



The Correlation Between Grammar Ability and Students Speaking Skill at 10th Grade Studetns of MAN Lima Puluh Kota

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ABSTRACT

The background of this research was because of several problems that students had that related to grammar and speaking, the problem was students' average in speaking was good while students' average in grammar was low, and some students had difficulty in choosing correct vocabulary in exercise, and the dominance of students with good speaking and poor grammar based on teacher scores. As a result, the researcher wanted to find out the correlation between grammar ability and students' speaking skill at 10th grade students of MAN Lima Puluh Kota. The design of this research was correlational research, with the population of this research was all of the 10th grade students of MAN Lima Puluh Kota in academic year 2022/2023, which consist of 4 classes, with 75 students and using total sampling as the sample because of the population are less than 100 students. The instrument of this research was grammar test and speaking test. The grammar test was multiple choice with consist 25 number and speaking test was students divided into several groups and make a short dialog then perform it. This research was carried out in October 2023. To find out that grammar ability and students speaking skill corralate or not, and the researcher used Pearson Correlation. The result of this research by using Pearson Coefficient between the variables was 0,566 which indicated a bit low correlation, the correlation direction was positive and the correlation magnitude between the variables was a bit low correlation, because there some students had a score in speaking was higher than grammar score.

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INTRODUCTION

One of the language skills in English is speaking. According to Rickheit & Strohner 2008 in Efrizal 2012, speaking is a speech or statement with the goal to have the target to be identified by the speaker and the receiver to process the expression to recognize their intention. Speaking also call as oral language. Speaking is one of the productive skills that can be directly and empirically observed. (Brown, 2004:140). Speaking is an important skill in English foreign language learning and teaching. Without learning

speaking skills, students while learning in the classroom will keep silent. To have good speaking skills, students must practice every day. As a skill, speaking have some aspect, they are vocabulary, grammar, pronunciation, and fluency. Speaking is one of the language skills that learns at school.

Richard & Renandya (2002) also said, learning speaking is more than knowing the grammatical and semantic rules. Learners must know how to pronoun the word, and context about what they are talking about. Unlike writing and reading, speaking happens in real-time activity. Writing and reading like something was happened for several times ago. Speaking is a complex skill, the speakers not just to know the sounds, vocabulary and grammar but must think about the idea and think what they say and know the situation of conversation taking place. (Safitri, 2017). A communication will be happened if there are speaker and listener. The information what the speakers say has a message that must be transferred to the listener, whether it face to face or not. There are five elements of speaking; they are vocabulary, pronunciation, fluency, grammar, and comprehension. (Firmasyah and Friends, 2019).

Vocabulary

Vocabulary refers to several words that must be someone knows to communicate with others. Vocabulary is basic things to write, speak, listen, and read. Without vocabulary 4 language skills will be difficult, especially speaking. Vocabulary can be learnt from native speakers, listening to the radio, songs, and movies, reading the magazines or newspapers, and other media that use the English language. In short meaning, vocabulary is a memorized some word to produce the language. One of the ways to improve vocabulary is using loanword from Bahasa Indonesia (Syahrul, 2019)

Pronunciation

A good speaker not just mastered in vocabulary and grammar, but also good at pronunciation. Pronunciation is how to read the word. Incorrect pronunciation can make the sentences have different meaning and different purpose. Carmen (2010), stated good pronunciation is easy to understand, pleasant to hear, and easy to pronounce by themselves. Pronunciation is how the sound of a word. (Nunan, 2003).

Fluency

Fluency is an important goal in language learning. Fluency is an important goal that EFL (English Foreign Language) students must achieve in class. Hariyanto (2016) said fluency in speaking is the ability to speak and to be understood. Fluency is when a speaker speaks clearly and accurately, so the audience can understand what the speaker say and take the messages from the speaker says.

Grammar

Grammar is one of the focus studies in this research because the researcher wants to know the relationship between grammar ability and speaking ability. Grammar is a

part of learning a language. According to Roberts 1962 in Isyam and Zainil 2010, grammar is a set of rules for constructing sentences.

Comprehension

Putri and friends (2016) stated comprehension is the ability to comprehend something is employed to enhance or evaluate someone's ability in a language, both in written or oral forms. Good comprehension is crucial for communication, learning, and problem-solving.

