

Chapter Four

Results and Discussion

This study aimed to find out the correlation between grammar mastery and speaking skill. To determine the students' grammar mastery and their speaking skill, it can be seen from their score in grammar mastery that was taken from EPT score (English Proficiency Test) which is structure and written expression section and their score in speaking skill. In this chapter, the researcher provides some data that have been collected. This chapter consists of a description of the data, results, and discussion.

Result

The researcher conducted this study at English Language Education Department (ELED) at a private university in Yogyakarta. The respondents of this research were 100 students batch 2017. There were two documents which the researcher collected as the data. The first document was the student's grammar mastery score. This is to answer the first research question "How is the students' grammar mastery at a private university in Yogyakarta?" The researcher took the data from students' English Proficiency Test score, more specifically taken from structure and written expression section. The first data was from English Proficiency Test:

Table 4.1

The Students' Statistic Score of the English Proficiency Test

Statistics

Grammar

| | | |
|----------------|---------|---------|
| N | Valid | 100 |
| | Missing | 0 |
| Mean | | 39.0600 |
| Median | | 38.0000 |
| Mode | | 35.00 |
| Std. Deviation | | 5.66189 |
| Variance | | 32.057 |
| Range | | 37.00 |
| Minimum | | 24.00 |
| Maximum | | 61.00 |
| Sum | | 3906.00 |

Table 4.1 showed that there were 100 students as the respondents of this research. The mean is 39 and the median is 38. The highest score from student English Proficiency Test is 61, based on Educational Testing Service 61 is categorized into an expert user. The lowest score is 24, based on Educational Testing Service 24 is categorized into limited user.

Table 4.4 showed the result from research question one. How is the students' grammar mastery in this private university in Yogyakarta. There is only 1 respondent got a high score in English Proficiency Test and it is categorized in expert user. 3 respondents were very good user in English Proficiency Test. 24 respondents were good user and 72 respondents were limited

user. The researcher used the classification of the score based on ETS (Educational Test Service 2017)

Table 4.3

Classification score in grammar mastery

| EPT score | Description | Frequency |
|-----------|----------------|-----------|
| 60-68 | Expert user | 1 |
| 51-59 | Very good user | 3 |
| 42-50 | Good user | 24 |
| 31-41 | Limited user | 72 |
| Total | | 100 |

The second document was the student’s speaking score. This is to answer the second research question about “How is students’ speaking skill at a private university in Yogyakarta?” The researcher took the score from the students’ speaking test in the subject of listening and speaking course for freshmen. The researcher only took the students’ speaking score. The second data from students’ speaking score as follows:

Table 4.2

The Students’ Statistic Score of Speaking Skill

Statistics

Speaking

| | | |
|---|---------|-----|
| N | Valid | 100 |
| | Missing | 0 |

| | |
|----------------|---------|
| Mean | 56.9100 |
| Median | 57.0000 |
| Mode | 56.50 |
| Std. Deviation | 4.56180 |
| Variance | 20.810 |
| Range | 21.50 |
| Minimum | 43.00 |
| Maximum | 64.50 |
| Sum | 5691.00 |

The table 4.2 shows that the mean is 56 and the median is 57. The lowest score that student got in speaking was 43, and the highest score was 64. The standard deviation is 4.561. To get the category of students' speaking skill, the researcher used the classification from Rusdi (2015).

Table 4.4

Classification score in speaking skills

| Score | Criteria | Frequency |
|-------|-------------|-----------|
| 56-70 | Very good | 61 |
| 42-56 | Good | 39 |
| 28-42 | Fairly good | 0 |
| 14-28 | Poor | 0 |

| | | |
|-------|-----------|-----|
| 1-14 | Very poor | 0 |
| Total | | 100 |

Table 4.6 shows the result of the second research question about how is the students' speaking skill in this private university in Yogyakarta. There were 61 respondents got the highest score in speaking skill and categorized into a very good. 39 respondents were good in speaking skill. There are no respondents who were fairly good, poor and very poor in speaking skills. Based on the mean score which is 56, the students' speaking skill of English Education Department of a private university belongs to 'very good' category.

