits. There are problems occur to students including difficulties in using grammatical word order and feeling confused about how to organize words into good English sentences. Hence, this research aims to know how the 3<sup>rd</sup> semesters of English Language Education Department applying grammatical word order in speaking skills and what the factors that affect the students' experience difficulties in word order.

Thus, the researcher intends to analyze third-semester students from regular speaking skills toward grammatical word order. Therefore, the researcher is interested in conducting research under the title “An Analysis of Grammatical Word Order in Students' Speaking Skills at English Department of UNIDA Gontor”.

## **B. Problems Formulation**

Based on the framework above, the formulation of the research questions is as follows:

1. How do the 3<sup>rd</sup> semesters students of English Language Education Department apply grammatical word order in their speaking?
2. What are factors affecting the 3<sup>rd</sup> semesters students of English Language Education experience difficulties in word order?

## **C. Purpose of The Research**

This study aims explore and make further analysis of grammatical word order. According to the problem statement, the research aims to address the following questions:

1. To analyze how the grammatical word order implementation in students' speaking skills at English Department Students.
2. To know the factors that affect students' experience difficulties in word order.

#### **D. Significance of The Research**

In this section, the researcher aims for the research outcomes to provide information to lecturers, students, readers and institutions and be used for further research.

##### **1. Students**

This research allows students to speak clearly, develop skill in speech, and apply various knowledge and experiences in organizing and understanding each material that teacher gives. Additionally, the research encourages students to apply critical thinking and problem solving, thus enriching their preparing for future academic

##### **2. Lecturers**

This research offers educators insight into different approaches to teaching speaking and implementing innovations in teaching and learning to make it easier for students to understand each material about grammatical understanding provided during the teaching and learning process. In addition, the results are expected to offer some new ideas and improvements in teaching speaking in the future.

##### **3. Institution**

This research aims to offer insights that can help institutions improve teacher quality and provide good results for student learning and exploration activities in the classroom. Furthermore, institutions should improve the quality of teachers and deliver good results for students' learning and exploration activities in the school.

##### **4. Future Researchers**

This research aims to offer insights for future researchers regarding analyzing grammatical word order in students' speaking skills at the

English Department of UNIDA Gontor. The findings can serve as valuable reference materials for conducting other related research.

## **E. Writing System**

### **CHAPTER I**

#### **INTRODUCTION**

The researcher needs to identify the main problem and explain what is essential in conducting research, including background, problem formulation, research objective, significance, and methodology.

### **CHAPTER II**

#### **LITERATURE REVIEW**

The researcher requires a theory or materials to clarify some of the terms used in related research. This clarification is necessary to prevent and avoid misunderstanding. That is why researchers and readers have the same perception.

### **CHAPTER III**

#### **RESEARCH DESIGN**

This chapter presents the research design, the content of the research, the data collection technique, and the data analysis technique.

### **CHAPTER IV**

#### **FINDINGS AND DISCUSSIONS**

This chapter presents the research findings based on evidence gathered over one month, including classroom observation and interviews. It analyzes these findings with previous research to propose new solutions to the identified problem.

### **CHAPTER V**

#### **CONCLUSION AND SUGGESTION**

In this section, the researcher provides two discussions on conclusions and recommendations. The conclusion section interprets the research findings and offers advice to various stakeholders, including English students, lecturers, institutions, government, and future researcher.