

# **THE CORRELATION BETWEEN STUDENTS' SPEAKING ABILITY AND THE MASTERY OF GRAMMAR AT THE ELEVENTH GRADE STUDENTS OF SMA KRISTEN BARANA'**

**Silfani, S.Pd, M.Pd**  
[silfanii@yahoo.com](mailto:silfanii@yahoo.com)

**Correspondence:** \*(English Education Study Program, Teacher Training and Education Faculty, Christian University of Indonesia Toraja

The objective of the research to find out whether or not there is a significant correlation between Students' Speaking Ability and the Mastery of Grammar at the Eleventh Grade Students of SMA Kristen Barana'.

In this research, the writer usedcorrelational method in a quantitative design. The population of this research is the eleventh grade students of SMA Kristen Barana' academic year 2017/2018. It consists of five classes. The number of population are125 students. The writer took 20 students as sample they were chosen using by random sampling technique which took 10 students from Exact class and 10 students from Social class. The instrument used to take the data was written test and oral test. It was used to find out the students' ability in speaking and to find out the students mastery in grammar.

The result of data analysis showed there is positive correlation between students' speaking ability and mastery of grammar at the eleventh grade students of SMA Kristen Barana'. This was proved by the result of coefficient correlation is 0,870. The result of data analysis also showed there is significant correlation between students' speaking ability and their mastery in grammar of the eleventh grade students of SMA Kristen Barana'. This was proved by the result of significant correlation is7, 486.

Based on the result above, it can be concluded thatthere is positive and significant correlationbetween students' speaking ability and the mastery of grammarat the eleventh grade students of SMA Kristen Barana'

**Key Terms.** Correlation, Speaking ability, Mastery of grammar

## **A. INTRODUCTION.**

Every language in the world composes of four skills which cannot be separated from each other. Dawson (1984: 4) says that learning a language means learning pronunciation, vocabulary and grammar/structure by practicing the four skills such as listening, speaking, reading and writing.

In speaking, there is a process of communication that conveys a message from the speaker to the listener. To make the communication successful the speaker has important role to make the communication succeeded. Besides, there are important components that we should pay attention in speaking. Such as, pronunciation, grammar, fluency, vocabulary and comprehension.

Grammar is the meaning system of language. Know grammar, means understand the text means correctly. People who speak the same languages are able to communicate because they intuitively knew the grammar system of that language. Students who are the native speaker of English already know about English grammar and how to use it properly. They recognized the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. Fromkin and Rodman (1983: 12) once stated in their book that to understand the nature of language learner must understand the nature of this internalized unconscious set of rules which is part of every language.

That is why grammar plays very important roles for people who wanted to learn language. To learn and be able to communicate in English one has to know how people usually use this language put words into sentences and then use them in communication or speaking. First of all, it is necessary what grammar means. Related to Nunan and David (2005: 3) in his book described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences.

Grammar has important role in learning English. Actually, learner have learnt grammar since they were in the junior high school, they have learned about tenses in grammar it is known that in tenses one learns about the verb that are changed depends on the situation happened. For example, when it talks about tomorrow it

uses future tense, when it is about experience it uses past tense, and when talk about daily activity in that day it uses present tense.

Some of the learners, did not used the proper grammar when they are spoke in English. For example, in SMA Kristen Barana', from the result that the writer got from the observation. Almost of the students are good in speaking because they have a teacher that especially taught in speaking skill. In contrary, in spite of their good speaking, they sometimes also actually made mistakes in speaking English, especially their grammatical structure, which made some of their friends cannot understand what they mean.

## **B. REVIEW OF RELATED LITERATURE**

### **1. Speaking**

There are many definitions of speaking. Widdowson (1984: 58) adds that communication through speaking is performed face to face interactional and occurs as part of a dialogue or other form of verbal exchange. building and sharing meaning through the use of verbal and non-verbal symbols,

Chaney in Kanyi (2006: 3) speaking is the process of in a variety of contexts. It means speaking is interaction between speakers with a listeners. Harris (1974: 81) states that, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability. They are: pronunciation, including the segmental features vowels and consonants and the stress and intonation patterns; grammar, vocabulary, fluency, the ease and speed of the flow of speech; comprehension; requires a subject to respond to speech as well as to initiate it.

