THE CORRELATION BETWEEN GRAMMATICAL COMPETENCE AND SPEECH ACHIEVEMENT

Muhammad Khalid

English Education, UMN Al Washliyah Medan,
INDONESIA.

ABSTRACT

This study elaborates the correlation between grammatical competence and speech achivement with the population 40 students of English Dept of UMNAW Medan in 2016-2017 academic year. The aim of this study to know the correlation between grammatical competence and speech achievement. The objectives of this research is to find the correlation between the students grammar competence and speech achievement and to find the significant correlation between the students grammar competence and speech achievement. The research used the quantitative method and the data were collected by applying Pearson Product Moment Formula. Based on the result of this research, it was obtained the highest score of the students grammatical competence was 88 and the lowest score was 48. As the value of the correlation coefficient lies between 0.7–0.9, it showed that there was a significant correlation of both variables.

Keywords: correlation, grammatical competence, speech achivement

INTRODUCTION

Speech is the utterance which speaker says or speaker performs in every speech. Speech act performs when people make utterances such as apology, greeting, request, complaint, invitation, compliment, or refusal. The study of speech act is very importance for us. The one importance of studying speech act is to make us comprehend what message that discovered in every utterance. Speech act also decided by the language ability of speaker to convey the message in communication. Hence, we can understand about the meaning of speech act clearly. In addition, when we speak with other people in communication or conversation, the speaker does not only speak the source language but the speaker must interpret the speaker's meaning to the hearer and the speaker can make hearer to understand the meaning of that utterance by speaker said.

Unfortunately, even though the student have been learning English for are long time, it is still found that most of the students still have difficulties to master it. It may be seen from students' ability in speech. One of the students' difficulties is grammar.

Grammar permeates of the language skill, and it is learned for the purposes of the communication. Grammar permeates all language skills and the oral use for the target language for communicative purpose. Separate reverence to grammar will also be found in the discussion of listening comprehension, reading and writing, which skills involves distinct aspect of grammar. Although, grammar permeates to all the language skills but without knows grammar, it is impossible to speech effectively. Based on the above explanations, the writer also wants to search about the correlation between grammatical competence and speech.

The writer identify the problem of the research on the students' difficulties on speech until the students can not to convey their opinions and ideas in spoken to others people. The students' difficulties on speech are influenced caused they cannot mastery a grammar. Here, the research will be concentrates on the correlation between grammar competence and speech, while the speech will be limited on direct and indirect speech. "Is there any significant correlation between grammar competence and speech?"

HYPOTHESIS

The Hypothesis of research as the following:

1. There is no significant correlation between the students grammar competence and speech achievement, this is as (Ho)

2. There is a significant correlation between the students grammar competence and speech achievement, and this is as (Ha).

OBJECTIVES

1. To find the correlation between the students grammar competence and speech achievement.

2. To find the significant correlation between the students grammar competence and speech achievement.

THEORETICAL REVIEW

Grammatical Competence

Grammar is theory of language, how language is put together and how it works (Gerol and Wignel (1994: 2). It means that simple words are not enough toexpress meaning, language learners need to study grammar to express and to understand a greater variety of meaning because grammar distinguish sentences in different context. Beside grammaris theory of language, grammar also has important function dependon the sentences. One sentence may express different meaning andexpress variety time in different tense, it is important to study grammar because when we use uncorrected grammatical sentences,it can make misunderstanding between speaker and listener; it is thereason why should people study grammar. Grammar also helps tomake language input more comprehensible and it helps students produce messages. Without grammar, students cannot speak andwrite effectively.

Ur (2002) explains that grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.It means that grammar is study of how to combine words in a sentence to make the sentence meaningful. The kinds of meaning realized by grammar has two principles, there are representational and interpersonal meaning. Representational means that grammar allows us to use the language to describe the words interm of how, when, and where does something happen. Interpersonal means that grammar facilitates the way we interact with other people when we need to get things done using language. (Thornbury, 2006: 13).

According to the *Longman Dictionary of Contemporary English*, grammar defines as (study and practice of) the rules by which words and change their form and are combined into sentences. So there is no doubt that knowledge of grammatical rules is essential for the mastery of language.

ISSN: 2186-8492, ISSN: 2186-8484 Print
www.ajssh.leena-luna.co.jp

Leena and Luna International, Chikusei, Japan.
(株) リナアンドルナインターナショナル, 筑西市,日本

Copyright © 2017
P a g e | **38**

Scrivener (2003) said that grammar is also rules about sentence formation, tenses, verb patterns and the moment structuring of what we say as it is being spoken.The researcher concluded that grammar is not just study about how to make correct grammatical sentences but also study about the moment when the action happen and what is the appropriate verb used in definite moment. So grammar can be seen as system how the language works, because grammar as central rule in the language and without it language cannot produce sentences. In this case, the researcher concluded that grammar is very important in study language and the conditional sentences are part of grammar.