One of the crucial aspects of speaking is grammar. Grammar is a template for language contests for those who use fluid language. (Radford, 1988:3). Thornbury (1999) also stated grammar is partly the study of what forms (or structure) are possible in a language. Grammar is one of the important parts of learning a language. Understanding English grammar makes students can make words correctly and properly even in writing or speaking. There are many ways to teach grammar, it can be using a game, grammar books, or others. According to Richard & Renandya (2002), grammar is important, but most of the time in most parts of the world, people probably teach too much of it. To teach grammar, teachers must know the concept of the grammar, using examples, keep it simple, using several games and fun activities, give feedback to the students, and always using a correct grammar while teaching in the classroom. For most of teachers, the important things to teach grammar is to helped the students to know the structure of the language, so they can use it in daily life and everyday communication. (Roza, 2014).

Authentic assessment is a process to measure students ability to process how they can solve the problem in their real life (Amiza, 2019). The learners can understand what they observing unless what they speaking talking about. With comprehension activity, the learners can analyze a few lexicons and a few linguistic structures. The result of organized learning is that students have acquired more than enough basics of communication. In an organized matter there is real capacity in a conversation, starting from a few words and sentences that can be built through an understandin. (Bashir and Friends, 2016:36). Language testing is influenced by the interests of commercial publishers and international organizations. (Hughes, 201). Assessment of spoken language asks difficult question. A meaningful test of langugae proficiency tests on how objective, replicable, and reliably consistent and it is for comparative purpose. The important things to be evaluated in group work is providing feedback on learners or students' performance. (Kardena, 2021). Authentic assessment is a process to measure students ability to process how they can solve the problem in their real life (Safitri, 2019).

Grammatical and speaking are two components that cannot be separated. As Richard & Renandya (2002) said, through grammar competence, speakers understand the English structure accurately and internally, which causes fluency. Meanwhile,

Thornbury (1999) said, grammar was the basic discourse machine generator in every language in general. Without good grammar, learners will never be certain of what to speak and how to speak which in the end it will result in a very halting speech. Based on the preliminary research at 10th grade of MAN Lima Puluh Kota, from February 28th until March 3rd, 2023 and observation from September 1st until December 3rd, 2022 (while field practice experience or PPL in Indonesia) it can be concluded there are several problems, they are:

First, students' average on the speaking test was good about 82.6 meanwhile students' average on grammar test was low about 58, while the Minimum Criteria of Mastery Learning (or KKM in Indonesia) was about 75. Second, some of the students about 30% - 35% the students can't chose the correct vocabulary when they made an exercise. Vocabulary was one of the components in speaking. Third, some students are had difficulty when they pronoun some words, and some students says grammar is difficult because there are so many formulas that must they remember. Based on the explanation above, there was a need to conduct research in order to find out whether there was any correlation between student grammar ability and their speaking skill, especially in English class grade 10th in MAN Lima Puluh Kota.

RESEARCH METHODE

This research was a correlational design. The correlation was a quantitative research involves collecting data to determine the relationship between two variables. Correlational research was similar to descriptive research in that it was not experimental and consists only of one group of individuals and two or more variables that are not manipulated or controlled by the researcher. This research was used quantitative research to find out the correlational between grammar ability and students' speaking ability. To collect the data, the researcher will use a grammar test and speaking test. Then, to analyze the data, the researcher will use two variables for finding the correlation between grammar ability and students' speaking skills. The population of this research was tenth grade students of MAN Lima Puluh Kota, which consists of four classes. Sample in this research was total sampling because the population was less than 100 respondents.

In this research, this research was used speaking test and grammar test. It was used to find out the results of grammar and students' speaking skills. This research was used achievement tests to know the ability of grammar ability and speaking students' skill. Achievement test was used to know someone's achievements after they learned something. The kind of grammar test used in this research was multiple choice, with 25 numbers which have 4 points each number. The material for grammar test was simple present tenses, simple past tenses, intention, and pronoun. The detail of the test was simple present tense with 6 questions, simple past tense with 6 questions, intention with

7 questions, and pronoun with 6 questions. For the speaking test, the form of the speaking test was made a short dialog that consists of several themes.

