

The Correlation Between Students' Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020

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ABSTRACT

The objective of the research are to investigate the grammar mastery, speaking ability and to investigate whether there is any significant correlation of grammar mastery toward speaking ability of the eleventh grade students at SMA Negeri 2 Mendoyo. The research methodology of this research was correlation research, for the researcher wanted to know the correlation between students' grammar mastery and their speaking ability. The population of the research was taken from the students of eleventh grade at SMA Negeri 2 Mendoyo consisted of 251 students. In taking the sample of the research, the researcher used cluster random sampling technique. The sample was taken from XI MIPA 3 class consisted of 36 students. In collecting the data, the researcher used instrument in the form of oral test about report text for speaking test and multiple choice test for grammar test. After giving try out, the researcher gave the test and then analyzed the data by using Pearson's Product Moment formula. The result of the hypothetical test was 0.4102, and then it was consulted to $r_{critical}$. The result of $r_{critical}$ with significance level 0.05 was 0.2785. Due to $r_{observed}$ is higher than $r_{critical}$ ($0.4102 > 0.2785$), the conclusion of the research is that there is a correlation between students' grammar mastery and their speaking ability of eleventh grade at SMA Negeri 2 Mendoyo in the academic year of 2019/2020.

Keyword: correlation, grammar mastery, speaking ability

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penguasaan tata bahasa, kemampuan berbicara dan untuk mengetahui apakah ada hubungan yang signifikan antara penguasaan tata bahasa terhadap kemampuan berbicara siswa kelas sebelas di SMA Negeri 2 Mendoyo. Metodologi penelitian dalam penelitian ini adalah penelitian korelasi, untuk itu peneliti ingin mengetahui hubungan antara penguasaan tata bahasa siswa dengan kemampuan berbicara mereka. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 2 Mendoyo yang berjumlah 251 siswa. Dalam pengambilan sampel penelitian, peneliti menggunakan teknik cluster random sampling. Sampel diambil dari kelas XI MIPA 3 yang berjumlah 36 siswa. Dalam mengumpulkan data, peneliti menggunakan instrumen berupa tes lisan tentang teks laporan untuk tes berbicara dan tes pilihan ganda untuk tes tata bahasa. Setelah diberikan try out, peneliti memberikan tes kemudian menganalisis data dengan menggunakan rumus Product Moment dari Pearson. Hasil uji hipotesis adalah 0,4102, kemudian dikonsultasikan ke $r_{critical}$. Hasil $r_{critical}$ dengan taraf signifikansi 0,05 adalah 0,2785. Karena $r_{observed}$ lebih tinggi dari $r_{critical}$ ($0,4102 > 0,2785$), maka kesimpulan dari penelitian ini adalah ada hubungan antara penguasaan tata bahasa siswa dengan kemampuan berbicara siswa kelas XI SMA Negeri 2 Mendoyo tahun ajaran 2019/2020.

Kata kunci: korelasi, penguasaan tata bahasa, kemampuan berbicara

1. Introduction

Speaking is one of four language skills that must be studied by senior high school students. Even though it is an obligatory skill in English language teaching, speaking is often considered timid, so that many teachers and students avoid teaching and learning it. The success of English learning is seen generally through the speaking ability. According to Rigggenback & Lazaraton (1991), students of second/foreign language education programs are considered successful if they can communicate

effectively in the language. Speaking should improve students' communication and learn how to use language.

Based on the Basic Competence of speaking for the Eleventh Grade Students of Senior High School, the students can express the meaning of transactional conversation, formal interpersonal (socialized) and sustained by using variety oral language accurately, fluently and acceptable in their daily context of live. So, the students have to reach the speaking basic competence in order to get the speaking ability. Manurung (2015) explained the speaking skill as a significant skill of language learning. But many students still could not speak English well and it made their communication also not good. Manurung (2015:45) uttered his overall description of speaking in this way that speaking is a process of message and of information that lead to produce utterances orally to meet special purposes.

According to Celce-Murcia and Olhstain (2000) in some ways speaking can be considered the most difficult skill to acquire as it requires command of speech production sub-skills like vocabulary retrieval, choice of grammatical patterns, sociocultural competence. As we know the rule here is grammar. So, grammar is important for speaking. in order to get communication well. According to Widdowson (1990:86) grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality. Given that many learners and teachers tend to view grammar as a set of restrictions on what is allowed and disallowed in language use. This implies that the students should understand English language structures accurately to become fluent. In literature, the resources of the language, including grammar, are used not only for efficient communication of ideas, but also for effective communication. So, we know that if the students want to be a good speaker, they should be a master of grammar. According to Thornburry (1999) grammar is set of rules that explore the forms and the structures of sentences that can be used in language. That means grammar and speaking are two significant poles in foreign language acquisition that it seems, there are nearly related activities.

