

# THE CORRELATION BETWEEN STUDENTS' ENGLISH GRAMMAR MASTERY AND VOCABULARY ON THE STUDENTS' ENGLISH SPEAKING SKILL AT TENTH GRADE OF SMKN 2 PANDEGLANG

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## ABSTRACT

The aims of this research are to find out the Correlation between the mastery English grammar and vocabulary on students' English speaking skills in the tenth grade at vocational high school 2 Pandeglang school academic year 2017-2018 and the researcher chose vocational high school 2 Pandeglang as the place of research. In the research of this quantitative approach, researcher use correlation method and *ex post facto* design. Sample of this research is taken as many as 50 students consist of representatives in vocational high school 2 Pandeglang in the tenth grade that first in proportional random sampling selected. Research activities are designed related to the topic of correlation between grammar and vocabulary on speaking skills. Researcher used the test variable instrument and interview for students in collecting the required data. To analyze the data, the research used SPSS application, including scoring test results and mean variables. In addition, the researcher calculated the normality test and homogeneity. Found a significant correlation by using correlation regression analysis. The results also show that there is a statistically significant correlation in r score in the calculation of each student grammar mastery and vocabulary on students' English speaking skills. The combination of grammar mastery and vocabulary on English speaking skills is noted that the score is higher than R table with the strength of the correlation coefficient is very strong. In light of these findings. The researcher recommends some recommendations that hope to help English students and teachers in developing English speaking skills.

**Key words:** *Grammar mastery, vocabulary, speaking skill*

## INTRODUCTION

One of the essential things in the life of human being is language. People use language in everyday interaction for many purposes of life. Language substantially has a function to convey human ideas and explain their mind other in speech community. Speaking English is practiced by people, both who are native and who come from non- English speaking countries. In the peoples get new information this is without a by designed place and a specific time to learn. Every place they learning the language during periods in their life in

order to gain knowledge because they know that language is not only as a mean of communication among human but also as a tool of know ledge transfer for them

Speaking English in a by designed place is demanded for student since the mastery of English speaking Skill is a priority for many second language or foreign language learners , as confirmed by Richards ( 2008 : 2 ) . Student are facilities that is used and the mostly learned foreign language in primary schools and high schools. In university as higher education level, English language is also taught. English had given a palace as the first foreign language.

To fulfil the target of English language expertise, Indonesia government gives the focus on language Skill. There are four English language Skill. In accordance to Lauder ( 2008 : 16 ) it had stated that set the Skill as the goal and placed the four English language Skill in order of priority from reading, listening, speaking and writing to be provided in Indonesia government, school levels as stated on ministerial decrees of 2013. The English language learning had based on the curriculum to achieve the government's target. To make the speaking practice successful through the perfect time allotment and paper materials and especially to solve the problems during teaching and learning process and in social relations, Grammar could provide understandable sentences and make accuracy in using the language. specifically in doing more formal, pronunciation provides the right way in which each word is pronounced and heard by listener, meanwhile vocabulary involves in word variations used when people speak. Besides the four English language Skill and the sub Skill, in learning language it is due to the linguistics is the study of language.

Grammar had chosen to see the Correlation to English speaking Skill in this study. Since grammar is essential for competent user of English, it is necessary for our students because, as Astuti ( 2013 ) assumed that they find difficulties to understand grammar more often and solve the grammatical problem for many students in Indonesia because there is a gap between the learning and practice. It influences the students in case they makes sentences grammatically to build English spoken language.

The Vocabulary is used as for the normal flow of conversation. Where the speaker and the listener directly and clearly ask and answer, or give and response statement. They do not use neither inference nor avoidance of any information which they want to tell. But in fact, in our interaction with people, sure there are changes to make our words not too direct by allowing the listener to infer the words. Or in some situations people feel that they cannot give response at all, and then they change the topic. It also has the Subject of variable and research is also appropriate to test their speaking skill.