RESULT AND DISCUSSION

Result

The data of this research was gotten by researcher at tenth grade students of MAN Lima Pulu Kota. The score of the students' grammar ability were collected by grammar test and students speaking ability by speaking test. They consist of 4 classes, X IPA1, X IPA2, X IPS and X PK. The researcher took all the population as the sample. This research used speaking test. The students make a short dialog with theme of holiday or what will you do at weekend or opinion theme by using simple present tense, simple past tense, simple future tense, and pronouns. The score was given by the English Teacher of MAN Lima Pulu Kota.

Based on the students grammar score, it can be concluded that the score of students' grammar ability based on the data indicators of students grammar ability which collected from grammar test which is contained as much as 75 respondents. Based on the score, researcher found of average each of class, included class IPA1, IPA2, IPS, and PK, it showed that average of class IPA1 was 68.4, the average of class IPA2 was 68.8, the average of class IPS was 72, and the average of class PK was 68. Based on the students speaking score, it can be concluded that score of students speaking skill which collected from speaking skill which is contained as much as 75 respondents. Based on the score, researcher found of average each of class, included class IPA1, IPA2, IPS, and PK, it showed that average of class IPA1 was 74.9, the average of class IPA2 was 75.9, the average of class IPS was 74, and the average of class PK was 76.1. The research used grammar test to get the data students grammar ability as 25 question multiple choice. Those questions were measured of grammar ability of students through of grammar test. These were some steps to describe the data collected by tabulating the data. Based on the account result on the score above, the result is got a follow :

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

$$r = \frac{75.394316 - (5224)(5641.5)}{\sqrt{(75.367360 - (5224)^2)(75.426026 - (5641.5)^2)}}$$

$$r = \frac{29573700 - 29471196}{\sqrt{(27552000 - 27290176)(31951950 - 31826522.25)}}$$

$$r = \frac{102504}{\sqrt{(261824)(125427.75)}}$$

$$r = \frac{102504}{\sqrt{32839995219}}$$

$$r = \frac{102504}{181218.08}$$

$$r = 0.566$$

Means = a bit low correlation

Table 1.
Magnitude of Correlation

r Result	Interpretation
0,800 - 1,00	Very high correlation
0,600 - 0,800	High correlation
0,400 - 0,600	A bit low correlation
0,200 - 0,400	Low correlation
0,000 - 0,200	Very low correlation

$r = 0.566$ there were interval 0.400-0.600. That's a bit low, indeed there was a correlation between grammar ability and speaking skill but a bit low. It means grammar influences students' speaking skill, but the influence grammar was a bit low, because there some students had a score in speaking was higher than grammar score.

Discussion

The result of this research was calculated by using formulated of Pearson Correlation. The result was $r=0.566$. Based on the data analysis, the researcher found that the coefficients of correlation between grammar ability and students speaking skill was a bit low correlation. Since the result had positive symbol, it means there was a positive correlation between grammar ability and students speaking skill at 10th grade students of MAN Lima Puluh Kota. Thats mean, grammar influences students' speaking skill, but the influence grammar was a bit low, because there are just some students had a score in speaking was higher than grammar score. To identify the magnitude correlation between two variable was a bit low correlation. It can be concluded that magnitude of grammar ability and speaking skill was a bit low magnitude. Its mean grammar influences students' speaking skill, but the influence grammar was a bit low, because there some students had a score in speaking was higher than grammar score.

In testing hypothesis, H_a : there was a positive and significant correlation between students' grammar ability and their speaking ability. H_o : there was no positive and significant correlation between students' grammar ability and their speaking ability. The researcher regard the index (p) to the r -table. To regard with r -table, the researcher decided the degree of freedom (df) and also the significants level (α).The degree of freedom in this research was $N-2 = 73$. Then the researcher used $\alpha = 0,05$, to know the critical value of this df . To measure whether the resercher will accept or reject the hypothesis. Since the r -table value on $df = 73$ and on $\alpha= 0,05$ was 0,227 and r -hitung score required was on 0,566. It means the r -hitung score was higher rather than r -table value in the table r . In other words, the H_a was accepted and the H_o was rejected, because the variable was a bit low correlation.

