THE CORRELATION BETWEEN GRAMMAR MASTERY AND SPEAKING SKILL ON THE ELEVENTH GRADERS OF SMAN 1 KOTO KAMPAR HULU

Nadiah Ulfa[1], Vitri Anggraini Hardi[2], Citra Ayu[3]
[123]**English Language Education, University of Pahlawan Tuanku Tambusai, Indonesia**
E-mail: nadiahulfa123456@gmail.com

Abstract

This study sought to determine the relationship between students' speaking abilities and their command of grammar. The correlation approach was applied in this study. Students in SMAN 1 Koto Kampar Hulu's eleventh grade made up the study's population. There were 31 pupils in the sample, and random sampling was used. Grammar tests and interview tests were two different types of tools. According to the research, the grammar proficiency of the eleventh graders at SMAN 1 Koto Kampar Hulu was rated as inadequate. The students' speaking ability was rated as fair and represented by the mean score (69, 52). The average score revealed it (70,32). The rate of correlation between students' speaking prowess and their command of grammar was at a "significant" level (rxy was 0.615), where rxy (0.615) > r table (0,367). It shows that there was a substantial and positive link between students' speaking ability and their command of grammar among SMAN 1 Koto Kampar Hulu students in the eleventh grade.

Keywords: *Grammar mastery; Speaking skill; Correlation*

INTRODUCTION

In the educational histories of numerous countries, learning English has been a strategic tool and strategy for human resource development (Rianti et al., 2021). One aspect of learning English that deserves priority, particularly during the teaching and learning process, is grammar. Because grammar permeates all four language skills—listening, speaking, reading, and writing—it plays a significant role in English. Because grammar is the language's structure and serves as a guide for pupils to comprehend language, it aids students in the development of their

skills. Azar in (Amelia, 2018) states that grammar encourages the growth of all language skills in a number of different ways.

Because students learn about subjects, predicates, parts of speech, etc. when they study grammar, comprehending tenses involves understanding what the text means. Additionally, grammar grants language users the ability to govern their expression and communication in daily situations. The ability of English-speaking students to communicate is a result of their innate understanding of the language's syntax and semantic rules. But no matter how proficient in English the students are, they still need to learn how to apply their understanding of grammatical concepts to spoken language.

Speaking is one of the abilities that impacts grammar. Oral communication that is used in daily life is speaking. Information, ideas, attitudes, and feelings can be communicated to others by speaking. It implies that the students may communicate with one another by speaking in order to accomplish particular objectives or to convey their thoughts, intents, hopes, and viewpoints.

Speaking is also an important grammatical element. Grammar is a crucial component of learning English and has a significant impact on speaking ability. Students with poor grammatical skills have trouble speaking. The most hardest skill to learn and impart is speaking. There are numerous causes behind it. Additionally, teachers must cope with huge classrooms, which are not ideal for teaching speaking. Additionally, there are a variety of cultural norms that students in some nations have embraced that appear to prevent them from expressing freely.

Based on observations made to class XI students of SMAN 1 Koto Kampar Hulu on March 2022, it was found that students had difficulty conveying information orally with correct pronunciation, allegedly due to a lack of mastery of students in learning English, especially in the field of grammar. This can be seen from the results of the speaking test conducted by the previous English teacher, where there were 9 students who scored above 70 out of 31 students of class XI science on the speaking test. In addition, there are students who have difficulty understanding English speech either from the videos presented or the teacher's directions in English. This of course makes it difficult for students to speak English

because they do not understand it. But many students still could not speak English well and it made their communication also not good. For this reason, special attention is needed from the teacher in improving students' speaking skills and understanding grammar.

Learning English as a foreign language is not easy problem, but must especially attention. The student must master the element of spoken, they are vocabulary, grammar and pronunciation. No one can speak well without mastering them. Students frequently mistakenly believe that speaking a language is the end result of language acquisition, yet speaking is actually an essential component of language learning. Effective teachers give their students speaking techniques that they can use to improve their language proficiency and self-confidence. These techniques include utilizing few responses, identifying scripts, and talking about language. These teachers assist students in speaking more clearly and correctly so that they can use speaking as a learning tool.

Grammar learning aims to: (1) improve students' living standards, namely the skill of students to absorb higher language knowledge, (2) increase the level of students' mental abilities, namely students who express their opinions in public, (3) increase the level of conceptual development, meaning that it is imaginative and does not compare from one side only, (4) sharpens students' critical thinking processes, meaning that students can solve problems comprehensively, (5) expands the horizons of students' views of life, meaning that students' understanding points of view are not narrow. Quality of language skills a person clearly depends on the quantity and quality of the grammar he uses (Desi, 2017) grammar is words what we know when we learn language. The richer the grammar we have, the more likely we are to be skilled in language."

