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## Revealing The Correlation between Students' Grammatical Competence and Speaking Performance

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### Abstrak

Kemampuan grammatikal dan kemampuan berbicara merupakan komponen kemampuan berbahasa yang saling terkait. Dalam mengembangkan kedua aspek tersebut diperlukan pendekatan pengajaran yang seimbang dengan mengintegrasikan pembelajaran grammar dan praktek berbicara dalam Bahasa Inggris. Penelitian ini bertujuan untuk menginvestigasi korelasi antara kemampuan grammatikal dan kemampuan berbicara. Ada 19 mahasiswa yang diambil sebagai sampel dari penelitian ini. Dalam pengambilan data, tes grammar dan tes berbicara dilakukan dimana hasilnya menunjukkan kemampuan grammatikal mahasiswa memiliki nilai rerata 79.86 atau B+ dalam huruf dan kemampuan berbicara mahasiswa memiliki nilai rerata 73.47 atau B dalam huruf. Lebih lanjut, tes dengan Pearson Product Moment menunjukkan koefisien korelasi antara kemampuan grammatikal dan kemampuan berbicara adalah .468 atau pada positif medium korelasi. Sebagai tambahan, nilai signifikansi dari korelasi adalah .043. Karena .043 lebih kecil dari .05, dapat disimpulkan jika H<sub>0</sub> ditolak. Sehingga, dengan kata lain ada korelasi yang signifikan antara kemampuan grammatikal dan kemampuan berbicara.

Kata Kunci: *Kemampuan Berbicara, Kemampuan Grammatikal, Korelasi*

### Abstract

Grammatical competence and speaking performance are interrelated components of language proficiency. Developing both aspects requires a balanced approach to language instruction that integrates grammar learning with speaking practice. This research is intended to investigate the correlation between students' grammatical competence and their speaking performance. There were 19 students who were taken as the sample of this study. To take the data, grammar test and speaking test were administered. The result showed that the grammar test of the students was 79.86 in average or B+. Meanwhile, the speaking test resulted on 73.47 in average or it can be categorized into B. Further, the test of Pearson Correlation Product moment revealed that the coefficient of the correlation was .468 which was at moderate positive correlation. In addition, the significance of the correlation resulted on 0.043. Since it is lower than the level of significance 0.05, it can be concluded that H<sub>0</sub> is rejected. It means that there is a significant correlation on students' grammatical competence and their speaking performance.

Keyword: *Correlation, Grammatical Competence, Speaking Performance*

### INTRODUCTION

Language is a dynamic and complex tool of communication, encompassing various skills that enable individuals to convey and interpret messages effectively. Among these skills, speaking holds a particularly significant position, as it is often the primary skill in real-time interaction (Brown, 2000). Speaking performance refers to the ability to produce spoken language that is both fluent and accurate, facilitating clear and effective communication (Harmer, 2010). It involves several components, including pronunciation, vocabulary usage, grammatical accuracy, and the ability to organize thoughts coherently.

Grammatical competence, on the other hand, is the knowledge of and ability to use the grammatical rules of a language (Hyland, 2006). It encompasses the understanding of syntax (sentence structure), morphology (word formation), and semantics (meaning). This competence is a crucial for achieving accuracy in speaking, as it allows speakers to construct grammatically correct sentences that convey their intended meaning precisely.

The relationship between speaking performance and grammatical competence is intricate and reciprocal (Agustin et al., 2021). While grammatical competence provides the foundation for accurate speech, effective speaking performance also involves the ability to apply these grammatical rules fluently and appropriately in real-time communication. Language learners often face the challenge of balancing fluency and accuracy, especially the EFL learners, as focusing too much on one aspect can sometimes detract from the other.

Effective language teaching strategies must therefore address both speaking

performance and grammatical competence. This involves creating learning environments that encourage real-time communication practice while also providing targeted grammar instruction (Agustin et al., 2021). By integrating these elements, educators can help learners develop both the fluency and accuracy necessary for proficient speaking performance. Moreover, by fostering a comprehensive understanding of grammar and providing ample opportunities for speaking practice, educators can support learners in becoming proficient and confident language users.

Further, by reviewing the background of the research above, this present research is intended to reveal the correlation between students' grammatical competence and speaking performance in the context of EFL students.

## RESEARCH METHOD

This research is intended to investigate the correlation between students' grammatical competence and speaking performance. Since it was intended to see the relationship between two variables, that is grammatical competence and speaking performance, quantitative research was conducted. A non-experimental quantitative research was used to answer the research problem (O. Creswell, 2012). Here, correlational research was conducted to see the strength of the relationship between two variables.