If $r_{xy} > r_{tab}$, so H_a is accepted and H_o is rejected

$0,566 > 0,227$, so H_a is accepted and H_o is rejected

Shortly, H_a is accepted and H_o which states that there is no positive and significant correlation between grammar ability and speaking skill was rejected. Thornburry (1999) stated, people with good understanding with several structures of sentences, can communicate and use language more effectively to produce oral and written language. It means people with good grammar or can understand something fast can speak and communicate well. Hornby (1994) in Habibah (2018) said, students who want to speak and write accurately was concerned with the grammatical correctness. It reflected that grammar is one of the crucial aspect in speaking and writing. This research was about the correlation between grammar ability and students speaking skill at 10th grade students of MAN Lima Puluh Kota. It can be stated that correlates between grammar ability as variable X and speaking skill as variable Y. The data was gotten from grammar test and speaking test. The grammar test is 25 multiple choice question, then speaking test is the students make a short dialog and perform it.

In analysis of the data, the researcher calculates grammar ability and students speaking skill score by using Pearson Coefficient. It is found that there was a correlation between grammar ability and students speaking skill at 10th grade students of MAN Lima Puluh Kota and there is a positive correlation between two variable. Meanwhile Scacella (1992) in Habibah (2018) stated grammatical competence was an umbrella concept that incorporates expanding ability in language structure. That's mean the grammatical is important things in oral and written language. It can be conclude that grammar relates to speaking skill. People will easier to speak, tell what they want correctly if they have a good grammar. In conclusion, based on the theory above, there is a positive correlation between two variable in this research. A positive correlation has a meaning if the students have good grammar, they will have good in speaking. On the other hand, if the students have low in grammar, they will have low in speaking skill.

In addition, based on the hypothesis testing, the result of r_{xy} is 0,566 and r_{table} is 0,227 and $df=75-2=73$, and $\alpha= 0,05$. Because r_{xy} is bigger than r_{table} , H_o is rejected and H_a is accepted. It means there is a bit low correlation between grammar ability and speaking skill at 10th grade students of MAN Lima Puluh Kota. In conclusion, the result of this research support the research hypothesis, that there was a bit low correlation between grammar ability and students speaking skill at 10th grade students of MAN Lima Puluh Kota. Based on the students' speaking test on the video that they made, the researcher can conclude that the students have started to use grammar in speaking although there are still some mistakes, and some of the students still have problems in pronunciation. It means they know how to use grammar, but don't know how to pronounce some words. Meanwhile, pronunciation is one of the aspects of scoring speaking.

The weaknesses of the video were that some of the students read the text, didn't understand what they were saying, and were still nervous when they read it. Meanwhile, the advantages of the video of speaking are that because they are in a groups, the students with good grammar can make the text good, and the students with poor grammar can get the same score as them in the speaking score, especially in the grammar indicator. The delimitation of this research was, this research was focused on finding the correlation between grammar and speaking students based on the subject they had learned before. This research was to find, was the students used the correct grammar in their speaking or not, and whether the grammar they used was based on what they had learned before. At the end of this research, it can be seen that grammar ability has a relationship with students' speaking skill according to several theories as mentioned before. It can be concluded that if the students have good grammar, they will be good in speaking skill.

CONCLUSION

The purpose of this research is to know whether any magnitude correlation between grammar ability and students speaking skill at 10th grade students of MAN Lima Puluh Kota. In this research, correlates the score of grammar test to measure students grammar ability, and score speaking test to measure students speaking skill. The H_a of this research is accepted. Thus, it can be stated that "magnitude correlation between grammar ability and students speaking skill at 10th grade students of MAN Lima Puluh Kota" the result is required after the researcher consulted t-hitung to r-table, t-hitung was gotten by the researcher was 0,566, whereas r-table on $\alpha=0,05$ was 0,227 it means, the t-hitung is was higher than t-table and H_a is accepted, because there was a bit low correlation between the variable or the correlation was not too strong. This research result has positive direction between grammar ability and students speaking skill. It proves by the result that gotten by researcher as much + 0,566. The magnitude of the correlation between grammar ability and students speaking skill is in level 0,400-0,600. It proves by the coefficients correlation is on category a bit low correlation.

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