THE CORRELATION BETWEEN THE THIRD YEAR STUDENTS' GRAMMAR MASTERY AND THEIR SPEECH ABILITY OF ENGLISH DEPARTMENT STUDENTS AT BUNG HATTA UNIVERSITY

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Abstract

The type of this study is correlational study. The purpose of this study was to determine correlation between grammar mastery and speech ability. The population of this study was the third year students of English Department at Bung Hatta University. The total members of population were 87 students. The member of sample in this research were 30 students. The instruments used to get the data were grammar test and speech test. The researcher tried out test to the students out of sample. By using Alpha-Croanbach method using SPSS program for windows version 16 at .05 level of significance, the researcher found the reliability of grammar test was .905 and the reliability of the speech test was .719. It means the tests were reliable. The result of the data analysis showed that the value r calculated in this research was .704 with the level significant α .05 and the degree of freedom (df) n-2, the value of r table was .361. It means that r calculated (.704) was higher than r table (.361). Therefore, the relationship between two variables, students' grammar mastery and their speech ability was significant. Then, the alternative hypothesis that said there is a significant correlation between the third year students' grammar mastery and their speech ability of English Department Students at Bung Hatta University was accepted. Dealing with the conclusion of this research, the researcher has suggestion for the Lecturer to pay attention and focus in teaching grammar because grammar and speech have significant relationship each other.

Key words: Correlation, Grammar Mastery, Speech Ability

Introduction

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The most important function of speaking is to share our thoughts and ideas by oral communication, without speaking we cannot express our feeling and our pretension directly. Brown (2009:294) states that when we write we need to use the acceptable grammatical system, patterns, and rules. It means that by having known grammar, it can make the students have good speaking skill. There are so many forms of speaking such as discussion, speech, seminar, debate etc. Speech is the the expression of ideas and thoughts by means of articulation and

vocal sound or the expressing of ideas and thoughts.

In learning English, we should master the four basic skills: listening, speaking, reading, and writing. Speaking is one of components that connect the communication directly. There are many speaking formats such as discussion, speech, seminar, debate etc. According to Flanary and Buerkle (2007), there are three components of speech : Introduction, Body, and Conclusion.

Grammar has a big influence in learning language skills (Brown, 2010:293). In mastering speaking skill, we need to know about the use of grammatical word classes, word order, system, pattern and rules. In other words, grammar makes us as the good speaker who can use grammar well in our speaking.

To deliver a speech in public, students should prepare themselves and master some language components, the most important one is the grammar mastery. Grammar is the one way to make speech more correctly and students should master it.

Based on the background and the identification of the problem as already discussed previously, the researcher limited her study to "the correlation between the third year students grammar

mastery and their speech ability of English Department at Bung Hatta University. The researcher focused on speech and based on various factors that influence of speech, the researcher focus on grammar mastery. So, this research is limited to the correlation between grammar mastery and speech ability at English Department of Bung Hatta University. On the basis of the statement of problem above, the research hypothesis of this study was stated as follows: "Ha: There is a significant correlation between students' grammar mastery and their speech ability of the third year students of Bung Hatta University". However, the hypothesis which was statistically tested was null hypothesis as the following. "Ho: There is no a significant correlation between students' grammar mastery and their speech ability of the third year students of Bung Hatta University".

Based on the discussion above, the researcher is in interested in conducting a study The Correlation between the Third Year Students' Grammar Mastery and Their Speech Ability of English Department Students at Bung Hatta University.

Research Method

In this research, the researcher used a corelational method. According to Gay

(1987:11), correlation research involves collecting data in order to determine whether, and to what degree a relationship exists between two or more quantifiable variables. They are the students' grammar mastery and their speech ability. The researcher tried to find out the correlation between the third year students' grammar mastery and their speech ability of Bung Hatta University.

According to Gay (1987:102) the population is the group of interest to the researcher, the group which she or he would like the results of the study to be generalizable. The population of this research is the third year students of English Department of Bung Hatta University registered at academic year 2014/2015. The population was distributed in three classes. They were Class A, B, and C. The total number of population members was 86. They were clasified into three classes: it can be seen in the following table.

Table 3.1

Research Population

No	Class	Total
1	A	28
2	B	25
3	C	33
	Total	86

In this research, the researcher used cluster random sampling to take sample. Gay (1987:110) states that, Cluster Sampling is sampling in which groups, not individuals, are randomly selected. Based on this, the researcher chose this sampling technique because all the members of population have similar characteristics. They have same syllabus, teaching materials, time allocation and they are taught by the same qualified lecturer.

There were two kinds of instruments that the researcher used in this research: Grammar test and speech test. Grammar test was used to measure students grammar mastery and speech test was used to measure students speech ability. The data collected from the sample to determine the relationship between two variables.

To get the data on grammar mastery, the researcher gave the grammar test to measure the students' grammar mastery. The test was constructed in the form of multiple choice it consist of 25 items and the students are given 30 minutes to do the test. To get data on speech ability, the resercher gave the speech test to measure students' speech ability. The researcher asked the students' to do speech, based on alternative topics provided by the researcher in five minutes.