Speech

Language is performing speech acts such as making request, statements, giving comments, etc. Hornby states that language is a system of sound, words, used by human to communicated thoughts and feeling (Soengkono, 2013 :3). Language will serve it's meaning if only there are people who apply the language, and the process must be settled in social context. Yule (2006) said that speech act is actions performed via utterance. Then, Mey (1994) viewed that speech act are actions happening in the world, that is, they bring about a change in the existing state of fairs. In addition, Parker (1986 :14) [4] defined speech act as every utterance of speech act constitutes some sort of fact. In general terms, it can usually recognize the type of action performed by a speaker with the utterance. The term speech act to describe actions such as requesting, commanding, questioning or informing. It can define a speech act as the action performed by a speaker with an utterance (Yule, 2006 :118). Actions performed via utterances are generally is called speech acts and in English, are commonly given more specific labels, such as apology, complain, compliment, invitation, promise and request (Yule, 2006:47).

RESEARCH METHOD

The research is designed by quantitative method because the research is intended to know the correlation of both variables determined by calculating and analyzing the data got from the sample and analyzed the data statistically.

Population

The population of this research is the grade XI students of English Dept of UMNAW Medan Medan in 2016-2017 academic years. They are including of a class and consist of 40 students.

Sample

As Sample of the research the writer take all the population as sample of the research because they are is less than 100 students. It is suitable what is Arikunto (2006) also stated, "If the subject is big (bigger than 100), it can be taken among 10-15% or 20-25% or more as the sample of research". From the statements above, thus, the writer decides to take all of them as the sample of the research, thus, the research states as population sampling.

Instrument of Collecting Data

In order to get the needed data, of course the writer needs the instrument. The instrument should be appropriate to the main purpose of carrying out the research. Because this research concerns with the study of the students' abilities, so that test is regard as the most appropriate instrument for getting the needed data. It is said so, because the result of the test, in this case the sores got by the students through the test can be used as the measurement in order to know about the students' abilities in learning. And by using the test, it can give the scores objectively. So that it is expected that we can get the accurate data. Besides that, the result of

the test can be analyzed easily by using the statistical analysis if it is compared to other instruments.

Technique of Analyzing Data

And for getting need data from the field the writer applies the written test to the students. The test is applied in order to get the data about the students' grammar competence and their skills in speech. In order to know the mean score of the students in grammar competence and the students' skill in speech, the writer uses formula as below:

$$M = \frac{\sum x}{n}$$

After found the value of their mean score of both variables, it consulted as below:

1. The students can be stated into able, if the value of their mean score is same or more than 60.

2. The students can be stated into unable, if the value of their mean score is less than 60.

After getting the data from the field, they are: the students' scores in grammar competence and speech, then it is analyzed by using the statistical analysis. The statistical formulation which is used is the Person's Product Moment Correlation (rxy) as follows :

$$rxy = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left\{N\Sigma X^2 - (\Sigma X)\right\}^2 \left\{N\Sigma Y^2 - (\Sigma Y)^2\right\}}} \quad \text{(Sudijono, 2001: 193)}^{[8]}$$

In which:

rxy = symbolizes the correlation between the student's grammar competence and their skills   in speech

X   = symbolizes the students' scores in grammar

Y   = symbolizes the students' scores in speech

ΣX = symbolizes the sum of the students' scores in grammar

ΣY = symbolizes the sum of students' scores in speech

N   = symbolizes the sample of this research

After getting the value of correlation (rxy), the next step which is done by the writer is consulting the value of rxy to the table of interpretation given by Sudijono (2001) below:

RESEARCH RESULTS

As stated before that the writer has chosen the test as the instrument for collecting the data. The form of the test of grammar is multiple choice test and the form of the test of speech is oral test. For the test of grammar that consists of 25 items the writer uses the multiple choice test, and for the test of speech that consists of 1 item test The description of the data of both variables can be seen as below.

