

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

THESIS



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
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UNIVERSITAS BUNG HATTA

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English
Department, Teacher Training and Education Faculty, Bung Hatta University*



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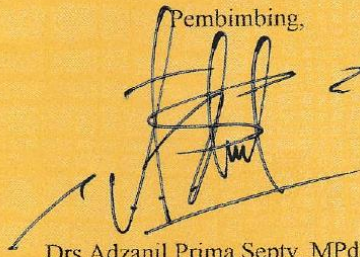
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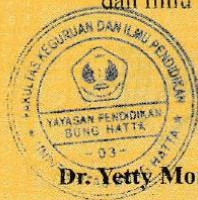
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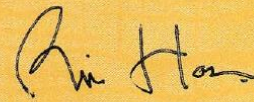
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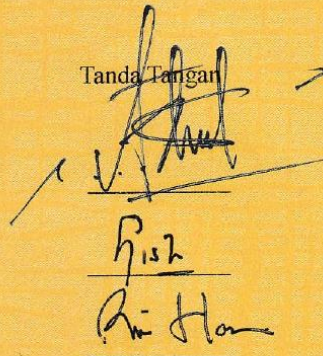
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Tanda Tangan



The image shows three handwritten signatures in black ink. The first signature is the most prominent and is written over a horizontal line. The second signature is written below the first, also over a horizontal line. The third signature is written below the second, also over a horizontal line. There are some additional scribbles and lines around the signatures.

ABSTRACT

Hidayatullah, David (2024): The Correlation between the Second Grade Students' Grammar Ability and Their Speaking Ability at SMAN 2 Koto Baru.

Advisor: Drs. Adzanil Prima Septy, M.Pd, Ph.D,

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. The design of this research was correlation research. The total population of this study is 120 students class XI F 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 0.85 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.

Based on the result of the data above, it can be interpreted that the students' grammar ability influences their speaking ability. Related to the conclusion, it is suggested to English teacher to improve their students' ability in grammar and speaking. Therefore, it is suggested to the students to improve their grammar and more exercise to improve their speaking ability. Furthermore, the English teachers are suggested to guide their students to develop their speaking ability by motivating them to learn more grammar. Last but not least, the researcher suggests to the further researchers to do the related research dealing with other aspects and factors that influence speaking ability.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research hypotheses, the purpose of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

Grammar refers to the study of language rules, it is a kind of regularity of sound structure that nobody could learn a language without grammar. Grammar plays an important role in the four language skills. Grammar is always employed in teaching-learning a language. Grammar is one factor that makes students able to speak English accurately and fluently to improve students' fluency in speaking English, the students must practice speaking every day by engaging in a conversation with someone. Students' speaking ability is influenced by mastery of grammar.

Grammar and speaking ability are related. A significant part of grammar goes into speaking ability. According to Al Hosni (2014), grammar is one of the factors affecting speaking performance, if someone speaks clearly, they have good grammar. 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.

Speaking as one of the four language skills is considered the most demanding and important skill to be mastered. It is a way to express ideas, feelings, or emotions to people orally. According to Sayin (2015), the students' success in learning a language can be evaluated by measuring their proficiency in spoken communication. Although speaking is the most demanding and important skill to master, it is also the most difficult for many students to master. Sometimes students only focus more on learning grammar, but they have less opportunity to improve their speaking skills. Some students are smart enough in grammar but their speaking skills can not be improved or vice versa. According to Baso and Amelia (2014), many English students can not speak well even though they know grammar. It means that speaking must be taught and practiced in a balanced way like other language competencies, in this case, grammar.

Grammar is a system of language. Grammar determines the correct sentences to use in written or oral communication. Erlangga *et al.*, (2019), define grammar rules as the fundamental part of a foreign language if students want to produce sentences well. According to Ginzburg and Poesio (2016), grammar is also important because it can be used as a system to characterize spoken interaction. It is because grammar has so many exceptions to every rule that students often find them difficult. Therefore, they need to pay

attention more and deal with many formulas which are used in the grammar itself.

Speaking can be used to give information, ideas, opinions, and thoughts to others. This means that by speaking, students can communicate with each other to achieve certain goals or to express their opinions, intentions, hopes, and points of view. Speaking is an important tool for communicating or conveying thoughts about what the speaker will say to his community. Therefore, speaking is very important. Furthermore, in almost all settings, speaking is the most frequently used language skill. Therefore, we can conclude that grammar and speaking have a relation (Khairanis *et al.*, 2023)

Moreover, grammar guides the students in constructing English sentences to communicate with other people. Grammar also helps students to maintain the use of formal language. If the students have better knowledge of grammar, they will feel the confidence to speak and write in English. The students can speak well if they have sufficient knowledge of grammatical structure because they know the patterns of English sentences. It is important to use good grammar because it is meaningful when the grammar is correct. The listener will easily understand the ideas and the meanings of the speaker using good grammar.