According to Eleventh Grade curriculum of Senior High School the purpose of speaking English is the students are able to express idea in monolog text that included report, narrative and analytical exposition in their daily live. That means the students should be able to communicate each other's by speaking English. The base competence of speaking for students of senior high school is that the students are able to speak and explain many kinds of meaning (interpersonal, ideational, textual) in all of the contexts orally that have communicative purpose, structure texts and the particular linguistic. The students are supposed to get the main purpose of curriculum that has been designed. But the problem is that the students are still not aware about it, so the writer will explain more about this problem in his research.

The researcher finds that Eleventh Grade Students at SMA Negeri 2 Mendoyo, most of students have a number of errors in speaking. Some of them include grammatical errors. In addition, most students have difficulties in using grammar. They do not understand how to use grammar properly. Consequently, they cannot speak correctly and effectively. Meanwhile grammar and speaking are two significant poles in foreign language acquisition. Without a good knowledge of grammar, learners' language development will be severely constrained.

Therefore, speaking without mastering 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 because grammatical structures not only have form, they are also used to express meaning in context-appropriate use. With this statement, the researcher is interested to find out whether there is a correlation between students' grammar mastery and their speaking ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the academic year of 2019/2020.

2. Research Methodology

The main objective of this research is to know the correlation between students' grammar mastery and students' speaking ability. This research is employing the correlation design. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. It means that, this research determines the relationship between one thing (an independent variable) and another (dependent variable) in a population. In this research, the writer gave the test to know the both grammar mastery and their speaking ability. Then, data (score) gained from the test were analyzed to see whether grammar mastery is related to speaking ability.

In this research there are two variables, they are dependent and independent variable. Independent variable of the research is the students' grammar mastery symbolized by X. Dependent variable of the research is the students' speaking ability symbolized by Y. The operational definition of

variable is used to describe the characteristic of the variable that investigated by the research. Independent variable of the research is the students' grammar mastery. It focused on past continuous tense. Dependent variable of the research is the students' speaking ability and focused on report text.

The population of this research was the students of eleventh grade students at SMA Negeri 2 Mendoyo the academic year of 2019/2020, the total number of the students are 251 students. They are divided in 7 classes. In this research, the researcher chose class XI MIPA 3 as the subjects of the study which consisted of 36 students. The sample in this research choose randomly by using probability sampling technique because the population was in groups and homogenous. The research was conducted at SMAN 2 Mendoyo in May 2020.

The multiple choice test used by the writer to measure the students' grammar mastery, and oral test used to measure students' speaking ability. Google Form used by the writer as the media to collecting the data of grammar mastery test. For the speaking ability test the writer ask the students to record their voice using voice or video recorder orally based on topic that has been given.

To measure the validity of the instrument, the researcher using the formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where:

r_{xy} : The correlation coefficient between X variable and Y variable
 N : The number of students
 X : The number of each item score
 Y : The number of total scores

Calculation result of r_{xy} is compared with r_{table} of product moment by 5% degree of significance. If r_{xy} is higher than r_{table} , the item of question is valid.

The writer used Richardson (KR-20) formula to analyze the reliability of test instrument from students' grammar mastery. The using of formula is as follows:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{s_i^2 - \sum p_i q_i}{s_i^2} \right\}$$

Notes:

k = total of items
 p_i = subject proportion who answer item 1 (correct answer)
 q_i = 1- p_i (incorrect answer)
 s_i^2 = total variance

The criteria of reliability test: if $r_i > r_{table}$ it means the instrument is reliable and then the instrument can be used for the research.

To know the reliability of speaking ability, the researcher used inter-rater reliability. The statistical formula for counting the reliability is Rank Order formula can be seen as follows:

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Notes:

ρ = the number of rank order correlation (rho)
 6 and 1 = constant number
 D = difference of rank correlation ($D = R_1 - R_2$)
 n = the number of students

The normality test used to measure whether the data are normal in distributed or not. The data are normally in distributed if $L_{observed} < L_{table}$.

Determining the raw score by using the following formula:

$$z = \frac{X - \bar{X}}{S}$$

Where:

X = Raw score
 $\bar{X}$ = Group means
 S = Group standard deviation (SD)

Before analyzing the data by using Pearson's product moment formula, the first checked out whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson' product moment formula. In this case, Linearity test used Microsoft Excel calculation to

check it in order to make the researcher easier. Then, the result of linearity checked by comparing with significant level ($\alpha = 0.05$). If the result was lower than α , it means that the data were linear.

The technique of data analysis that will use by the writer is formula of Pearson Product Moment correlation:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = index number of "r" product moment correlation

N = number of cases

$\sum XY$ = the sum of the product of x and y scores

$\sum Y$ = the sum of y scores

$\sum X$ = the sum of x scores

H_a is accepted if r_{xy} is higher than r_{table} score of product moment with α significant scale 5% (0.05).

3. Research Finding and Discussions

The grammar test consists of 25 items. The data measured by using Microsoft Excel formula, it showed that the mean grammar mastery is 20.14 with formula = AVERAGE (' $\sum X_n$ '). Furthermore, the median was 21 with formula = MEDIAN ('all of score X'), and the mode was 22 with formula = MODE ('all of score X'). The highest score was 24, and the lowest one was 14.

