

The Relationship Between Students' English Grammar Competency And Speaking Ability

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Abstract

Speaking English is used as a second language for communication in several countries, including in Indonesia. Grammar competence does have a role in determining whether students can have the ability to speak English well. This research aims to find out relationship between English grammar competency and speaking ability. This study used a quantitative method with the correlational as the reasearch design of study. Participants of correlational research were asked to do grammar test and interview test. The data were analyzed using Pearson Product Moment Correlation Coefficient. The result is categorized "strong enough", it indicates that there is positive correlation or relationship between English grammar competency and speaking ability which means that grammar contributes to speaking ability, but grammar is not the main predictor of speaking ability achievement. There are some other aspects of speaking affecting the students' speaking ability.

Keywords: English grammar competency, speaking ability, relationship

1 INTRODUCTION

In modern era English is a crucial skill to have. It has plays a significant role in technology, science, arts, and politics. Speaking English is used as a second language for communication in several countries. Therefore speaking English is important for students to face the era of globalization. The Government of the Republic of Indonesia has placed English in the school curriculum and made it a compulsory subject. Speaking is considered as one of the most important skill in english learning. It is because speaking is a common way of how people interact with the others. Leech (1993) says that the main function of language is to communicate with other people. So that when students learn a language, the expected result is that they have the ability to speak to communicate.

Skill is ability who has students to do something suitable with their knowledge. According to Hornby (2009), skill is the ability to do something well. Ability is defined as the state of being able to do something. Speaking ability is an important aspect of learning English because students use it to communicate with others. According to Nur (2020) who stated that speaking is an action to transfer idea, feeling, and information from a person to another in oral communication through the sequence of sounds, vocabularies, phrase, and sentences that contain meaning. in Addition, Fitriani et all. (2004), Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned Unfortunately, most students have difficulty speaking English. usually

the problem factors are lack of motivation, feeling nervous to speak English, lack of grammar competence, lack of vocabulary and feelings of fear if they make a mistake.

In spite of it, however, grammar competence does have a role in determining whether students can have the ability to speak English well. Learning English is inseparable from grammar. According to Nassaji (2011), Grammar is an important element of a language. Without grammar, language does not exist. Grammar refers to the study of the rules of language. It is a kind of regularity structure that no one can learn language without grammar. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. According to Karen, grammar is system of rules for making meaning with language through the formation of words and sentences. That is, grammar refers to the rules that explain how words are combined, arranged or changed to show some kind of meaning. Moreover, grammar helps language users communicate well in everyday life. Grammar helps speakers to communicate their emotions and goals more effectively. Azar (2007) stated that the role of grammar is to helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric. To form proper sentences, knowledge of grammar is very important. The students need to be given adequate provision of grammar so that they have good language skills. Grammar is always used in language teaching, because grammar plays a very important role in the four language skills.

Based on the explanation above, the researcher is interested in finding the relationship between students' grammar and speaking ability to determine the significance of the relationship between the two variables, whether it has a positive or negative impact. So the researcher conducted research titled "The Relationship between English Grammar competency and Speaking ability at SMKN 3 Cikarang Barat".

2 RESEARCH METHODS

This research have conducted at SMKN 3 Cikarang Barat, which is located at Perum Metland Cibitung, Telagamurni 17520, Cikarang Barat – Bekasi. It started from February until March 2023. This research applied a correlational research. According to seeram (2019), correlational research is a type of non-experimental research that facilitates prediction and explanation of the relationship among variables. Furthermore, Fraenkel et al. (2012) stated that correlational research is carried out for one of two basic purposes—either to help explain important human behaviors or to predict likely outcomes. From the statements above, it can be concluded that correlational research is a non-experimental research that aims to predict the relationship between variables.

This type of correlational research was chosen because it is in accordance with the purpose of this study, namely to determine the relationship or influence of the independent variable (X), namely grammar competency, on the dependent variable (Y), namely speaking ability. This research uses grammar test and interview test. The grammatical test aims to determine the students' grammar competency and the interview test aims to determine the students' speaking ability.

The population of this study is take from 12th grade students (odd semester) in the 2022/2023 academic year. The population of class 12 students is 281 students from four majors. In this study, the researcher used a random sampling technique so that every member of the population had the same opportunity to be the sample of this study. The sample of this study was 30 students.

3 RESULT AND DISCUSSION

The conducting this research, the researcher took 30 students as sample. The researcher collected the data by giving test both to grammar competency and their speaking ability. In the research procedure, the researcher uses several steps, they are validation test (Expert Judgement and Try Out), test to collect data for the sample class and make a conclusions.

The data was collected using two instruments. The first is the written test to measure students' grammar competency, it consists of 25 question about the part of speech (noun, pronoun, adjective, adverb, verb, preposition, conjunction and interjection). The correct item was scored 1 and the false one was 0. The second instrument is the students' speaking score which was gained from the interview test.