According to Thornburry in (Gufron, 2021), In general, grammar is the basic discourse generator in all languages. Without strong grammatical skills, students will never be sure of what to say or how to say it, which will ultimately lead to very halting speech. In addition, Priyanto (2015) highlights the connection between solid grammar skills and improved fluency and articulation rates. In light

of this, the researcher is curious to know if there is a connection between students' proficiency with English grammar and their speaking fluency.

Based on the condition, the writer would carry out a research under the title "Correlation Between Grammar Mastery and Speaking Skill on the Eleventh Graders of SMAN 1 Koto Kampar Hulu".

METHODS

This research is a correlation research. According to Sukardi (2009) correlation research is a research that involves the act of collecting data to determine whether there is a relationship and the degree of relationship between two or more variables. This research be carried out in SMAN 1 Koto Kampar Hulu which is located on Jalan Pendidikan Tanjung Village, Koto Kampar Hulu district, Kampar Regency, Riau Province. The research conducted in the odd semester of the 2021/2022 academic year in the eleventh grade of SMAN 1 Koto Kampar Hulu.

The sample used in this study is random sampling. The names of each class were written on numerous sheets of paper, and one sheet of each class's names was selected at random to be sampled. The class taken is a research sample and the sample obtained in this reseach were students of class XI science, totaling 31 students. The author employed multiple-choice examinations to gauge the students' command of grammar, and an oral exam to gauge their proficiency in speaking. Indicator of speaking assessment is vocabulary, fluency, pronunciation, grammar, and comprehension. The data analyzed in this thesis are data quantitative. Quantitative data obtained from the validator's assessment questionnaire and student test results regarding their grammar mastery which is correlated with speaking skill student.

FINDING AND DISCUSSION

Based on the results of the grammar test and the students' grammatical mastery score, the grammar proficiency of the eleventh graders at SMAN 1 Koto

Kampar Hulu had been assessed. Based on the results of the grammar test and the students' grammatical mastery score, the grammar proficiency of the eleventh graders at SMAN 1 Koto Kampar Hulu had been assessed. According to the grammatical mastery categorization system, the students' mean score was 70. Since 70 is between 70 and 79, it falls into the "average" category, it can be said that the grammar mastery of the eleventh graders at SMAN 1 Koto Kampar Hulu was "average." The following table 1 shows the frequency and proportion of the students' grammar mastery.

Table 1 The Frequency and the Percentage Rate of Students' Grammar Mastery

No	Classification	Score	Frequency	Percentage
1	Excellent	90 - 100	5	16%
2	Good	80 - 89	8	26%
3	Fair	70 - 79	5	16%
4	Poor	50 - 69	9	29%
5	Very Poor	0 - 49	4	13%
			31	100%

There is a speaking skill test in addition to the grammar test. Based on the information gathered from the speaking test, the average speaking score of the students was determined to be 70. According to the conventional classification, the mean score was labeled "average," since 70 falls between 70 and 79 scores. Therefore, it was determined that the eleventh grade students at SMAN 1 Koto Kampar Hulu had "average" speaking skills, which focused on their vocabulary, fluency, pronunciation, grammar, and comprehension. The table below shows the students' scores after they have been tallied and categorized by the rate percentage:

Table 2 The Frequency and the Percentage Rate of Students' Speaking Skill

No	Classification	Score	Frequency	Percentage
1	Excellent	90 - 100	4	13%
2	Good	80 - 89	6	19%
3	Fair	70 - 79	11	35%
4	Poor	50 - 69	10	33%
5	Very Poor	0 - 49	0	0%
			31	100%

The primary objective of this study was to determine whether there was a relationship between students' speaking proficiency and their command of grammar among SMAN 1 Koto Kampar Hulu students in the eleventh grade. Grammar

proficiency served as variable X and speaking ability served as variable Y. Based on data from speaking proficiency and grammar mastery, it can be seen that there is a "strong" correlation (rxy = 0,615), with the typical correlation range being between 0,60 and 0,80. The data were calculated using the r person product moment formula. Based on the aforementioned data, it was evident that variable X and variable Y had a strong association. The eleventh grade students at SMAN 1 Koto Kampar Hulu were found to have a favorable and significant link between their command of grammar and their speaking ability.

1. Students' Grammar Mastery

Chowdhury (2014) defines grammar as a language's rules for modifying word forms and connecting them into sentences. Simple present tense, simple past tense, and present future tense were the main topics of the grammar test that was given to the students to assess their grammar knowledge. The test was divided into three sections: a multiple-choice section with 10 numbers, a true-false section with five numbers, and a section where you had to rearrange the words into a suitable statement with five numbers.

