THE CORRELATION BETWEEN THE SECOND GRADE STUDENTS' GRAMMAR ABILITY AND THEIR SPEAKING ABILITY AT SMAN 2 KOTO BARU DHARMASRAYA

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ABSTRACT

This study aims to describe the correlation between the second grade students' grammar ability and their speaking ability of second grade at SMAN 2 Koto Baru. The design of this research was correlation research. The population of this study is class XI F students SMAN 2 Koto Baru. The cluster random sampling technique was used in this research to collect the data. The number of the sample as respondents for try-out was 27, and the number of the sample as respondents of real test was 30 students. The data collection instruments in this research were multiple choices for grammar test and speaking test. It was found that the reliability index of the multiple choices test was o,85 and the reliability index of the speaking test was 0,97. The result of the data analysis showed that the value of $r_{calculated}$ of this research was 0,65, while the r_{table} with the level of significance 0,05 and the degree of freedom (df=n-2) was 0,361. It means that the $r_{calculated}$ was higher than r_{table} (0,65>0,361). Therefore, the alternative hypothesis of this research stating that there is significant correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru was accepted.

Keywords: *Correlation, Grammar Ability, and Speaking Ability*

INTRODUCTION

Grammar and speaking ability are related. A significant part of grammar goes into speaking ability. Grammar is one of the factors affecting speaking performance, if someone speaks clearly, they have good grammar [1]. People can appropriately use words and interact with others when they have good grammar. Mastering accurate tenses in speaking is frequently difficult for English learners. Their ability to communicate effectively depends much on how they utilize tenses because incorrect tenses can convey the wrong meaning. This urgency shows how important grammar is in terms of speaking skills.

Grammar is a study of language rules explains the relationship between the words, and the relationship between these words is correct arrangement so provide meaning or significance for anyone who use that language [2]. The word grammar refers to what students learn in English or other language schools, such as subjects, predicates, and parts of speech [3]. The statement shows that students were taught the rules of the target language at school. Furthermore, grammar is a crucial language component that involves understanding both morphology and syntax, two interconnected linguistic disciplines [4]. Even tough, sometimes students made the grammatical errors which created some misinterpretation to get the meaning for some readers [5].

Grammar is important because it is the language that allows us to communicate about language [6]. Grammar refers to the different sorts of words and word groups that make up sentences in any language, including English. Knowing grammar means being able to discuss how sentences are built, as well as the types of words and word groups that create sentences. Understanding grammar provides insight into the mind and mental capabilities.

There are several types of grammar. First, mental grammar is the generative grammar stored in the brain that enables a speaker to create a language that other speakers can understand. Second, pedagogical grammar is grammatical analysis and education designed for second-language learners. Third, generative grammar is a competence theory: a model of the psychological system of unconscious knowledge that supports a speaker's ability to generate and

interpret utterances in a language. Fourth, theoretical grammar is concerned with making grammar formalisms entirely clear, as well as offering scientific arguments or explanations in favor of one account of grammar to another, using a broad theory of human language. Fifth, transformational grammar is a language analysis system that recognizes the relationship between distinct sentence elements and probable sentences in a language and expresses these relationships using processes or rules (some of which are referred to as transformations). And the last one, universal grammar is a theoretical or hypothetical set of categories, processes, and principles that are shared by all human languages and thought to be intrinsic [7].

Speaking is the ability to communicate fluently, which requires not just a comprehension of linguistic elements but also an ability to understand information and language [8]. Speaking is the most difficult and crucial of the four language abilities to master. It is a way to speak of ideas, feelings, or emotions. Speaking allows for information exchange and interaction. By constructing conversation with others, this activity allows sharing information and opinion and creates a good social relationship between the speaker and listener [9]

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language [10].

There are five types of speaking. First, imitative speaking is the capacity of imitating a word, phrase, or statement. This type behaves similarly to a parrot which imitates sounds. Second, intensive speaking style evaluates the context of production in terms of grammatical, phrasal, lexical, and phonological competence. Third, responsive speaking refers to interaction at the rather limited level of a brief chat, standard greeting, small talk, simple comments and requests, and so on. Fourth, interactive speaking is a complex interaction that sometimes includes multiple exchanges and/or multiple participants. And fifth, extensive speaking refers to oral production, which includes speeches, public presentations, and storytelling [11].