3.1 Students Score from Grammar and Speaking Test

The researcher had been conducted and collected data of students' grammar competency by using written test and students' speaking ability by interview test . Based on the data which obtained from the research, the score could be described in the Descriptive Statistic table as follows:

Table 1. Descriptive Statistics

No	Description Data	Grammar	Speaking
1	Highest Score	88	80
2	Lowest Score	44	36
3	Mean	64,66	63,2
4	Median	64	64
5	Mode	64	60
6	Variance	99,40	114,31
7	Standard Deviation	9,97	10,57

3.2 Data Analysis Requirement

Before the researcher conducted hypothesis test, firstly the researcher had to conduct requirement test. There were 2 kinds of requirement test, used in this research namely: normality test and linearity test. The normality test was used to find out if a sample came from normally distributed population or not. While the linearity test was used to find out the correlation of two variables was linear or not.

3.2.1 Normality Test

Before analyzing data, the data was first tested for normality. The data normality test is used to determine whether the data is normally distributed or not. The normality test used is the lilliefors test formula. The result of normally test of students' grammar competency and students' speaking ability can be described in the table below:

Table 2. Normality Test

Variable	N	α	L_{count}	L_{table}	Decision
Grammar	30	0.05	0.159	0.161	H_0 accepted
Speaking	30	0.05	0.103	0.161	H_0 accepted

Based on the calculation, it is obtained that grammar competency has $L_{count} = 0.1402$ and speaking ability has $L_{count} = 0,103$. $L_{table}/L(0.05; 30) = 0.161$ with a significant level of $\alpha = 0.05$, then $L_{count} < L_{table}$ which means that the H_0 hypothesis is accepted, meaning that the grammar competency and speaking ability data are normally distributed.

3.2.2 Linearity Test

To Calculate the linearity test, the researcher had to find out regression line question. The researcher calculated it and obtained the result $Y = 26.58 + 0.56X$. The result of linearity test of students' grammar competency and students' speaking ability can be described in the table below:

Table 3. Linearity Test

Respondents	α	F_{count}	F_{table}	Description
30	0.05	1.66	4.20	H_0 accepted

Based on the calculation obtained $F_{count} = 1.6$ and $F_{table} = 4.20$. It means $F_{count} < F_{table}$, then H_0 is accepted. This means that there is significant correlation of students' grammar competency and their speaking ability.

3.2.3 Hypothesis Test

Testing this analysis uses correlation analysis, so the technique used is the product moment formula because there are two variables that need clarity, whether there is a relationship between the two variables or not. The two variables are the independent variable English grammar competency (x) and the dependent variable speaking ability (y). Based on the calculation, it is obtained:

Table 4. Recapitulation of Correlation x and y

	Total	Category
Correlation (r count)	0.533	Strong enough

After the overall calculation, the results obtained between the x variable (grammar competency) and y variable (speaking ability) obtained a product moment "r" value of 0.533. This shows that there is a relationship between variables x and y, this relationship can be categorized as strong enough with a range (0.400 – 0.599).

Furthermore, to determine whether or not there is a relationship between the two variables, the calculated r value is compared with $r_{(0.05;30)}$. The value of r table at a significant level of 5% for $n = 30$ is 0.361. Hypothesis testing criteria if $r_{count} > r_{table}$ then H_a is accepted. Otherwise, H_0 is rejected. It turns out that in the calculation of r count (0.533) > r table (0.361) at the 5% significance level, it can be seen that H_a is accepted. From this calculation, it means that there is a relationship between the English grammar competency and the speaking ability in English.

3.2.4 Significance Test (t-test)

To interpret the meaning of the relationship between grammar competency and speaking ability, it is necessary to do the meaning of the correlation coefficient using the t-test.

Table 8. Significance of the correlation coefficient

Variable		Value t			Information
Free	Bound	Rxy	t_{count}	t_{table}	
X	Y	0.533	3.338703911	1.701	Significant correlation

Based on the results of the calculation, the t significance value for the variable grammar learning ability of children, the price of t_{count} is 3.338703911 which is rounded to 3.338. Furthermore, the t value compared to the t_{table} price ($n-2$ with a significance level of 5%) obtained by t_{table} of 1.701. Because $t_{count} (3.338) > t_{table} (1.701)$, then H_0 is accepted and H_a is rejected. This shows that there is a significant relationship between grammar competency and speaking ability.

4 CONCLUSION

There is positive and significant relationship between students' grammar competency and students' speaking ability of the twelfth grade students of SMKN 3 Cikarang Barat in Academic Year 2022/2023. Score of coefficient relationship which is obtained is 0.5336, and this score is compared with the r table with degree of significance 5%, shows that the r table which is obtained is 0.361. Therefore, the score of coefficient correlation is higher in comparison with the score of r table, which means alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. In other words, there is positive and significant relationship between students' grammar competency and students' speaking ability of the twelfth grade students of SMKN 3 Cikarang Barat. This means that each increase in the independent variable, namely grammar competency, affect the increase in the dependent variable, namely the speaking ability, and vice versa.

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