



The Correlation Between Students' Grammar Ability and Students' Speaking Ability in SMP Panca Budi Medan

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ABSTRACT

The objective of this study is to establish the correlation between grammar ability and speaking ability. There were 30 students of ninth grade at SMP Panca Budi Medan who were the study's subjects. Study's correlational design incorporates quantitative research. Cluster random sampling was utilised to collect the necessary data for the research. Two different instruments were used to evaluate the students' abilities. The variables in question are the independent variable (X) and the dependent variable (Y), with X representing grammar ability and Y representing speaking ability. The data for this study were gathered in two stages. The first involved grammar test using 25 multiple-choice grammar question using google form and the second was a speaking test using direct speaking by telling best experience. Statistic called statistical analysis or inferential statistics in SPSS 26 version were used to perform quantitative analysis. The data analysis revealed a noteworthy association between the grammar proficiency and speaking skills of ninth-grade students at SMP Panca Budi Medan. According to the findings from the analysis conducted using SPSS 26 version and presented in table 4, there was a strong positive correlation of 0.823 between students' grammar skill and students' speaking ability. Futhermore, the two pieces of information were related

INTRODUCTION

Grammar is one part of English language learning that must receive top priority in the teaching and learning process at all levels of education. One of the students' interesting issues to study related to the good use of English is grammar. The rule or system that governs the structure and meaning of a language is called grammar. It is not only English that has grammar, but all languages must have a grammar that already has rules for formal use. Grammar is the field of study that focuses on the rules governing language. It is an essential framework for understanding the structure of language, as it is impossible to master a language without a grasp of grammar.

According by Purpura (2004), grammar is the core of language, serving as a structural adhesive in all aspects of communication (speech, writing, reading, and listening). The importance of learning grammar in speaking is to be able to explain verbally without having to use a lot of words. By studying grammar at the beginning, we can also learn speaking better. With the mastery of grammar, speaking will later be more guided by rules and language. It will make it easier if you want to speak in public in English or speak directly to a stranger.

Grammar is a key factor that enables students to speak in English accurately and clearly. If students wish to communicate in English during class, they must follow the rules and use the grammar rules when speaking in English so that they can understand each other properly. If students have good language skills, they will find it easier to express their ideas or opinions in class, especially when they are speaking with others. In order to improve their English language skills, students should actively participate in regular speaking exercises and remain focused during conversations with other.

Speaking is one of four skills that has an effect on grammar. Thornbury (2005, p.121) states that speaking is a real-life action where a speaker expresses their thoughts and interacts with listeners. Speaking refers to the act of engaging in spoken communication, typically employed in routine daily interactions. According to Bailey (2000), speaking is a communicative activity where the speaker aims to construct meaning by generating, receiving, and analyzing information.. Speaking is a means of communicating ideas, facts, views, and thoughts to other people. This suggests that through vocal communication, students can express their opinions, goals, expectations, and perspectives or accomplish a certain task.

Speaking is a crucial communication skill for expressing ideas about what presenters will say to their audience. Speaking also includes the act of vocally expressing one's ideas and thoughts. When we talk, we make use of a number of different parts of our bodies to generate sounds. These parts include the tongue, lips, vocal chords, lungs, and vocal tract for example. On the list of four language skills, listening comes in first, followed by speaking in second place. A few aspects that can help improve students' speaking ability to work together include using accurate grammar, identifying the characteristics of the audience, choosing appropriate vocabulary, using strategies to increase comprehension, and emphasizing successful interactions.

Thus, it can be inferred that there is a correlation between grammar and speaking. An academic Journal on English Studies by Veltiana and friends from Universitas Mahasaraswati Denpasar in 2022 about “ Grammar Mastery and Speaking Ability of The Eighth Grade Students” found that there is a correlation between grammar mastery and speaking ability. Moreover, the use of English grammar for students are help them communicate with others. Furthermore, according to an academic Journal on English Studies by Fakhruddin Zam Zam and friends from Universitas Tadulako in 2021 about “The Correlation Between Grammar and Speaking Skill of Undergraduate Students” was founded that the correlation centered at the medium level, which shows that language has a role in speaking skills. The correlation is not yet optimal due to the variability in the distribution of student scores, where student achievement is not optimal but is close to the mean. It can be inferred that as students acquire greater proficiency in a language, they are able to better refine their written communication abilities.

Grammar additionally improves students' ability to use formal language effectively. Enhanced language comprehension will instill greater confidence in students' English writing and speaking skills. Due to their understanding of English grammar, students can converse effectively if they possess a thorough understanding of the language's structure. It is important to use proper grammar since it will be more understandable if it is true. If they use appropriate grammar, learners will have no trouble understanding the lesson and getting the hang of it. The speaker who using good grammar will easily understood the ideas and the meanings by listener.