The concept of grammar and vocabulary also would suit to students of vocation senior high school level the concept are related to the syllabus. The students are supposed to have good competence of English in the language Skill and components. They learned grammar in phrase, clauses and types of sentences which contain more difficulties, those materials are focused in the senior high levels. As a result, they could construct various sentences and so do for question and answer in various topic which would be used further, teacher alternated statement response and question answer to students. it made the students difficult mastering English well, especially vocabulary, so the student's vocabulary mastery is unsatisfactory yet. Therefore, it also has the Subject of conversation and research is also appropriate to test their speaking skill their limited vocabulary mastery made them difficult to understand English clearly, this condition causes them difficult to understand some words in a context and they do not have enough yet words to say what they want to say. The tenth grade students in specific, learn more portion of grammar according to the syllabus. So that the study had suitable to test their grammar mastery. And they also had the speaking materials and the study had also proper to test their speaking Skill.

Therefore, Based on the explanation about researcher the possibility to correlate the students English grammar mastery, vocabulary, and English speaking Skill, the study for the thesis in the master program of the English education department of Tirtayasa University had Given the title The Correlation between Students' English Grammar Mastery and vocabulary on students' English speaking skill at ten grade of SMKN 2 Pandeglang.

## **LITERATURE REVIEW**

### **The Notion of Teaching English Speaking**

Speaking contributes to many things in our lives, when student want something from others, student have to talk for what student want, and student can talk to people like in everyday activities and formal activities. Part of communication Shiamaa Abd EL Fattah Torky (2006: 13) says Speaking is one of the four languages of Skills (reading, writing, listening and speaking). This is a means by which learners can communicate with others to achieve a specific goal or to express their opinions, intentions, hopes and point of view. Daily activities require also the use of the language received when the user is not perfect from. Chat with friends and make phone calls with friends can be an example of language usage, formal activities such as meeting older people and talking with lecturers. From the situation student know that student are talking in communication with others. Pridham, Francesca (2001: 2) Communication can occur through body language, through prosodic features such as

intonation, speed, stress and volume and even through silence or laughter. It is worth exploring, therefore, the special feature of the spoken language used as a conversation builder block, through communication, can express ideas, facts, hopes, and even emotions to make others understand our purpose from what student have been talking about. It is the source of knowledge and the source of pleasure between the speaker and the listener. For example, when a man wants to share ideas about today's news, surely he needs such communication tools.

### **English Speech Skills Component**

To use the language the skills in speaking concerns in the Sub-Skill aspects of the English component are pronunciation, grammar, and vocabulary. To speak specifically this can add fluency and understanding to considerations as stated on evaluation to speak Skills from David P. Harris in *Testing as a Second Language*. According by Harris (1969) component of English mentioned, there are most want to discuss one by one in more detail. The five components that influence the improvement of English language skills are explained among others. Vocabulary, Pronunciation, Grammar, Fluency, Understanding. Academic reasons for making smooth studies. Not only for the sake of language improvement, but also can be heard for the provision of students mastery of language in speaking skills. As stated in Mackey (1978: 263) states that speaking is the most complicated of linguistic skills, because it involves thinking about what to say while has been thought. That means talking a bit difficult when speaking words until the sentence is well understood by the target communication. The point is a more formal style of speech is appropriate, which marks the dominance of one speaker over another. Successful speech management creates a sense of modesty essential to harmonious social relationships

### **Mastery of English Grammar**

In education especially in the teaching of grammar is one of the hot topics that are now in the spotlight and the abundant recognized methodologies for best teaching practices Grammar languages are defined and explained by many linguists. One of them is Winarsih, Dwi (2013: 104). Lock sees that the first language and especially as a communication system and grammar analysis to discover how it is organized to enable speakers and writers to create and exchange meaning. Instead of insisting on a clear distinction between grammatical and ungrammatical forms for certain communicative purposes in a particular context. The main concern is with their structural and constituent functions and with their meaning in context. In learning English, acquisition of grammar means achieving the skills of the selected material