#### **a. Pronunciation**

Pronunciation is the way in which a word is pronounced. An Indonesia students usually find difficulties how to say the English Word, and usually complains that English speech is too difficult to understand. The dialogue that pronounced by the native speaker of English will help the students to produce a good pronunciation so the students can speak English well.

#### **b. Grammar**

Mastering grammar knowledge will help one in speaking English, because students will know how to arrange word in sentence, what tense will be

use, how to appropriate utterance. In the word, grammar is important role to master the spoken of the language.

c. **Vocabulary**

Vocabulary means to know the meaning of the word and use in function correctly. One cannot communicatively effectively express their ideas both oral and written form if they do not have sufficient vocabulary. To enrich our vocabulary, we have to read many books, and then finding the meaning of the new vocabulary and dictionary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is needed when we speak or communicate with somebody in order to get comprehending to listen, read and moreover write the messages, information or to express our ideas.

d. **Fluency**

Fluency is the quality of being fluent (able to speak smoothly and ready). Fluency as a mode of expressing thought in a language, whether oral and written, especially such use of a language in the expression of thought as exhibits the spirit and the faculty of and expressively in English.

e. **Comprehension**

For oral communication certainly requires a subject to respond as well as to initiate it. This is the power of understanding of language in written or spoken. Moreover, it defines as the ability to understand completely and be aware of situation, fact on written or spoken language. It's mean that the comprehension is ability to understand what are the speaker said, concerning about the topic that are discussing during the conversations.

## **2. Grammar**

According to Lamb and Martin (1985: 1) "The grammar is thus the latest part of human language to have evolved; and it likewise the last part to developed the growth of the individual child. It emerges through deconstructing the original sign and reconstructing with the content plane split into two distinct strata, semantics, and lexicogrammar. Such a system (a higher-order semiotic organized around grammar) is therefore said to be stratified.

From those statements, it is clear that grammar is a part of language. Then, grammar is very important aspects of written language beside unity, coherence, and mechanics. Ungrammatical pieces of written language may show immaturity of language acquisition. In communication practice, ungrammatical error may cause

misunderstanding towards the intended meaning. Therefore, people should have mastering the grammar in using language effectively.

Bacon (1995: 42) “ Concerning speech and words, the consideration of them hath produced the science of grammar.” On the other hand, Stewart & Valette (2008: 8) wrote: “Grammar is the art of true and well speaking a language.”

Murray (1985) also stated, “English grammar is the art of speaking and writing in English Language with propriety .” Popularly, this is probably still what is understood by ‘grammar’ but for linguists and students of language, it is Bacon’s (1995) definition that is preferred. Bacon described the concerns of grammar as “speech and words”. It can be define as the scopes of grammar includes all aspects of language.

### **3. Correlation**

Rahman (2003:78) as follows :

a. Positive Correlation

In this type, we can say that the two things or variables have the positive correlation if the moving of two variables has the same way. For example, if we have scored on a reading test and on a spelling test for a group of student, what is the relationship between reading performance and spelling performance? Do the students who score high on reading also score high of spelling? And do the students who score low on reading also low in spelling? Such a relationship is referred to as a high positive correlation between reading and spelling.

b. Negative Correlation

Two variables have negative correlation if the moving one of the variable has contrast direction with the other variable.

c. Zero Correlation

Two variables are called having zero correlation or don’t have any correlation if the moving of the variables has irregular direction.

### **D. Hypothesis**

Based the problem statement mention before, the writer formulates shypothesis as

(H<sub>a</sub>) = Alternative Hypothesis

There is a correlation between students' speaking ability and mastery of grammar of the eleventh grade students of SMA Kristen Barana'.

(H<sub>o</sub>) = Null Hypothesis

There is no correlation between students' speaking ability and mastery of grammar of the eleventh grade students of SMA Kristen Barana'.

H<sub>a</sub> accepted and H<sub>o</sub> rejected if:

(R value greater than r table)

(T count greater than t table)

H<sub>o</sub> accepted and H<sub>a</sub> rejected if:

(R value less than r table)

(T count less than t table)

## C. RESEARCH METHOD

The population of these research are the eleventh grade students of SMA Kristen Barana' academic year 2017/2018. The student's consist of 125 students and it's scattered into 5 classes XI IPA 1-4, XI IPS. Every class consists of 20 until 30 students, but only 20 students were chosen as respondent.