Based on the aforementioned reasoning, the researchers aim to conduct this study to ascertain the presence of a correlation between students' verbal proficiency and their grammatical competence. After conducting observations, the researchers found some weaknesses in the students of the grade IX in SMP Panca Budi, especially in good speech and grammar usage. The researchers found a problem when students were asked to communicate spontaneously. It is true that they can speak well, but on the other hand the use of the grammar they use is still not well arranged.

Another error found by researchers was when researchers asked students to write a topic about their best experience and were also asked to describe something, researchers found errors in the grammar they used in their writing. The grammar used was still messy. On the other hand, there was also that grammar was good in writing, but when asked to recite what students had written, their use of language was back messed up and did not match what they had written. In this case, the researchers remained able to understand what the students said even though the grammar they used was messy. Thus, the researchers intend to conduct research into the problems found in the students of the grade IX of SMP Panca Budi Medan . According to the background of research, the researchers in order to understand how *the correlation between students grammar ability and students speaking ability in grade IX SMP Panca Budi Medan*.

LITERATURE REVIEW

Grammar Ability

This section will provide an overview of the variables utilized in this research from the perspective of certain specialists. The objectives of this section are to supplement the expert's theories. Grammar mastery will be evaluated on the basis of basic past tense proficiency. Grammar comprises the examination of words, their usage within sentences, and the ways in which they alter according to context. According to Mabaroh and Pusparini (2018), certain experts argue that grammar is the fundamental component of language. Its absence increases the likelihood of errors in understanding language communications. Hence, grammar serves as a benchmark or criterion to enhance mutual comprehension in communication.

Mart (2013) asserts that instructing grammar in context has a beneficial impact on students' ability to precisely employ grammatical structures in their language proficiency. Students can benefit from observing how language functions in the form of sentences or paragraphs. Likely, thus, by instructing grammar in context, students will be able to observe the operation of grammatical structures within sentences. One of the aspect of grammar that important to learn especially for students is tenses. Tenses in grammar serve as linguistic tools that facilitate the expression of temporal information in a given language. One of the tenses that are used in grammar is Simple Past Tense. According to Mc. Graw (2003: 216), the usage of the simple past tense is for the purpose of indicating that something occurred at a particular moment in the past of the subject.

Speaking Ability

Speaking skills refer to the abilities that enable us to speak with effectiveness. They provide us with the capacity to communicate information orally and in a manner that is comprehensible to the recipient. Al-Jarf (2012) defines speaking as the oral skill of using interactive communication to accomplish pragmatic objectives with other individuals who speak the same language. As to the findings of Saddhono and Slamet (2014:50), speaking serves as a method of conveying thoughts that have been formulated and refined to cater to the requirements of the audience. There are multiple functions for which human beings communicate, as stated by Setyonegoro (2013:68). One such function is the expression of ideas, thoughts, emotions, and opinions. (b) Attending to the significance of the discourse held by others. (c) Have the desire to amuse others. (d) Information transmission. (e) Influencing or persuading others.

Public speaking consists of conveying information orally in front of an audience or in a public setting. Public speaking activities include delivering speeches and giving presentations in front of the class. Students typically engage in one activity in front of the class at large, which is recounting a momentous experience. Developing the capacity to articulate thoughts and viewpoints is crucial for pupils in spoken communication. As a result, this mastery of the language should be achieved by the learners. Fluency in speaking requires not only

a grasp of language elements, but also the capacity to comprehend and manipulate information and language.

Focus the Problem

The fundamental issue of this research:

1. Students may make certain grammatical errors in speeches. Identifying these patterns can give insight into teaching methods.
2. Some students may be hesitant to speak out of fear of making grammatical mistakes. Overcoming this anxiety is crucial to improving speech skills.

Research Question

The researchers developed the research question as follows in light of the background information mentioned above:

1. How far have the students come in terms of their grammar ability?
2. How far have the students come in terms of speaking ability?
3. Does the grammar and speaking ability of students significantly correlate with one another?

Hypotesis

The following constitutes the hypotheses of this study:

(Ho) : There is no significant correlation between the grammar ability and the speaking ability

(Ha) : There is a significant correlation between the grammar ability and the speaking ability

The significance of the study

For the Teacher: The conducted research is intended to provide educators with constructive recommendations regarding how to further examine the correlation between students' speaking ability and grammar proficiency, both inside and outside the classroom.

METHODOLOGY

Research Participant

The goal of this study is to determine the extent to which there is a correlation between students' grammatical skills and their capacity to communicate verbally. This research will make use of a quantitative descriptive method in order to determine the outcome, and the population of the study will be gathered from grade IX students at SMP Panca Budi Medan through the application of the Random Sampling Technique. This will ensure that every member of the grade IX population is given an equal opportunity to be a part of the research sample. The sample consisted of 30 students out of a total of 110 students in grade IX at SMP Panca Budi Medan.

