



The Correlation Between Students' Grammar Mastery on Simple Present Tenses and Speaking Ability in Describing People

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ABSTRACT

The main objective of this study was to examine the correlation between students' grammar mastery and their speaking ability at the eighth grade of MTs Nurul Huda Baros. There is one research question in this study, which is "What is the relation-ship between students' grammar mastery and speaking ability at the eighth grade of MTs Nurul Huda Baros?" This study used the correlation method and involved 31 students. In taking the sample of the research, the researcher used a cluster random sampling technique. To obtain valid and reliable data, the researcher conducted multiple choice for the grammar tests, and performance tests for the speaking test. The final finding of this study reveals that the significance test was 0.466. In other words, it can be interpreted that a significance level of 0.05 was 0.334. Due to the observed being higher than critical ($0.466 > 0.334$). The conclusion of this study was that there was a correlation between students' grammar mastery and their speaking ability in the eighth grade of MTs Nurul Huda Baros.

Keywords: Correlation study; Grammar mastery; Speaking ability; Simple present tense

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INTRODUCTION

In teaching and learning English, there are four language competencies that must be mastered by EFLs, namely: speaking, writing, reading, and listening. On one hand, speaking and writing are considered productive skills. On the other hand, reading and listening are classified into respective skills. For some EFLs, one of the main goals of learning English can communicate in English smoothly and fluently with foreigners or Indonesian in a school environment.

Commonly, in the Indonesian setting, many students have learned grammar at the elementary school level. Grammar is one of the language aspects. The grammar contains tenses that show the tense of sentences used in the context of a conversation. (Ur, 1996) states there are 16 tenses in English, but the tenses that are commonly used in existence are the present tense, the past tense, and the future tense. The students who have knowledge of grammar and know how to form sentences are the students who master grammar. Grammar ability is characterized by students' ability and ability to master English. The level of grammar knowledge students has can help students achieve in speaking ability.

Speaking is a skill that gives speakers the ability to communicate effectively. This ability allowed speakers to convey their message in a passionate, thoughtful, and compelling way. Speaking skills also help ensure that you are not overlooked by those listening. Speaking skill is the ability to regularly practice what you have learned and practiced (Habibah, 2019). Therefore, teaching English to students is very important.

To understand the nature of language, we need to understand the nature of grammar, especially the internalized, unconscious rules that are part of the grammar of any language. This means that learning a large number of grammar makes it easier for students to learn a foreign language (Hidayatullah, 2018).

As an important component of language, grammar must be mastered in order for learners to successfully learn English. Mastering English grammar helps students form meaningful and grammatically correct sentences so that they can use the English language well. Improving grammar proficiency is essential for students, as too light violations of grammar rules can impair communication (Habibah, 2019).

A descriptive is a sentence that explains something so that the reader or listener can get a sense of what the author has experienced (Zuriani, 2020). The written description is the process of creating visual images and sensations through words. A description is often part of another text, used to inform the audience of what something or someone looks like, or to persuade the audience to see something from the author's point of view (Alawi, 2011).

Moreover, regarding studying students' grammar mastery and speaking ability, the researcher has found some related literature, as follows: The first, research conducted by Sarip Hidayatullah with the title "The Correlation Between Students' Grammar Mastery and Their Speaking Accuracy at first Semester of The Tenth Grade of SMAN 01 Lemong Pesisir Barat in the Academic Year of 2016/2017" (Hidayatullah, 2018). The finding of this study showed that the theoretical test was 0.920, and after that, it was treated as essential. The result of essential with a significance level of 0.05 was 0.378. In brief, this study concluded that there's a correlation between students' grammar mastery and their speaking accuracy in the first semester of the tenth grade of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017.

The second study which conducted by Irwan, Deni Asrida, and Novria Fadli entitled "Contributing Factors to The Students' Speaking Ability" (Irwan, 2017). This study used a correlational research method. The types of instruments used are tests and questionnaires. From the results of data analysis, it can be proven that the relationship has significant and students are very interested in learning to speak English.

The last, is a study conducted by Siti Masitoh, Dasep Suprijadi entitled "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at The Eighth Grade Students of SMP Islam Terpadu Fitrah Insani" (Masitoh, 2015). This study shows that GBA can progress students' speaking ability in writing descriptive text. The research method is quantitative and the design is a pretest and posttest.

From the previous studies, there is no single study conducted by a researcher who is concerned to measure the relationship between at the relationship between students' speaking ability and their grammar mastery. Hence, researchers strongly believe that this research ought to be explored comprehensively by following the principles of a correlational study.

METHOD

This research was conducted by using a correlation method to describe the correlational method to investigate the possibility of a relationship between two variables. In

this research, grammar mastery acts as the independent variable (Y) meanwhile students' speaking ability acts as the dependent variable (X). A correlation is an analytical test to decide the tendency or sample for two or more variables or units of facts to differ constantly (Cresswell, 2012).

As many as 31 students were involved in this study. This number is sufficient for correlation study with data collection through speaking performance test and grammar test. Finally, the data from the speaking performance test and grammar test was calculated statistically by using Pearson Product Moment formula (Syah, 2006) as follows:

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

Where:

- r_{xy} : coefficient correlation between students' speaking skills and emotional intelligence
- n : Respondents
- x : the score of speaking performance test
- y : the score of emotional intelligence questionnaire
- $\sum X$: the sum of speaking performance test score
- $\sum Y$: the sum of questionnaire score
- $\sum X^2$: the sum of square of speaking performance test score
- $\sum Y^2$: the sum of square questionnaire score

FINDINGS AND DISCUSSION

In order to observe some variables which may affect students' speaking ability, the researcher tried to discover some factors that affect speaking ability. Students' speaking ability can be affected by the factors that come from performance conditions (time pressure, planning, the performance of teacher in English language learning, amount of support from family and society), affective factors (interests, motivation, confidence, hesitation, and anxiety) (Nation, 2009).