According to the study of student grammar proficiency statistics, the grammar proficiency of SMAN 1 Koto Kampar Hulu pupils in the eleventh grade was rated as average. Based on the average score, which was 70, 5 students (16%) were rated exceptional, 8 students (26%) were rated good, 5 students (16%) were rated fair, 9 students (29%) were rated low, and 4 students (13%) were rated extremely poor out of 31 students. It denotes that the majority of students had weak command of grammar.

The majority of students found it challenging to rearrange the words into good sentences, according to the results of the students' grammar tests. It was challenging to examine the tenses of each question and the meaning of each phrase because some words needed to be combined into effective sentences. Only two students answered every question in this section of the test correctly.

There were several students who found it challenging to select the right response from the list of options during the multiple-choice portion. They had to examine the tenses that were used in each question because the meaning of each

word was the same. However, the students' mistake at this moment went a little beyond just rearrangement. True false questions made up the final section of the grammar test for students. Because they were just asked to choose or analyze whether the sentence structures were true or untrue at this point, the majority of students responded to the questions correctly.

2. Students' Speaking Skill

Derakhshan (2016) state that everyone should become proficient in subtle and detailed language because speaking is a necessary element of daily life. The vocabulary, fluency, pronunciation, grammar, and comprehension of the students were the main focus of the speaking test that was administered to them in order to gauge their speaking competence. Students were asked to describe their best life experience during this test. Speaking ability data analysis revealed that the eleventh graders at SMAN 1 Koto Kampar Hulu were characterized as having average speaking ability. Using the mean score as a base, it was 70. According to the student, 4 students (13%) were rated exceptional, 6 students (19%) were good, 11 students (35%) were fair, 10 students (33%) were poor, and 0 students (%) were rated extremely poor.

The researcher discovered that the speaking abilities of the pupils varied based on the results of the investigation in this area. It was brought on by the way they spoke every day out of habit. In addition, several pupils displayed varying abilities when using or selecting terminology. There were specific student kinds in speaking, according to the speaking test. Some pupils had high vocabulary and could communicate with fluidity. In addition, some students had good diction and utilized suitable vocabularies but couldn't speak fluently, whereas others could speak fluently but used general or improper vocabulary.

3. The Correlation Between Students' Grammar Mastery and Students' Speaking Skill

Following data analysis, it was determined that variable X and variable Y had a 0.615 correlation coefficient. It denotes that two variables had a positive correlation with one another. The obtained correlation coefficient value was 0.61, and it was deemed significant if the correlation was between 0.60 and 0.80. It

indicates that there was a significant level of correlation between the two variables. In this study, the variable X had a significant impact on the variable Y.

It was discovered in the table of significant of 5% = 0,367 and 1% = 0.470 by noting to the table of degree of freedom (df) = N - nr = 31-2 = 29 and consulting to "r" table product moment. In other words, 0,367 0.615 > 0,470. This was determined by comparing the values of rxy = 0.615 and "r"table = 0,367 and 0,470. It indicates that there was a strong relationship between students' speaking proficiency (Y) and their grasp of grammar (X) among SMAN 1 Koto Kampar Hulu students in the eleventh grade. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) was accepted.

In a study titled "The Correlation between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Siduarjo," Priyanto and Amin (2012) from Surabaya State University found that there was a correlation between English grammar proficiency and speaking fluency of eleventh grade students in SMAN 1 Sidoarjo, though it was not statistically significant.

Afidatun from the State Islamic Studies Institute (STAIN) Salatiga conducted a study in 2009 titled "Grammar Mastery and Speaking Skill of the Fifth Year English Department Students of STAIN Salatiga," which found a connection between speaking ability and grammar mastery. As a result, the students could complete the lecturer's exercises.

CONCLUSION

The conclusion of this study deals with The Correlation between Grammar Mastery and Speaking Skill of the Elevent Grade Studets of SMAN 1 Koto Kampar Hulu. The mean score for grammatical mastery among the students is 70, with the greatest score being 100 and the lowest being 40. It denotes that pupils' command of grammar is regarded as average. The pupils' average speaking skill score is 70, with the best score being 90 and the lowest being 50. In other words, the students' speaking ability is rated as average.

With 29 degrees of freedom, the coefficient of correlation (rxy) came out to be 0.615. The rt result for the degree of significance 5% = 0,367 and in 1% = 0,470 is shown in the table. So, (0,367 0.615 > 0,470) rxy > rt. The finding indicates that speaking ability and grammar proficiency were positively associated. The researcher draws the conclusion that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected based on the research analysis. Grammar proficiency and speaking ability of the eleventh graders at SMAN 1 Koto Kampar Hulu show a strong association.

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