In selected the students as the sample, they were chosen by using random sampling by taking ten students from XI Exact and XI Social. Random sampling technique is part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population. If for some reasons, the sample does not represent the population, the variation is called a sampling error.

To know the students' mastery in grammar, the writer used written test, in this written test there are consist of 40 multiple choice of grammar test.

The instrument used to collect the data.

### a. Oral Test

The writer used oral test to know the students' ability in speaking. The writer interview the students.

### b. Written Test

## **Data Analysis**

**Table 3.1. Pronunciation**

Score	Note
4	Understandable although with certain accent
3	There is a problem in pronouncing that make listener should give full focus and sometimes there is misunderstanding
2	Hard to understand because there is pronouncing problem, often to repeating
1	There are often mistakes in pronouncing so it cannot be understood

## **Grammar**

Score	Note
4	Sometimes makes grammar mistake but it doesn't influence the meaning
3	There are often make grammar mistake that influence a meaning
2	A lot of grammar mistake that block the meaning and often rearrange the sentence
1	Badly Grammar mistake so it become so hard to understand

## **Vocabulary**

Score	Note
4	Sometimes pronoun the vocabulary in unappropriate way and should explain the idea because unequal vocabulary
3	Often useunappropriate vocabulary so the dialogue become limited because of limiter vocabulary
2	Using vocabulary in wrong way and limited vocabulary so its cannot be understand
1	Very limited vocabulary so the dialogue is impossible to happen

## **Fluency**

Score	Note
4	Fluency is having a little disturbance by language problem
3	lot of mistake in language problem
2	Often doubt and stop because of limited language
	Often break off and stop while dialogue so the dialogue
1	cannot be happen

### Comprehension

Score	Note
4	Most comprehend in all although there is repeating in certain part
3	Most comprehend in what she/he said although there is some repeating
2	Difficult to follow what they said, only comprehend in socialization dialogue with slow speaking and a lot of repeating
1	Cannot be said understand even with simple conversation

1.	Student's	score	=	ed as
----	-----------	-------	---	-------

follows :

a. Speaking Ability Test

$$\bar{X} = \frac{\Sigma x}{n}$$

Where:

$\bar{X}$  = Mean score of speaking ability test

$\Sigma x$  = Sum of score students in speaking ability test

n = Total of respondents

### 2. Student's Score

To know the students' score of grammar, analyzed by the following formula:

### 3. Mastery of Grammar Test

$$\bar{Y} = \frac{\Sigma y}{n}$$

Where :

$\bar{Y}$  = Mean score of mastery of grammar test

$\Sigma y$  = Sum of score students in mastery of grammar test

$n$  = Total of respondents

### 4. Coefficient of Correlation

The writer used Pearson product moment test to find out the correlation score of students speaking ability and mastery of grammar. The analysis of the data is calculated by using  $r$  Pearson Product moment correlation in which the result of speaking ability test is symbolized as X variable and the result of mastery of grammar test is as Y variable. The intended formula is as the following:

$$R_{xy} =$$

$$\frac{\Sigma (xy) - (\Sigma x)(\Sigma y)}{N}$$

:241)

Where:

$R_{xy}$  = Coefficient of correlation

$\Sigma x$  = Result of student's in speaking ability test

$\Sigma y$  = Result of student's in mastery of

grammartest

$N$  = Total of respondents

### 5. Significant of Correlation

If the result of the calculation obtained positive correlation, then the writer will use the formula to know how significant the correlation as follows:

Where: 
$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$r$  = Coefficient of correlation  
 $n$  = Total of respondents

## D. RESULT

## 1. Result of Speaking Ability

This data can be presented after examining the test about ability in speaking using interview. The aim of test is to measure their speaking ability. It will be related with their mastery of grammar. The result of the test is  $\Sigma x = 570$ .