or English rules. On how this is conveyed this view approaches the basic functional idea. Many answers emphasize grammar, as a practical tool for effective language usage. In fact, it's possible to label this category of answers as conveying something. It has been shown that students need to be taught grammar through various methodologies and approaches to meet their individual learning styles, and teachers should consider students' attitudes and perceptions when making decisions about how to teach grammar. Therefore, as AL-Mekhlafi and Nagaratnam (2011: 83) It is suggested, it is necessary to make the detailed difficulties faced by teachers and students in certain contexts, take appropriate steps to overcome them, and adjust the method particular to fit the teaching environment and grammatical learning. Some Grammatical Focus many grammatical materials can be learned from many of the sources it accesses; books, e-books, and websites. Some of them are used in this study and are usually found in school exams. Particularly the material chosen is high level English material available in the tenth grade based on their syllabus and textbooks. Researchers examined and found a high school syllabus involving in delivering materials related to their syllabus based on a national curriculum to help school students. There are some basic grammatical materials given at the vocational school level because of the student transition from the vocational school level. How to rate material. Here the selected material is derived from the syllabus of SMKN 2 Pandeglang: Preposition, Pronouns, Phrasal verbs, Level of comparison, Tenses, Passive Voice, adjective clauses, conditional clauses, and speeches reported Tenses of essential learning as basic guidelines for conquering sentence variations and it is actually easy to remember the sentence form by remembering the type of time and its aspects. According It Saaristo, Pekka (2015: 292) it seems that grammar also serves as a protection against unwanted changes. That means reflecting the idea of grammar as a functional tool for communication - it describes how to communicate in a particular language. Now this should be explained about all tenses considering only the type of time and aspect of the tenses. Tenses are divided into the types of time people have. It can be explained that after observing three kinds of time, it must know the aspects that can be seen from the first row of the tenses table. The aspect is simple, continuous, and perfect and perfectly continuous. The key to remembering these aspects is a simple single word verb, except for the simple use of the future.

### **The vocabulary**

Vocabulary is the key to understanding and understanding, and most new language learning consists of learning new words. Mastery of Vocabulary Mastery in Vocational Secondary School especially in the first graduates Students are still in receptive usage level.

They are able to identify the words when they meet them in class on the activities. Learn English but they cannot produce or use words of speech or writing. First-grade students are able to master vocabulary in listening to words, uttering words, spelling words and practicing in expressing their meaning. The process of vocabulary mastery is not as easy as the definition. Vocabulary mastery cannot be done at once but step. Keraf (1989: 65-66) defines the step in processing vocabulary mastery. First, the period of the children, this term children are able to define vocabulary concepts to say their concrete ideas. Second, adolescence. This term is a teenager beginning to use the language and make it more widely directly in simple communication. Third, the adult period, this term vocabulary is used more and more intensively because they make more communication with each other. Vocabulary learning is clear to almost all educators and students. This is the first thing foreign students face when they enter the classroom. They have to deal with words in various ways. Also, they must memorize the words for their communication. Thornbury (2002: 27) states that vocabulary is very useful for anyone who learns a foreign language. In this case the vocabulary is an important one that should not be ignored in language and learning and it is very communication with others in oral or written form. Especially in vocabulary learning because most students tend to be more open to the understanding that vocabulary development is an important aspect of teaching. This type of vocabulary can help teachers decide how much effort to put into vocabulary teaching. And the researchers will discuss the vocabulary indicators. Adapted by Lado (1979: 121-122) found that in studying vocabulary students often find some indicators of difficulty, factors affecting vocabulary such as pronunciation, spelling, length and complexity of meaning and range. So, to learn the vocabulary, it's time researchers explain there are some indicators of difficulty vocabulary. Pronunciation, Spelling, Length or complexity, Meaning, Reach. Learning vocabulary often finds some difficulties, one of which difficulties within reach. Span is generally more difficult in analysis especially for word transparency. The importance of vocabulary is a major aspect of learning English especially for novice students. Vocabulary is very important in the language because, According to Juhendi (2011: 4) who was sent fish in his research says that vocabulary is an important aspect of language, as it appears in every language skill including listening, speaking, reading and writing skills. Because English teaching in Indonesia aims to improve the vocabulary teaching of English teachers much needs a deep attention from vocabulary lessons. However, vocabulary teaching is not always very responsive to such problems, and teachers have not yet fully recognized the remarkable communicative advantage in developing vast vocabulary. Vocabulary learning plays a very important role in language