The highest score of the students grammatical competence is 88 and the lowest score is 48 From the table above also it can be known that the total score of the students grammatical competence is 2600, however, the total sample were 40 students, it mean that the means score of them can be seen as calculation above:

ISSN: 2186-8492, ISSN: 2186-8484 Print
www.ajssh.leena-luna.co.jp

Leena and Luna International, Chikusei, Japan.
(株) リナアンドルナインターナショナル, 筑西市,日本

Copyright © 2017
P a g e | **40**

$$M = \frac{\sum x}{n}$$

$$= \frac{2600}{40}$$

$$= 65$$

Based, on the calculation above, it is known that the value grammatical competence of in 2016/2017 is 65. In order to know the conditions of the students' score grammatical competence it can be computed by frequency distribution as below:

R = High score – Lowest score

R = 88 – 48

  = 40

k: = 1 + (3,3) Log n

i   =   R / k

k = 1 + (3,3) Log 40

   = 1 + (3, 3) 1.60206

   = 1 + 5, 286798

   = 6, 286798

   = 6

So:

$$i = \frac{40}{6}$$

$$i = 6.6$$

$$i = 7$$

From the, it can be seen that the highest score of the students' speech is 84 and the lowest score is 48 From the table above also it can be known that the total score of the students' speech is 2504, however, the total samples were 40 students, it mean that the means score of them can be seen as calculation as below:

$$M = \frac{\sum x}{n}$$

$$= \frac{2504}{40}$$

$$= 63$$

Based, on the calculation above, it is known that the value of the students of English Dept of UMNAW Medan in 2016/2017 academic year grammatical competence is 63.

Based on the table above, it can be known that the total sample is (N) are 40, the total score of variable X is 2600, the total score of variable Y is 2504, the calculated of XY is 164880, the calculated of X^2 is 172128, the calculated of Y^2 is 159008.

In order to know how was the correlation of both variables or the value of *r,* it analyzed by Pearson product moment formula as follows:

$$R_{xy} = \frac{N\sum xy - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Thus,

$$= \frac{40 \cdot 164880 - (2600)(2504)}{\sqrt{(40 \cdot 172128 - 6760000)(40 \cdot 159008 - 6270016)}}$$

$$= \frac{6595200 - 6510400}{\sqrt{(125120)(90304)}}$$

$$= \frac{84800}{\sqrt{11298836480}}$$

$$= \frac{84800}{106295}$$

$$= 0,79$$

Based on the analyzed and calculated of both variables above, they were the students' grammatical competence as X variable and the students' speech as Y variable. It known that the value of r is 0, 79. In order to know how was the correlation coefficient of the variables. It consulted to the table interpretation as stated before, whereas the value of the correlation coefficient lies between 0.7–0.9, it showed that there was a high correlation of both variables.

Based on the above analyzed, the writer also stated that the hypothesis which proposed before was accepted because there was a significant correlation between grammatical competence and speech by the grade XI students of English Dept of UMNAW Medan Medan in 2016-2017 academic years".

CONCLUSIONS

Based on the students' score grammatical competence, it known that the means score of them is 65, it mean that students of English Dept of UMNAW Medan Medan in 2016/2017 academic year grammatical competence is categorized into able.

1. Based on the students' score in speech, it known that the means score of them is 63, it shows that the ability of the students of English Dept of UMNAW Medan Medan in 2016/2017 academic year in speech is also categorized into able.

2. Based on the analyzed and calculated of both variables above, It known that the value of r is 0,79, whereas the value of the correlation coefficient lies between 0.7–0.9, it showed that there was a high correlation of both variables. Thus, the writer also stated that the hypothesis which proposed before is accepted because there there was a significant correlation between the students grammar competence and speech by the students of English Dept of UMNAW Medan in 2016/2017 academic years".

ISSN: 2186-8492, ISSN: 2186-8484 Print
www.ajssh.leena-luna.co.jp

Leena and Luna International, Chikusei, Japan.
(株) リナアンドルナインターナショナル, 筑西市,日本

Copyright © 2017
P a g e | **42**

REFERENCES

[1]   Arikunto, S. (2006). *Research procedures: A practice approach*. Jakarta: Bina Aksaran.

[2]   Gerol, L., & Wignel, P. (1994). *Making sense of functional grammar*. Australia: Antipodean Educational Enterprise.

[3]   Mey, J. L. (1994). *Pragmatics: An introduction*. London: Basil Blackwell.

[4]   Parker, F. (1986). *Linguistics for non-linguistics*. London: Taylor & Francis Ltd.

[5]   Scrivener, J. (2003). *Learning teaching: A guidebook for English language teacher*. USA: Macmilland Book.

[6]   Soengkono, N. (2013). *Diktat sociolinguistics*. Tulungagung: Stain press.

[7]   Sudijono, A. (2001). *Introduction to education statistics*. Jakarta: Rajawali Press.

[8]   Thornbury, S. (2006). *How to teach grammar*. Malaysia: Pearson Education limited.

[9]   Penny, U. (2002). *Grammar practice activities: A practical guide for teache*r. United Kingdom: Cambridge University Press.

[10]   Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.