## 2. Result of Mastery of Grammar

The result of grammar is  $\Sigma y = 145,75$

## 3. Coefficient of Correlation Students' Speaking Ability and the Mastery of Grammar

The result of the scoring can be calculated as the following

$$a. \bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{570}{20} = 28,5$$

$$b. \bar{Y} = \frac{\Sigma y}{n}$$

$$\bar{Y} = \frac{145,75}{20} = 7,2875$$

To interpret the research finding, the writer used the Pearson Product Moment Correlation Formula to compute the data that have been obtain as follows:

$$= \frac{20(4218) - (570)(145,75)}{\sqrt{[20(16500) - 570^2][20(1083,4375) - 145,75^2]}}$$

$$= \frac{84360 - 83077,5}{\sqrt{[330000 - 324900][21668,75 - 21243,0625]}}$$

$$= \frac{1282,5}{\sqrt{[5100](425,6875)}}$$

$$= \frac{1282,5}{\sqrt{2171006,25}}$$

$$= \frac{1282,5}{1473,4334901854}$$

$$r = 0,870$$

**Table 4.1 Table of Correlations Used Statistical Package for Social Scientist (SPSS)**

		X	Y
X	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.561
	N	20	20
Y	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.561	
	N	20	20

\*\*. Correlation is significant at the 0.01 level (2-tailed).

#### 4.5 Table of Coefficient Correlation Level

COEFFICIENT INTERVAL	CORRELATION LEVEL
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Average
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

(Sugiyono 2011:242)

The value of correlation coefficient obtained is 0,870, while the criteria of the correlation between 0,80 to 1,000 are considered very strong. It means that the level of relationship of the correlation coefficient of the two variables is very strong.

From the computation above, it is obtained that  $r$  is 0,870 and that  $r_{value}$  has consulted to the critical value for  $r$  table of Product Moment to examine

whether  $r$  value is significant or not. The value of  $r_{table}$  with  $N = 20$  and the 1% significant level are 0,561. Therefore, it can be concluded that  $r_{value}$  is greater than  $r_{table}$  or 0,870 are greater than 0,561.

Relate to the matter, the writer can conclude that there is a significant correlation between listening comprehension and vocabulary achievement.

#### 4. Significant of Correlation between Speaking Ability and the Mastery of Grammar

To measure whether there is or not the significant correlation coefficient

between X and Y above, the writer used formula:

$$t = \frac{0,870 \sqrt{20-2}}{\sqrt{1-0,870^2}}$$

$$t = \frac{0,870(4,2426)}{\sqrt{1-0,7569}}$$

$$t = \frac{3,691062}{\sqrt{0,2431}}$$

$$t = \frac{3,691062}{0,4930517214} = t = 7,486$$

To test the significance of this correlation, the writer applied the following criteria. A coefficient correlation is significant when the value of it is different from zero at the given level of confidence. Consulting with the table of significance is absolutely necessary to know if the coefficient obtained is significant at certain level of confidence for a certain sample size. When the value of the correlation coefficient obtained is smaller than the required value of correlation coefficient in the table at a certain level of confidence, the study does not have a statistically significant relationship, on the other hand, the study is said to have statistically significant relationship if the correlation coefficient obtained is greater than that in the table.

Based on the requirement above, the significant correlation coefficient between two variables was significant enough since the value of  $t$  resulted from the computation was greater than critical value of  $t$  distribution in the table with the 1% significance level and  $dk = n - 2 = 18$  was obtained the value 2,878.

Therefore, it can be concluded that  $t$  is not  $H_0$  area or  $7,486$  is not between  $-2,878$  and  $2,878$ .

There are some of researches that related with this discussion, Priyanto (2012: 5) The correlation between English grammar competence and speaking fluency of eleventh grade students in SMAN 1 Sidoarjo. From the calculation using the Pearson Product Moment formula, it was discovered that the  $r_{value}$  was 0.44. The value of the  $r_{table}$  with the 5% level of significance and 48 degree of freedom is 0.279. Thus, the observed  $r_{value}$  is higher than the  $r$ -table which means the correlation is significant. In addition, based on the criteria of correlation established by Bartz (1976: 205), the  $r_{value}$  of 0.44 implies that the correlation that lies between two variables is moderate. In other words, there is a correlation between English grammar competence and speaking fluency of eleventh grade students in SMAN 1 Sidoarjo. While it does not signify a causal relationship, it can still be inferred that good grammar competence tends to go with good speaking fluency and so the otherwise.