The background problem came from the observation that while speaking fluently is important, the ability to do so effectively is often obstructed if grammatical competence is lacking. Conversely, strong

grammatical knowledge does not always translate into effective speaking ability if it is not accompanied by practice and application in real communicative contexts.

Research has shown that learners with robust grammatical knowledge may still struggle with spontaneous spoken communication due to factors such as lack of practice, anxiety, or insufficient focus on fluency. Conversely, learners who are highly fluent may demonstrate grammatical errors if their grammatical foundation is weak. This dual challenge underscores the need for integrated instructional approaches that address both grammatical accuracy and speaking fluency to enhance overall language proficiency.

Thus, understanding the correlation between speaking ability and grammar ability is crucial for developing effective teaching strategies that support comprehensive language development, ensuring that learners can both speak fluently and use correct grammar in their communication.

Based on the case and explanation above, the researcher is interested to find the correlation between the students' grammar and speaking ability to know the significant correlation between the two variables. The research will be conducted at **SMAN 2 Koto Baru Dharmasraya** because research has never been conducted regarding the relationship between grammar skills and speaking skills.

1.2 The Identification of the Problem

One aspect of learning English that should be prioritized, especially in the teaching and learning process, is grammar. Because grammar includes

all four language skills listening, speaking, reading, and writing it plays an important role in English. Since grammar is the structure of language and serves as a guide for students to understand language, it helps students in the development of their skills (Ulfa *et al.*, 2022).

Students learn about subjects, predicates, parts of speech, etc. when they study grammar, comprehending tenses involves understanding what the text means. Additionally, grammar grants language users the ability to govern their expression and communication in daily situations. The ability of English-speaking students to communicate is a result of their innate understanding of the language's syntax and semantic rules. But no matter how proficient in English the students are, they still need to learn how to apply their understanding of grammatical concepts to spoken language.

Speaking is one of the abilities that impacts grammar. Oral communication that is used in daily life is speaking. Information, ideas, attitudes, and feelings can be communicated to others by speaking. It implies that the students may communicate with one another by speaking in order to accomplish particular objectives or to convey their thoughts, intents, hopes, and viewpoints.

Speaking is also an important grammatical element. Grammar is a crucial component of learning English and has a significant impact on speaking ability. Students with poor grammatical skills have trouble speaking. The most hardest skill to learn and impart is speaking. There are numerous causes behind it. Additionally, teachers must cope with huge classrooms, which are not ideal

for teaching speaking. Additionally, there are a variety of cultural norms that students in some nations have embraced that appear to prevent them from expressing freely (Hisyam and Zainil, 2012)

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limited his research to correlate between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the researcher problem as follows: "Is there any significant correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru?"

1.5 The Hypotheses

Based on some relates references about grammar and speaking ability, it was formulated the hypotheses that:

- a) Null hypotheses (Ho): There is no significant correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru.
- b) Alternative hypotheses (Ha): There is significant correlation between the second grade students' grammar ability and their speaking ability at SMAN 2 Koto Baru.

1.6 The Purpose of the Research

In general, the purpose of this research was to describe correlation between the second grade students' grammar ability and their speaking ability of second grade at SMAN 2 Koto Baru.

1.7 The Significance of the Research

The researcher hope that this research will benefit both English teachers and students. For English teachers, this study gives the findings of this research to improve their understanding of the relationship between second-grade students' grammar skill and their speaking ability. By implementing the findings of this research into their teaching techniques, teachers can create a more interesting and effective learning environment for their students. The findings of this study will help students understand the relationship between their grammar ability and their speaking abilities. Understanding the relationship between grammar and speaking ability enables English teachers and students to build successful language learning programs. This study emphasizes the relevance of grammar in developing speaking skills. Students who focus on improving their grammatical skills may notice significant improvements in their speaking abilities as well. This information can be utilized by both teachers and students to develop specific lesson plans and study routines that focus on grammatical mastery. Ultimately, this research has the potential to improve the language learning experience for both English students and instructors.

1.8 The Definition of the Key Terms

The researcher wanted to avoid misunderstanding and misinterpretation in reading this research. Because of that, the researcher defined the terms as follows:

1. A correlation study is a statistical test to determine the tendency or pattern for grammar ability and speaking ability data to be very consistent (Cresswell, 2012).
2. Speaking ability is to express the knowledge in actual communication.
3. Grammar is defined as the way a language manipulates and combines words (or bits of words) to form longer units of language (Ur, 2001).