Furthermore, there are five components of speaking. First, grammar is needed for students to arrange a correct sentence in conversation. Second, vocabulary will help the speaker to use appropriate diction based on the context of speaking. Third, pronunciation is the way students produce clearer language when they speak. Fourth, fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. And the last one, Comprehension is the mind, act power of understanding exercise aimed at improving is testing ones. Comprehension also means how far students' ability to respond to oral communication [12].

There several previous studies related to this research. First, Lesirollo *et al.* (2023) in their research entitled "The Correlation between Students' Grammar Mastery and Speaking Ability at the Eleventh Graders at SMA Frater Don Bosko Manado" found that eleventh-graders at Frater Don Bosco Senior High School in Manado had a limited proficiency in the language. They indicated that there was a strong correlation between students' proficiency in grammar and their oral communication skills. Therefore, the eleventh-grade students at Frater Don Bosco Senior High School in Manado demonstrated a positive and statistically significant correlation between their mastery of grammar and their proficiency in spoken language [13]. Second, Zam *et al.,* (2021) in their research entitled "The Correlation between Grammar and Speaking Skill of Undergraduate Students" found that there is a positive correlation between the students' grammar and speaking skill which means that grammar contributes to speaking skill [14].

The purpose of this research was to find out the correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru Dharmasraya. This research requires further research dealing with other aspects and factors that relate to students' speaking ability.

METHOD

The type of this research is correlational research. The researcher tries to find out the correlation between the second grade students' grammar ability and their speaking ability. The total population was 120 students divided into four F classes. The subject of this research was 30 students. In taking a sample, the researcher used cluster random sampling techniques. It means the researcher chose one class to be a sample.

The instruments of this research were the multiple-choice grammar test and speaking test. To see the validity of grammar test, the researcher used content validity. And the researcher used the split-half technique to support the reliability of the grammar test. The grammar test consists of 30 items for try-out and 25 items were selected for data collection.

To find out students' speaking ability, the researcher used a speaking test. To have a valid test of speaking ability, the researcher used content validity in this research. And to see the reliability of the test the researcher used the inter-rater technique by using two scorers (scorer 1 and scorer 2). The media for recording the students' voices is a cell phone. Before the students spoke in front of the class, the researcher explained what they would do while they were performing. The researcher gave 2-5 minutes for each student to speak in front of the class.

To analyze the data, the researcher correlated the data on students' grammar ability and their speaking ability by using the Pearson Product Moment formula. After doing the analysis, the researcher interpreted the coefficient correlation between the

second grade students' grammar ability and their speaking ability.

FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the researcher found that the value of the coefficient correlation between students' grammar ability and their speaking ability was 0.65. It means that there is a positive correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru Dharmasraya.

To see whether the correlation was significant or not, it was compared with the value of r_{table} at confidence level 0,05 (α = 5%) and df=n-2 (28). It turns out that the r_{table} value was 0.361. It means that $r_{calculated}$ was higher than r_{table} (0.65>0.361). It can be stated that there was a significant positive correlation between the students' grammar ability and their speaking ability at SMAN 2 Koto Baru. Therefore, the alternative hypothesis (Ha) that stated "there was a significant correlation between the students' grammar ability and their speaking ability at SMAN 2 Koto Baru" was accepted.

The results indicated that there was a significant correlation between the students' grammar ability and their speaking ability at SMAN 2 Koto Baru. It means that Ha was accepted and Ho was rejected. It means that students' grammar ability was closely related to their speaking ability. The researcher also found what causes students had good ability in both grammar and speaking. Many factors can influence them, one of them is interactive learning. Interactive learning enhances students' grammar skills by making the learning process more engaging, contextual, and responsive to individual needs. Through active participation, immediate feedback, and real-life application, students can develop a deeper and more practical understanding of grammatical concepts, leading to improved language proficiency.

CONCLUSIONS AND SUGGESTIONS

Based on the finding of this research it can be concluded that the correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru was significant and the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. Therefore, the researcher suggests the students to improve their grammar and more exercise to improve their speaking ability. Also, English teachers are suggested to guide their students to develop their speaking ability by motivating them to learn more grammar.

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