learning. That's because people need vocabulary in expressing their ideas, both in mother tongue and in foreign languages. Edge (1993) states that knowing many words in a foreign language is very important. Correspondingly, some claim that the storage of good words is essential for understanding and communication. Without vocabulary mastery, learning a language is very difficult and communication in a second language cannot occur in a meaningful way. And according to Garcia, to Hiebert and Kamil (2005) states that one of the main determinants of poor speaking comprehension for English learners is low vocabulary. This means that understanding a bad vocabulary is essential when it comes to saying something to everyone, when it comes to what it has done about something in communication. Researchers want to tell some ideas based on the above explanation. That learners are taught how to guess the meaning of words from the context are at the same level or even more successful in quiz performance than those who already know the vocabulary. In short, when learning vocabulary, researchers suggest it should be borne in mind that there are various presentation theories available. However, teachers should vary the techniques and choose the most effective and appropriate theories for learners. According to Boitn and Marks (1994: 106) argue that the role of teachers is to help, advise, motivate, encourage, and inspire learners when learning new words. Similarly, in learning the vocabulary the teacher needs to present the vocabulary in a way that will be easier for the student to memorize and store new words in the mind of the student.

## **RESEARCH METHODOLOGY**

### **Design**

This research chose by correlation method because it has a quantitative approach. Based on Gaur (2009: 31) Quantitative research involves collecting quantitative data based on precise measurements using structured, reliable, and validated data collection instruments or through archival data sources. This study has a non-experimental research that does not manipulate situations, circumstances or study participants. And to conduct the research the research used correlational design of the *ex post facto designs* Setiyadi (2006) Which means that the researcher only administered the tests to know the correlation between mastering of English grammar and vocabulary that must be processed by the students is in line with the development of their English speaking skills as the students .So, there was no treatment of any kind to subjects. The researcher gave the test about grammar mastery, vocabulary and speaking skill. After that, the data gained from the test was analyzed to see whether mastering

grammar and vocabulary related to the skill of speaking or not. The researcher used quantitative method to analyze the result of research. This method was used to find the correlation between students' grammar mastery and vocabulary on students' speaking skill.

For reasons of choosing systematic research ex post facto design is the data has occurred or real cannot be manipulated in the event and then this research allows investigation of variables that can be in a non-experimental manner. Mastery of English grammar and vocabulary may affect English proficiency. This correlation produces information that benefits the true nature of phenomena, if found positively through correlation calculations, will make it easy to master speaking English. Correlation calculation is design to prove Correlation between variables Mastery of English grammar and Vocabulary on English speaking Skill

The population in this research is the tenth grade students in Vocational high school 2 Pandeglang. The sample of the study was taken from the tenth graders as sample. The sampling technique that researchers do the researchers have proportional random sampling to get only 50 students as participants in this study. Conceptual of Variable Instrument Data Collection Techniques based on interviews to sample and multiple choice test is to convey meaning and utilize English which involves speaker in order to reach the goal for the listener by using correct pronunciation, proper fluency, sufficient vocabulary, proper grammar, and covers the overall understanding.

## **DISCUSSION**

Exposure of research result is procedure of writing of systematics which must be explained. To get the results of research from the results of this variable hypothesis there are steps that must be passed. Before the results of the research the researchers get the final value and the results revealed, in the validation of research instruments to be used through a series of tests such as validity and reliability tests should be established. The instruments in this study have been validated and all are reliable This is the time to calculate the score results for statistical calculations of the SPSS 16 software version. The formula used to calculate is the multiple correlation and regression calculation. The research process was performed using the instrument immediately after the validation test, and then the researchers conducted an assessment of the instrument paper that had been done by the study participants. With a systematic researcher finally getting the Score finally gained. The researcher concludes for hypothesis 1, hypothesis 2 and hypothesis 3 in the following discussion detailed description as the result of calculations has been obtained from Pearson



correlation on double correlation and regression with underline  $r$  and direct correlation significance.