Gay (1987:128) assumes that a test is valid if it measures what it is supposed to be measured. To have a valid test, the researcher used content validity. According to Arikunto (2009:67) to get a valid test, it should be constructed based on curriculum, syllabus and teaching material. It means that, the test is valid if it fixes with the material that have been given to the student.

According to Gay (1987:135) Reliability is the degree to which a test consistenly measures whatever it measures. To measure the reliability of the test, the researcher used *Alpha-Croanbach* method by using SPSS program for windows version 16 at level of significance .05. The value of alpha is interpreted in the Table 3.4 Triton (2005:248).

Table 3.3

Level of Reliability Based on Alpha Value

Alpha	Reliability
>.800 – 1.00	Very Reliable
>.600 – .800	Reliable
>.400 – .600	Enough reliable
>.200 - .200	Low reliable
00. - .200	Very low reliable

Testing Hypothesis

The hypothesis of this research was that there is a correlation between the third year students grammar mastery and their speech ability of English Department at Bung Hatta University. To test the hypothesis a statistical analysis was used.

The statistical or null (Ho): there is no correlation between the third year students' grammar mastery and their speech ability in Bung hatta University, is accepted if the value of r calculated is the same 0. Otherwise the alternative hypothesis (Ha): there is correlation between the third year students grammar mastery and their speech ability in Bung Hatta University, is accepted if the value of r calculated is not equal to zero ($r \neq 0$).

Then, to make sure whether there was a significant correlation or not the researcher tried to compare $r_{calculated}$ and r_{table} (Gay;1987:243). The researcher compared the value of $r_{calculated}$ with the value of r_{table} on the level of significance .05 for indirectional hypothesis and the degree of freedom (df) n-2 (28). If the value of $r_{calculated}$ is more than r_{table}, it could be concluded that there is a significant correlation between grammar mastery and speech ability.

To find out wheter the correlation between grammar mastery and speech

ability is significant or not the researcher compared the value of *r* counted with *r* table at the level significant α= .05 and the degree of freedom (df= N-2).

Findings

Based on the result of the data analysis, it was found that the lowest score for grammar mastery was 11 and the highest score was 24 while the lowest score for speech test was 55 and the highest score was 90. The mean of grammar was 17 and speech was 72.1.

To find out the coefficient correlation between grammar mastery and speech ability of the third year of English Department of Bung Hatta University, the researcher used Pearson product moment formula by using SPSS program for windows version 16. Based on the result of data analysis, it was found the coefficient correlation between grammar mastery and speech ability was .704. It means there is a significant correlation between grammar mastery and speech ability at the level of significant .05 and degree of freedom (df) n-2. The contribution of grammar is about 49%.

Testing Hypothesis

Based on the result of the data analysis, it was found that the coefficient correlation (r) between grammar mastery

and speech ability was .704. It was clasification as having *strong* correlation for both variables. To test whether such a correlation coefficient is significant or not, the researcher compare $r_{calculated}$ and r_{table} on the level of significance .05 and the degree of freedom (df) n-2.

The correlation between grammar mastery and speech ability was categorized as *strong* correlation. Besides, it was also significant correlation, because $r_{calculated}$ (.704) was higher than r_{table} (.361) on the level of significant .05 and the degree of freedom (df) n-2 (28). Accordingly, the coefficient determination (r^2) was 49.56 %. It could be claimed that 49 % of the variance in speech ability is caused by grammar mastery. In the other word, grammar gives 49 % contribution toward speech ability. Finally, Ho *was rejected and Ha was accepted*. It was proved by the coefficient correlation (r) and significant.

Discussion

Based on the result of testing hypothesis, Ho was *rejected* and Ha was *accepted.* The coefficient correlation between grammar mastery and speech ability was *.704.* It was categorized as having *strong* correlation and it is *significant*. It means that speech ability has high correlation with grammar mastery. Relating to this, it could be interpreted that

an increasing grade in speech ability has relationship with an increasing grade in mastering grammar. Accordingly, the coefficient determination of this study was 49,56 %. It indicates grammar gives contribution as much as 49 % toward speech ability of the third year students of English Department at Bung Hatta University.

Conclusions

Based on finding as already discussed in the previous chapter, the researcher points out the following conclusions:

1. There is a significant correlation between students' grammar mastery and their speech ability of the third year students of English Department at Bung Hatta University with coefficient correlation (r = .704) on the level of significance .05 and the degree of freedom (df) n-2 (28).
2. The correlation between students' grammar mastery and their speech ability of the third year students of English Department at Bung hatta University was cattegorized as strong correlation. It means that, grammar gives strong effects to speech ability.
3. The coefficient determination between students' grammar mastery and their speech ability of the third year of English Department at Bung hatta University was 49,56 %. In other word, grammar gives 49 % contribution toward speech ability.

Suggestions

Based on the conclusion above, the researcher proposed some suggestions to lecturer and students as follows:

1. After having known the finding of this research, the lecturer is suggested to pay more attention to grammar mastery of students because grammar and speech have significant relationship each other. If the student has good mastery in grammar he/she will also have good ability in speech.
2. The students should pay more attention to their ability in grammar because their speech ability will also be determined by their ability in grammar mastery.

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