In this study, the result of speaking performance test will be labeled (X) and the result of grammar test will be labelled (Y). In the following lines will be provided coefficient correlation table:

Table 1 Coefficient Correlation Table

No	Initial	X	Y	X ²	Y ²	XY
1	AC	63	72	3969	5184	4536
2	ADA	75	88	5625	7744	6600
3	AR	67	76	4489	5776	5092
4	AS	63	72	3969	5184	4536
5	CH	81	72	6561	5184	5832
6	FF	67	92	4489	8464	6164
7	F	71	72	5041	5184	5112
8	IN	67	72	4489	5184	4824
9	IAR	63	84	3969	7056	5292
10	IFN	67	72	4489	5184	4824

11	KA	63	72	3969	5184	4536
12	KN	75	92	5625	8464	6900
13	MA	75	88	5625	7744	6600
14	MK	63	88	3969	7744	5544
15	MDA	67	72	4489	5184	4824
16	MM	63	72	3969	5184	4536
17	MR	71	72	5041	5184	5112
18	NSW	71	92	5041	8464	6532
19	NS	63	72	3969	5184	4536
20	NA	81	72	6561	5184	5832
21	NY	67	88	4489	7744	5896
22	N	65	80	4225	6400	5200
23	PR	63	72	3969	5184	4536
24	PNZ	75	72	5625	5184	5400
25	RA	60	72	3600	5184	4320
26	SRA	63	76	3969	5776	4788
27	SHW	71	72	5041	6400	5680
28	SM	67	80	4489	6400	5360
29	IH	63	72	3969	5184	4536
30	WD	63	72	3969	5184	4536
31	ZASP	63	72	3969	5184	4536
Total		2096	2393	142662	187488	162552
μ		67	78			
Highest Score		81	92			
Lowest Score		60	72			

From the table 1, we can infer that the highest score of speaking performance test was 81 and the lowest was 60 with mean score was 67. Meanwhile the highest score of grammar test was 92 and the lowest was 72 with mean score was 78.

Moreover, having obtained the data, to find out how significant the relationship between two variables the data will be calculated statistically by using Pearson Product Moment formula. The calculation can be illustrated as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r_{xy} = \frac{31.93608 - (2096)(2393)}{\sqrt{(31.142662) - (2096)^2)(31.187488 - (2393)^2)}}$$

$$r_{xy} = \frac{5039112 - 5015728}{\sqrt{(4422522 - 4393216)(5812128 - 5726449)}}$$

$$r_{xy} = \frac{23384}{\sqrt{(29306) (85679)}}$$

$$r_{xy} = \frac{23384}{\sqrt{2510908774}}$$

$$r_{xy} = \frac{23384}{\sqrt{50108.969}}$$

$$r_{xy} = 0.466$$

The result of the calculation presented that the t table of Pearson Product Moment at the important period of 0.05 and N= 31. So, the value of the t table is 0.334. Therefore, r count (0.466 > 0.334). The conclusion can be drawn that there is a significant relationship between students' speaking ability (X) and grammar mastery (Y), or in other words.

Moreover, the value of r-count (0.466) was then interpreted with table of coefficient correlation value in the table 2:

Table 2 Correlation Coefficient Values

Correlation Coefficient Value (r)	Interpretation
An r from 0.00 to ± 0.20	Negligible Correlation
An r from ± 0.21 to ± 0.40	Low or Slight Correlation
An r from ± 0.41 to ± 0.70	Marked or Moderate Relationship
An r from ± 0.71 to 0.90	High Relationship
An r from ± 0.91 to 0.99	Very High Relationship
An r from ± 1.00	Perfect Correlation

From the Table 2, the r-count can be interpreted into marked relationship (An r from ± 0.41 to 0.70). Moreover, to obtain valid data, the researchers also did significance test and the coefficient of determination test. In the following lines will be provided the calculation of significance test as follows:

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

$$t = \frac{0.466\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.466\sqrt{31-2}}{\sqrt{1-0.466^2}}$$

$$t = \frac{0.466 \cdot 5.385}{\sqrt{1-0.217}}$$

$$t = \frac{2.507}{0.783}$$

$$t = 28,42$$

The data above then compared with the value of t-table with a significance level of 0.05, the value of t-table was 2.68. Thus, r-count was greater than r-table ($21.488 > 1.68$). In other words, the comparison of the two values indicated that a significant relationship. In addition, to find out the contribution of variable X to variable Y, it can be seen from the coefficient of determination test with the formula as follows:

$$R^2 \times 100\% = 0.466^2 \times 100\%$$

$$= 0.217 \times 100\%$$

$$= 21.7\%$$

From the calculation above, it can be inferred that grammar mastery is significantly contributes to students' speaking ability, which is 21.7%. The remainder is 78,3% it is from another factors.

CONCLUSION

The finding of this study revealed that students' grammar mastery has a significant relationship toward students' speaking ability. It proves on the statistical calculation by using Pearson Product Moment formula that show that r-count greater than r-table ($0.466 > 0.334$) at the significance level of 0.05 and $N = 31$. In other words, it can be summed up that there is a significant relationship between students' speaking ability and grammar mastery.

In other words, H_0 was rejected. The value of r-count is then interpreted with table of coefficient correlation values. The data showed that marked relationship (An r from ± 0.41 to 0.70). In addition, based on the coefficient of determination test, the contribution of variable X to variable Y was 21.7%. It means that students' grammar mastery has a significant contribution toward students' speaking ability, that is 21.7%.

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