1. Hypothesis 1 between the mastery of English grammar and English speaking skills

For the correlation between the grammar test and the students' English speaking skills, there are student results that are categorized very strongly in quality. As a result, the average score should be pretty good. It is estimated that students are reasonably proportionate to access the grammatical items to be used in their speech. However, the average score is only 71.22. that means there is a gap between high and low score difference. The smallest value is 59 which is weak for the tenth grade in understanding the grammar. The other is many of the closest scores are 69 and some score over 77. That means there are a number of students who are quite capable of using grammar correctly. And always used or implemented when they are learning then their grammatical value is above the average score

Based on the value representing in low-grade intervals. Nearly half of the students score lower than 70. Students from low score ranges should remember the grammatical items they have learned and add new items if that is possible. On the other hand, there are also students from 50 samples who score more than 70. They are more concerned about the Grammar used in speaking. from this data, it was found that it can be considered that improving grammar will also improve your speaking ability. Grammar is a pretty good factor among other factors in speech skills. it can say that grammar is necessary to help with speech skills. Mastering the ability of grammar makes us diligent in remembering the rules and using them in activities. Quoted by Winarsih, Dwi (2013: 104) The key sees that language first and foremost as a communication system and grammar analysis to discover how it is organized to enable speakers and writers to create and exchange means. This means that Grammar is a pretty good factor among other factors in speaking skills. it could be so much better. When our conversations are understandable and also, grammar has mostly formal use when it know the grammatical application in every sentence element in the mastery of grammar and speaking skills. From the significance of the 2 tail score is 0.000, lower than the significant score of 0.05. Which means the correlation is significant. The statement is that there is a significant correlation between grammar mastery students and their English proficiency. It can be concluded that grammar mastery is one of the factors that must be determined when students have to learn English skills based on this Saaristo expert, Pekka (2015: 292) seems that grammar also serves as a

protection against unwanted changes. This means reflecting the idea of grammar as a functional tool for communication that describes how speakers communicate in a particular language. This view is close to basic functionalist ideas, many answers emphasize grammar, as a practical tool for effective language usage. Some formulations also express grammar as a resource in adapting the use of language to contexts and situations when expressing something. Based on the above exposures and the researcher's statement that grammar mastery is one of the factors that must be determined when students have to learn English skills, and is a reinforcement of theory theory that has been disclosed previously. The grammar is a functional tool for communication that describes how speakers communicate in English learning activities. Because all this grammatical focus can have a positive contribution to make our language accurate. While studying English. it can all benefit to improve accuracy in using language. Languages written and spoken

## 2. Hypothesis 2 between vocabulary and English speaking skill

The results of vocabulary tests illustrate students' understanding at a sufficient level. Their understanding did not spread well because some students got low scores and the rest achieved a high score, the lowest score was 56 but the highest score was 80. The average score was 64.72. And in the pronunciation, good delivery is very important in their communication, they do not hesitate to give an opinion that they realize in pronunciation. So, they are not hard at saying words to contribute from every word. although they are still hesitant to convey their awareness of this and lancer to convey some meaning. And According to Websters (1988: 9) states that in learning the language, one will learn the words of that language because we have learned that it is an important area of the language. From the above statement, the researcher assumes that vocabulary is a very important language element. Thus, It seems in the research It can be concluded that students are quite capable to obey the vocabulary used. Students know how the right shape is the right response. And there is a hypothesis between vocabulary and English skills that the researcher by looking at Pearson correlation of double correlation and regression calculation, has correlation with score 0,793. That is a positive correlation. And the correlation is very strong, as in the table of power correlation coefficients. Of significance is 0,000, lower than the significant score of 0.05. Which means the correlation is significant. Thus, the statement is that there is a significant correlation between the vocabulary of students and their English proficiency. It can be concluded that the vocabulary of learning is one of the factors that must be determined

when students must learn English skills combined with the meaning of vocabulary and English skills show a significant correlation with the results of statements that corroborate the theory. Based on Thornbury (2002) theorists stated that the vocabulary is very useful for anyone who learns a foreign language. In this case the vocabulary is an important one that should not be ignored in language and learning. the research statement is that learning vocabulary is one of the most reliable factors when students have to learn, is to reinforce the already-revealed theory. That learning vocabulary plays a very important role in learning the language. because people need the vocabulary to express their ideas, both in the mother tongue and in the foreign language in speaking skills

3. Hypothesis 3 is a combination of grammar or X1 and vocabulary or X2 variables to be correlated with English speaking skill or Y variables.