Here, the researchers used the second semester students of English Education Department as the sample of the research. The sample, to be more specific, consists of 19 students. They are those who were officially registered on Academic Listening and Speaking course.

There are two kinds of instrument to take data, namely grammar test and speaking test. The grammar test to take data for this research was on the material that the students have got during the second semester. There are 25 questions to be answered by the students including passive voice and gerund and infinitive. Meanwhile, the speaking test was about the material that the students have got during the Academic Listening and Speaking course. They were asked to speak a monologue on their dream job for about 5 minutes for each student.

Further, the quantitative data on the correlation between grammatical competence and speaking performance were analyzed statistically. First, the data was analyzed using descriptive statistics. The descriptive statistics showed the data on the mean, minimum score and maximum score of the data. Second, the data was analyzed using inferential statistics. Here, the data was correlated, to know the strength of the correlation.

## RESULTS AND DISCUSSION

### A. RESULTS

This research was aimed at investigating the correlation between grammatical competence and speaking performance of the second semester students of English Education Department. There were 19 students who became the sample of this research. There are two tests that were conducted namely grammar test and speaking test. The elaboration of the results of the two tests were as followed.

#### 1. The Result of Grammar Test

In the grammar test, the students were asked to do 25 questions of error analysis on passive voice and gerund and infinitives. The results of the grammar test were as followed.

Table 1. The Grammar Test Score

Students' Name	Grammar Test	Category
AR	88	A-
CAET	78	B+
CZRF	64	B-
ENS	72	B
FRA	88	A-
JWM	64	B-
LH	78	B+
MDN	92	A
MRF	80	B+
MBAR	80	B+
NAZ	88	A-
NLA	96	A
RY	72	B
RN	80	B+
SAP	80	B+
TR	92	A
ULR	72	B
VNF	70	B-
YNS	80	B
SUM	1514	
AVERAGE	79.68	B+

From the grammar test, it can be seen that the students' grammar test resulting the

mean score of 79.68. Further, based on the categorization that can be seen in Table 2, the grammar test can be categorized into B+. In detail, 3 students gained score A, 3 students gained score A-, 6 students gained B+, 4 students gained B and 3 students gained B-. Thus, from the data it can be stated that the grammatical competence of the second semester students of English Education Department were varied, ranging from A to B-.

Table 2. Score Categorization

Score	Category
91-100	A
84-90	A-
77-83	B+
71-76	B
66-70	B-
61-65	C+
55-60	C
41-54	D
≤40	E

## 2. The Result of Speaking Test

Beside conducting a grammar test, a speaking test was also be done. It is used to assess the students' speaking performance. The result of the speaking test was as followed.

Table 3. The Result of the Speaking Test

Full Name	Vocabular y	Pronunciati on	Fluency	Comprehensi on	Performan ce	Total	Score	Grad e
AR	3	4	4	4	5	20	80	B+
CAET	4	4	3	3	4	18	72	B
CZRF	4	4	3	3	4	18	72	B
ENS	3	3	3	4	4	17	68	B-
FRA	4	4	4	4	4	20	80	B+
JWM	4	3	3	4	4	18	72	B
LH	3	3	4	4	3	17	68	B-
MDN	5	5	5	4	5	24	96	A
MRF	3	3	3	3	3	15	60	C
MBAR	4	4	3	4	4	19	76	B
NAZ	4	4	4	4	3	19	76	B
NLA	3	4	3	4	4	18	72	B
RY	4	3	4	4	4	19	76	B
RN	3	3	3	3	3	15	60	C

SAP	4	4	4	4	4	20	80	B+
TR	4	4	4	4	3	19	76	B
ULR	4	3	3	3	4	17	68	B-
VNF	3	3	3	3	3	15	60	C
YNS	4	4	5	4	4	21	84	A-
SUM	70	69	68	70	72	349	1396	
AVERAG			3.57894			18.3684	73.4736	B
E	3.684211	3.631579	7	3.684211	3.789474	2	8	

Table 3 above showed that the speaking performance of the students resulting on the mean score of 73.47. Based on table 2, it can be categorized into B. However, based on the five speaking components to be assessed, there is no component that is pointed out among others. Fluency, pronunciation, vocabulary, comprehension and performance resulted on the same average score. Furthermore, in this speaking test, only one student that is categorized into A by achieving the score of 96 in the speaking test, one students is categorized into A-, 3 students are categorized into B+, 8 students are categorized into B, 3 students are categorized into B- and 3 students are categorized into C.