Instrument of Research

The tool that used for getting the data collection are grammar test and speaking direct. The grammar test will be followed by 25 multiple choice question about grammar of course and the students will access the question by using google-form. The researchers created 25 questions that are mentioning

tenses, adverb, preposition, adjective and also conjunction. The researchers used direct speaking to checking how far the students ability to speaks already. The students will be asking to speak in front of the class about one topic which is their best experience, and the researchers recorded the students' voice.

Technique of Data Collection

Firstly, the researchers gave grammar test for grade 9 regular 4 students to getting information about the grammar's ability of students. The questions already input on the google form and the students can access the questions on google form. There are 25 multiple choice questions where they can know how many scores they got and they can access the true answer after they finished to answered all of the questions. The times that researchers gave to them to answered all the questions are 30 minutes long. It used stopwatch to carry out the time they used to answered the questions.

Secondly, the researchers direct the students to testing their speaking determined the topic they will speak in front of the class. The topic determined was Best Experience. They should speak directly about their best experience, and the researchers carried out their speaking; are they speak fluent? Are they used good grammar while speak? Are they have a good pronounce and spelling?

Technique of Data Analysis

The collected data was analysed using the SPSS 26 software to ensure accurate calculations and eliminate any potential errors. The researcher utilised SPSS to conduct data collection, which involved two tests: a normality test and a correlation analysis.

- a. Normality test is a test used to determine whether data is spreading in a normal range or not. The Komogrov-Smirnov test (K-S or K-S test) is a non-parametric one-dimensional probability distribution equation with a continuum that can be used to compare a sample with a specimen.
- b. Correlation analysis is a statistical technique employed to ascertain the presence and strength of a relationship between two variables or data sets. By conducting correlation analysis on quantitative data collected via opinion polling and surveys, it is possible to ascertain whether or not a relationship exists between students' speaking and grammar proficiency.

Table 1. The Scale of Pearson's Correlation Coefficient

Size of r	Interpretation
0.90 to 1.00	Very high correlation
0.70 to 1.89	High correlation
0.50 to 0.69	Moderate correlation
0.30 to 0.49	Low correlation
0.00 to 0.29	Little if any correlation

- c. The Independent Sample T-test is employed to ascertain whether there exists a disparity in the means of two unpaired samples.. The primary prerequisite for conducting an independent T-test is that the data follows a normal distribution and exhibits homogeneity (but not necessarily absolute homogeneity).

RESULTS

The result findings and discussion will be presented in this chapter. The outcome comprises the speaking and grammatical proficiency of the students, as well as the correlation between the two. In contrast, the researchers furnished a comprehensive depiction of the findings in the results section during the discussion section. The researchers conducting the research of students in Grade IX of SMP Panca Budi Medan were selected as the subjects of this study. There were two tests given to the participants, the first was a grammar test and the second was a speaking test. The test of grammar was collected by using 25 multiple choice questions and the speaking test was collected by using direct speaking. Students were instructed to recount their most memorable experience in front of the class. The result will be presented on table 2.

Table 2. Grammar and Speaking Scores of Ninth Regular 4 Students in SMP Panca Budi Medan

NO	NAME STUDENT	GRAMMAR SCORES	SPEAKING SCORES
1	AP	82	90
2	AT	48	89
3	AI	84	95
4	AA	92	96
5	DA	16	75
6	DS	48	88
7	FA	64	89
8	KD	60	82
9	MR	88	89
10	MR	44	88
11	MM	29	75
12	NK	100	94
13	PY	16	82
14	RL	86	93
15	RN	56	88
16	RQ	36	81
17	SM	72	93
18	SH	84	90
19	SS	56	82
20	TA	68	83
21	VE	88	98

22	VA	64	93
23	WD	96	93
24	MZ	36	72
25	TR	92	93
26	AC	84	90
27	MD	72	92
28	JIS	88	95
29	SQ	92	90
30	NSS	80	92

Through table 2, the data indicates that the lowest score achieved in the Grammar examinations was 16, while the highest score reached was 100. The Speaking ability is measured by another variable, with a minimum score of 72 and a maximum score of 98. To ensure that the instrument of grammar ability and speaking ability was normal, the researchers used SPSS 26 version. The initial estimate is called the normal estimate using the One Sample Kolmogorov Smirnov estimate. The value of residuals is regularly distributed if the significance value is greater than 0.05. The residual value is not normally distributed if the significance value is less than 0.05. Following are the findings of the normalcy test for speaking and grammar abilities:

Table 3. One Sample Kolmogorov Smirnov Test

			Unstandardized Residual
N			30
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		3.74239666
Most Extreme Differences	Absolute		.081
	Positive		.079
	Negative		-.081
Test Statistic			.081
Asymp. Sig. (2-tailed)			.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance

Based on the information that is provided in table 3, it can be concluded that the significance level for every data group that was analyzed using the One Sample Kolmogorov-Smirnov method is higher than 0.05. The significance value is recognised as 0.20. In essence, this suggests that the data about students' speaking abilities and grammar competency demonstrate a certain degree of consistency. Furthermore, these figures indicate that the data adheres to a normal distribution. Furthermore, the normalcy test functions as an additional tool to complement the graphical assessment of normality. Assessing the normality of the data distribution for each variable is essential when considering

statistical parameters. To summarize, the data has passed the normalcy test satisfactorily.