The test exam describes the students. Their score can be good. There is no bad score for some because the minimum score is 64. This shows that students with low English quality but not too weak. And then Shiamaa Abd EL Fattah Torky (2006: 13) states that Speaking is one of the four languages of Skills (reading, writing, listening and speaking). This is the means by which learners communicate with their opinions, and their point of view During the show they speak, But, that is without a grammatically correct sentence. With this in mind, the mastery of grammar is needed to be underlined in subsequent tests in this study. Meanwhile, the highest score was 79 and the average score was 71.22. Many students who have more than enough speaking skills. They have an idea and a higher Target achievement to make their skills better to be arranged. Claren green (2015: 5) states that the combination of vocabulary and grammar patterns found in journals is consistent with this grammatical model. This model shows that the grammatical clause has a key function in managing the conversation coherence in this vocabulary and that this function can not be separated from other methods of managing coherence in Language Therefore, hypothesis 3 is a combination of grammatical variables or X1 and vocabulary or X2 be correlated with English skills or variable Y r notes that the score is 0.910. That is higher than r table 0.279 or there is a correlation. The strength of the correlation coefficient is very strong. When the mastery of English grammar and vocabulary is unified. The last statement is "there is a significant correlation between the mastery of English grammar, vocabulary and English language skills. When English grammar can be handled and vocabulary improves, no doubt English proficiency will increase, due to the combination of strong factor variables ultimately resulting in a good

average score in the evaluation scores after study. Each variable incorporating one another's grammar mastery, vocabulary and English skills showed significant correlations with the results of the theory of statement reinforcement. Nadiyah (2016: 107) found that the correlation between the mastery of students' English grammar, conversational competence and their English proficiency, if English grammar can be handled and vocabulary increases. No doubt the English skills will increase. It means Strengthening the previous research theory really keeps connecting a ntara gramma students r mastery, vocabulary, and students' English speaking skills. Finally, all three hypotheses have been answered. For answers to the correlations between grammar and English skills, vocabulary and English proficiency, and mastery of grammar along with spoken vocabulary has been proven. As long as there is a correlation, students can learn better English grammar, vocabulary about speaking skills. Which means English grammar, the vocabulary of speaking skills is better studied together.

## **CONCLUSION**

A correlation study focusing on English grammar mastery, the vocabulary of speaking skills as a variable has ended. In accordance with the research findings, discussions and also from theories that support the research, it can be concluded that.

1. The results of statistical calculations show that the first pair of relationships between the mastery of English grammar students and speaking skills have been approved has a positive correlation. As the grammar mastery score increases, English skills also increase. Correlation has a very strong strength factor based on the correlation coefficient score. Then the correlation strengthens very strongly and the grammar is still significant for English speaking skills. Grammar is one of the factors that can be determined because grammar provides rules in making good words and sentence sequences. When grammar is mastered, it can be used in speaking. They can use grammar as their focus to have better speaking skills. Better English grammar is better speaking skills.
2. As the correlation between vocabulary and speaking skills has been positively proven and correlated significantly. Means that in line with higher competence in the vocabulary, speaking skills will also develop. With the strength of correlation coefficient in sufficient category. Vocabulary is good to know and use because they are the principle to match the statement with its response in speaking based on the

vocabulary of pronunciation, spelling, length and complexity and then meaning. Understanding vocabulary is a must but its use is optional because Vocabulary is important for good speaking skills

3. As the correlation between the mastery of students' English grammar and the vocabulary of simultaneous speaking skills has been positively confirmed. With the strength of the correlation coefficient is "very strong", the correlation between the three variables is significant and has the strongest bond because it obtains the highest score of correlation coefficient. Scores of English and English grammar. Meanwhile, the mastery of good English grammar to support their speaking skills is stronger to be limited, compared to the vocabulary in supporting English language skills. That means students can focus to master English with the help of English grammar mastery. Then can add to their increase by improving the vocabulary competence. When the mastery of English grammar and vocabulary students together, the two can complete our English language skills.

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