To elaborate, the descriptive statistics of both test can be seen in table 4 below.

Table 4. Descriptive Statistics of the Tests

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	19	64	94	79.68	8.901
Speaking	19	60	96	73.47	8.865
Valid N (listwise)	19				

### 3. Hypothesis Testing

After analyzing the result of the grammar test and speaking test, the next to be done is conducting hypothesis testing. Yet, it is needed to conduct a normality test to see whether the data is normal or not so that it can be used to decide whether parametric or non-parametric statistics should be used to test the hypothesis.

In this research, the result of the normality test can be seen in Table 5.

Table 5. The Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar	.170	19	.150	.946	19	.331
Speaking	.126	19	.200*	.936	19	.219

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4 above showed that the normality test both using Kolmogorov-Smirnov and Shapiro-Wilk resulted on the significance that was higher than the level of significant 0.05. Since it was higher than 0.05, it can be concluded that the data on grammar test and speaking were normal. Thus, a parametric statistic can be used to test the hypothesis.

A parametric statistic of correlational analysis to be used to test the hypothesis is Pearson product moment of IBM SPSS 26. The result, further, should be seen based on the table of interpretation of correlation as in Table 5.

Table 5. The Interpretation of Correlation

Correlation Coefficient	Interpretation
Between 0.8 and 1.00	Very Strong
Between 0.6 and 0.8	Strong
Between 0.4 and 0.6	Moderate
Between 0.2 and 0.4	Weak
Between 0.0 and 0.2	Very Weak

Table 6. The Correlation of Pearson Product Moment

		Grammar	Speaking
Grammar	Pearson Correlation	1	.468*
	Sig. (2-tailed)		.043
	N	19	19
Speaking	Pearson Correlation	.468*	1
	Sig. (2-tailed)	.043	
	N	19	19

\*. Correlation is significant at the 0.05 level (2-tailed).

From table 6, it can be seen that the correlation coefficient of Pearson product moment was .468. Based on table 5, the coefficient of correlation can be interpreted as moderate positive correlation. It means that the students' grammar score can be used as a moderate indicator of students' speaking performance and vice versa.

In addition, the hypothesis to be tested are as follows:

H<sub>0</sub> = There is no significant correlation on students' grammatical competence and their speaking performance.

H<sub>1</sub> = There is a significant correlation on students' grammatical competence and their speaking performance.

The significance of the correlation resulted on 0.043. Since it is lower than the level of significance 0.05, it can be concluded that H<sub>0</sub> is rejected. It means that there is a significant correlation on students' grammatical competence and their speaking performance. In other words, the students' grammatical competence is related to the speaking performance and vice versa.

## B. DISCUSSION

The findings of this research showed that the grammatical competence of the second semester students of English Department was 79.68 or B+ in average. It means that the score was good. While for the speaking performance, it was found out that the second semester students were scored 73.47 or B in average.

Further, the correlation of Pearson Product Moment showed that the coefficient of the correlation between grammatical competence and speaking performance was .468. Based on the interpretation of the coefficient, the correlation between grammatical competence and speaking performance is moderate positive correlation. It means that the grammatical competence can be the moderate indicator of speaking performance or vice versa. This finding is supported by the study of (Zam Zam et al., 2021) who stated that grammatical competence indicates the speaking performance but not as the main indicator.

However, the study of (Agustin et al., 2021) showed that it is not only grammatical competence that contributes to the speaking performance but there are a lot of factors. The researchers also suggest to study on aptitude and motivation to reveal more contribution on speaking performance.

Further, the significant correlation of the grammatical competence and speaking performance of this study support some previous study such as (Zam Zam et al., 2021), (Ilam et al., 2022) and (Lesirollo et al., 2023). Those three researches also found that there is connection between grammatical competence and speaking performance so that they can

be the predictor of each other.

## CONCLUSION

The conclusion of this study can be elaborated as follow:

1. Grammatical competence of the students gained score 79.68 or B+ in average.
2. Speaking performance of the students gained score 73.47 or B in average.
3. The correlation coefficient was 0.468 that means the correlation of grammatical competence and speaking performance was in moderate positive correlation.
4. Hypothesis testing showed that H<sub>0</sub> is rejected, it means that there is a significant correlation between grammatical competence and speaking performance.

Thus, the conclusion can confirm the research hypothesis as the tentative answer that there is a significant correlation between grammatical competence and speaking performance. Further, the correlation coefficient showed a moderate positive correlation means that grammatical competence can be one of the predictors of the students' speaking performance.

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