It is same with this research, from the data analysis it was found that  $r_{value}$  0,870 in very strong coefficient level with  $r_{table}$  0,561 in 1% significant level. It indicates that there is positive correlation between students' speaking ability and the mastery of grammar at the eleventh grade students of SMA Kristen Barana' because the alternative hypothesis ( $H_a$ )  $r_{value} > r_{table}$  is accepted.

The significant coefficient correlation value was found  $t_{count}$  7,486 and  $t_{table}$  2,878. It means that there is significant correlation between students' speaking ability and the mastery of grammar at the eleventh grade students of SMA Kristen Barana' because the alternative hypothesis ( $H_a$ )  $t_{count} > t_{table}$  is accepted.

## E. CONCLUSION

Based on the result of research it can be concluded that there is a significant correlation between students' speaking ability and the mastery of grammar at the

eleventh grade students of SMA Kristen Barana'. Therefore, the writer can conclude, that the students ability in speaking really gives contribution and has correlation to the students mastery of grammar. Grammar in mastery is gotten from the speaking ability. Especially, in SMA Kristen Barana', their mastery in grammar are balance with their ability in speaking. It means, in the way they speak English they already used a proper grammar.

## REFERENCES

Bartz, Albert E. 1998. *Basic Statistical Concepts in Education and the Behavioral Sciences*. Moorhead: Prentice Hall.

Burns, A & Joyce, H. 1997. *Focus on Speaking*; Sydney: National Center for English Language Teaching and Research.

Chaney. 2006. *What is Speaking?* Kanyi David, Crystal and Davy, Derek. 1975. Advanced conversation English.

Fromkin, Rodman. 1983. *An introduction to Language*. Calder foundation. New York.

Gusman, Yosepha. 2016. *The Correlation Between Speaking Ability and The Vocabulary Mastery of The Ffifth Semester Students in UKI Toraja*.

Harmer, Jeremy. 1991. *The Practice of English Language Teaching*, New York: Me, Grow Hill Book Company.

Harris, P. David. 1974. *Testing English as a Second Languuage*, New York: Longman Group, *How to Teach English*,2004 England: Pearson Education Limited

Kolln, Martha and Funk, Robert. 2010. *Understanding English Grammar*: Eight

Nunan, David. 2003*Practical Language Teaching*. New York, The Mc Graw Hill Companies, 2003

Nunan, David. 2005. *Practical English Language Teaching*. Mcgraw-Hill. New York.

Priyanto. 2012. *The Correlation Between Eng;ish Grammar Competence and Speaking Fluency of Eleventh Grade students' in SMAN 1 Sidoarjo*.

Radford, Andrew. 2009. *An Introduction to English Sentence Structure*, New York: Cambridge University Press

Rahman, Asifah. 2003. *Statistik*. Universitas Negeri Makassar.

Sulistyawati. Hefy, Roosalina. 2013. *English For Senior High School Grade X*. PT. Masmedia Buana Pustaka Anggota Ikapi

Syakur. 1987. *Language Testing and Evaluation*. Surakarta: FKIP-UNS

Stewart, W. Thomas, and Jr. Nathan. 2008. *Language Files; Materials for an Introduction to Language and Linguistics*, (Department of Linguistics The Ohio State University)

Ur, Penny. 1991. *A course in Language Teaching; Practice and Theory*, Cambridge: Cambridge University Press

Victoria, Bull. 2011. *Oxford Learner's Pocket Dictionary*. Fourth edition. England: Oxford University Press.

Wallace, D'Arcy-Adrian. 1978. *Junior Comprehension I*. England: Longman.

Widiati. Utami, Rohmah. Zuliaty, Furaidah. 2016 *Bahasa Inggris Kelas X*; Kementerian Pendidikan dan Kebudayaan ,,- Edisi Revisi Jakarta; kementerian Pendidikan dan Kebudayaan.

Widdowson, H. G. 1994. *Teaching Language as Communication* Oxford; Oxford University Press.

Witaningsih. 2013. *The Correlation study Between Student' Pronunciation Ability and Their Speaking Ability of The Third Semester Students of English Department at Muhammadiyah University of Purworejo*.

Yule, George. 1985. *The Study of Language*, Cambridge University Press