Meanwhile the result of the calculation of speaking ability test. The data measured by using Microsoft Excel formula, it showed that the mean speaking ability is 67.53 with formula = AVERAGE (' $\sum X_n$ '). Furthermore, the median was 68 with formula = MEDIAN ('all of score X'), and the mode was 49 with formula = MODE ('all of score X'). The highest score was 85, and the lowest one was 49.

The use of Mean, Median, and Mode to explain a group of the data. Mean is a technical explanation of the group based on the average value of the group. Median is technical explanation a technical explanation of the group based on the middle value of the data group that has been arranged in sequence from the largest to the smallest. Mode is mean is a technical explanation of the group based on the values that are currently popular or values that often appear in the group.

The researcher used Microsoft Excel. $r_{critical}$ was gotten from df which was consulted to $r_{critical}$, where $df = n - 2 = 36 - 2 = 34$. Hence, it was gotten that $r_{critical} = 0.2785$. The result of hyporesearch test is 0.4102. Moreover, the result of $r_{critical}$ 0.05 from 36 samples is 0.2785. Therefore, it can be seen that the result is significant in the range of 0.05. In this case, H_a is accepted because the score of $r_{observed} > r_{critical}$ (0.4102 > 0.2785). Then, it can be assumed that there is a correlation of students' grammar mastery and speaking ability. Based on the table, we could know that the $r_{observed}$ is average/enough correlation because the value of $r_{observed}$ 0.4102 was in the level of 0.40 to 0.60.

Table 1. "r" Product Moment Interpretation

Large of "r" product moment	Interpretation
0.00-0.20	Very low correlation
0.20-0.40	Low correlation
0.40-0.60	Average/enought correlation
0.60-0.80	High correlation
0.80-1.00	Very high correlation

The finding of the research shows that there is correlation of students' grammar mastery and their speaking ability. The result was gotten from collecting and analyzing the data taking from test by using Product Moment formula. There are two types of test used in this research. They were grammar mastery and speaking ability test. They were used in order to investigate the correlation of students' grammar mastery and their speaking ability. The value of correlation coefficient obtained 0.4102 which is higher than $r_{critical}$ of product moment (0.4102 > 0.2785), and the criteria of correlation of 0.40 – 0.60 are considered enough. It means that the correlation is average/enough of the two variables.

Based on the analysis of the data and the testing of hyporesearch, in which the criterion is whether the hyporesearch is accepted or not, H_a is accepted if r_{observed} is higher than r_{critical} ($r_{\text{observed}} > r_{\text{critical}}$), and H_a is refused if r_{observed} is lower than r_{critical} ($r_{\text{observed}} < r_{\text{critical}}$). The result of the calculation was found that the null hyporesearch (H_0) is rejected and the alternative hyporesearch (H_a) is accepted. Finally, we know that there is a correlation of two variables. It means that the variable Y is influenced by the variable X, and the variable X is also influenced by the variable Y.

Therefore, can be concludes that there is a correlation between students' grammar mastery and their speaking ability. As for the reason why correlation coefficient is not very high, it is because of the eminent variability of the students' score distribution. The result showed that grammar mastery of the students has correlated with their speaking ability.

According to the result, there are three types of students who were included in the sample: 1) those whose grammar test score correlates with their speaking test score; 2) those whose grammar test score is far greater than their speaking test score; 3) those whose speaking test score is far greater than their grammar test score. There are some findings in which some subject who got low score in grammar surprisingly got high score in speaking and in contras some students whose score high in the speaking yet performed poorly in grammar test. It looks like while they try to comprehend many English grammatical rules, they fail to take the right rule into speaking strategies. In contrast several students who poorly in grammar but got high score in speaking. It is maybe their understanding over the various rules of grammar still lack but they have a good grasp on various speaking strategies, they did not bother about which correct structure to use and they did not just stop in silent when they hesitated or thought about what the next thing that they wanted to tell.

In the same tough as what Priyanto and Amin's statements that grammar is a basic thing to make communication more effective, it does not mean all off grammar features are useful in the speaking but grammar cannot be detached from speaking. Furthermore, speaking for the academic purpose, all of grammar features should be paid attention because it requires someone's speaking ability which can be assessed.

4. Conclusion

There is a positive correlation of students' grammar mastery and their speaking ability. Because by seeing the result of the data calculation in the previous chapter where alternative hyporesearch (H_a) is consequently accepted, it means that the' hyporesearch is accepted that students' grammar mastery had correlation with their speaking ability.

Hyporesearch shows that the result 0.4102 in the table is 0.2785 for level of significant 0.05. The value of correlation coefficient obtained 0.4102 which is higher than r_{critical} of product moment ($0.4102 > 2785$), and the criteria of correlation of 0.40 – 0.60 are considered average/enough. It means that the correlation is enough of the two variables.

In other words, there is positive correlation between students' grammar mastery and their speaking ability of eleventh grade at SMA Negeri 2 Mendoyo in the academic year of 2019/2020.

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