Table 4. Correlation Between Grammar Ability and Speaking Ability

		Correlations	
		Grammar	Speaking
Grammar	Pearson Correlation	1	.823-
	Sig. (2-tailed)		.000
	N	30	30

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

Based on the table above, the Pearson Correlation between the speaking ability and grammar ability of students was 0.823. A value exceeding 0.70 indicates a strong positive correlation between the speaking ability of students and their proficiency in grammar. The correlation is classified as high due to its value ranging from 0.70 - 1.89.

Table 5. Paired Samples Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	GRAMMAR	67.0667	30	24.70088	4.50974
	SPEAKING	88.3333	30	6.55656	1.19706

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	GRAMMAR & SPEAKING	30	.823	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	GRAMMAR - SPEAKING	-21.26667	19.66431	3.59020	-28.60944	-13.92389	-5.924	29	.000

Based on table 5, the paired-samples t-test identified a significance level of less than 0.05. Furthermore, the significant value of the data was 0.000. It demonstrated that the study's non-directional hypothesis, which postulated a significant correlation between the speaking ability and grammar ability of IX grade students at SMP Panca Budi Medan, had been ultimately confirmed. In

conclusion, the data indicate a significant correlation between the speaking and grammatical proficiency of the students.

DISCUSSION

The objective of this study is to establish the correlation between the proficiency in grammar and speaking skills among ninth-grade students at SMP Panca Budi Medan. The ability of grammar requires a correct understanding of the meaning of speech and text. If students want to communicate in English, one thing that must be looked for is the use of grammatical rules in it. Within the scope of this study, the researchers discovered that there was a challenge that students encountered when attempting to learn English, specifically a lack of command of grammar when speaking. Therefore, researchers are interested in conducting research at SMP Panca Budi Medan.

Mastering grammar requires accurate comprehension of the meaning of words and phrases. In order to effectively communicate in English, learners must diligently observe its grammar and rules. Irrespective of the learners' proficiency level in English, it is imperative that students incorporate their grammatical understanding into spoken language. Therefore, in regards to the acquisition of the English language, speaking proficiency and grammatical accuracy are intrinsically interconnected. *First*, the researchers obtained data on grammar proficiency ratings by administering the grammatical proficiency test. The data was collected from the grammar proficiency of SMP Panca Budi Medan's IXth grade. Regarding those whose scores ranged from 16 to 100, the maximum score achieved was 100. That means the grammatical ability test is good enough. Researchers obtained scores from 30 samples; fourteen students were in the good category, there are six students who fall under the middle category and ten students fall within the category of the lower students.

Second, the researcher employed data to gather information on speaking achievement in order to compute the Y variable. Based on the data collected, the student who achieved the greatest score earned a score of 98, while the student with the lowest score in speaking achieved a score of 75 out of a total of 30 students. Consequently, the test scores for the students' speaking ability fall inside the excellent range. Out of a total of 30 students, nine students achieved the highest level of performance, eighteen students achieved a good level of performance, and three students achieved in quite good level of performance.

CONCLUSIONS AND RECOMMENDATION

Conclusion

According to the research analysis, the students in grade IX at SMP Panca Budi Medan have demonstrated a high level of proficiency in speaking skills and a moderate level of proficiency in grammatical skills. The researchers have concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, based on the analysis of the research. The researchers inferred that this thesis focused on investigating the study question, "Does the grammar and speaking ability of students significantly correlate with one another?". The answer was it does a significant correlation between students' grammar and speaking ability.

Recommendation

For English Teachers : The English teacher should provide tasks for the students to work on in order to help them become more proficient in speaking and grammar in the language.

For Students : The students should engage in additional grammar exercises to enhance their comprehension and ability to construct proficient and coherent sentences. In addition, it is imperative for students to consistently engage in speaking practice in order to enhance their oral communication abilities.

Next Researchers : This article can serve as a valuable reference for future academics seeking new ideas in conducting study on this subject. Furthermore, they have the option of utilising this thesis as their primary source of research literature.

FURTHER STUDY

It is necessary to do additional research on this subject in order to acquire a comprehensive understanding of the study and to pique the attention of students. This research still has a great deal of questions that have not been answered.

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