Inferential statistic

Table 4.5

Correlations

| | Grammar | Speaking |
|-----------------------------|---------|----------|
| Grammar Pearson Correlation | 1 | .306 |
| Sig. (2-tailed) | | .002 |
| N | 100 | 100 |

| | | | |
|----------|-----------------|------|-----|
| Speaking | Pearson | | |
| | Correlation | .306 | 1 |
| | Sig. (2-tailed) | .002 | |
| | N | 100 | 100 |

To know the level of the coefficient correlation from two variables, the researcher presents the table of coefficient to know the level of correlation between grammar and speaking. The researcher used the classification level of the correlation based Sugiyono (2015).

Table 4.6

The orientation of giving interpretation on the coefficient correlation

| Interval coefficient | The level of correlation |
|----------------------|--------------------------|
| 0.0 – 0.199 | Very low |
| 0.20 – 0.399 | Low |
| 0.40 – 0.599 | Medium |

| | |
|--------------|-----------|
| 0.60 – 0.799 | High |
| 0.80 – 1.000 | Very high |

The result from table 4.13 shows that the correlation is 0.306. It means that the correlation between the students' grammar mastery and speaking skill is in low category. Based on the result in r table for N 100 and the significance level is 5%, the value of r table is 0.197. After the researcher calculated the r table and the r counted, r counted is higher than r table that is $0.306 > 0.197$. From the result, it shows that there is a correlation between students' grammar mastery and students' speaking skill, however the level of the correlation is low. Therefore, the hypothesis that there is correlation between students' grammar mastery and students' speaking skill is accepted.

Discussion

In this part the researcher explains the interpretation of result from descriptive statistic and inferential statistic. In this study the researcher has two research questions that used descriptive statistic to answer the research questions. The first one is students' grammar mastery and the second one is students' speaking skill. The researcher used document to collect the score from the respondents. For grammar mastery the researcher used the document of English Proficiency Test (EPT) score specifically from the structure and written expression section. For the speaking skill, the researcher collected the data from student achievement in the subject of listening and speaking course for freshmen. The total of the respondent from this research is 100 taken from 3 classes.

Students' grammar mastery

In this section the researcher describes the result from students' achievement in grammar. The researcher used the document of students' score in English Proficiency Test. The respondent of this research is 100. From 100 respondents, the highest score is 61, based on Educational Testing Service it is categorized into an expert user it means that the score 61 is very good in grammar mastery. The lowest score is 24, based on Educational Testing Service 24 is categorized into a limited user. The mean from student's achievement in grammar mastery is 39. From the classification based on ETS (educational testing service), the score of 39 is categorized into limited user. It means that the students' grammar mastery in this private university is categorized as limited user.

Based on ETS (Educational Testing Service), limited users can understand very basic structure and written expression, also very basic vocabulary. In addition, they may make a serious mistake in language structure. Based on Swan (2005) grammar is how words are arranged, incorporate and change to show the kind of meaning. If the students have low level in grammar it means that they cannot arrange and change the word into good sentences that produce clear meaning. This statement is also in line with Debata (2013) who stated that grammar is a study of words which guide people to combine the words to be good sentences.

Students' speaking skills

In this part the researcher explains the result from students' achievement in speaking skill. The researcher used the document of speaking score in the subject of Listening and speaking course for freshmen. From the total of 100 respondents, the highest score is 64, based on Rusdi (2015) 64 is categorized into a very good level. The lowest score is 43, based on Rusdi (2015) 43 is categorized into a good level in speaking skill. The mean score of students' speaking skill is 56. From the classification based on the Rusdi's (2015), the mean score of 56 is

categorized into 'very good' in speaking skill. It means that the students' speaking skills in this private university is categorized into very good level in speaking skills. According to Heaton in Rusdi (2015), the classification of very good level in speaking is that the speaker speaks with a good pronunciation and makes a few mistake in grammar and lexical but most of the sentences are correct. Very good level in speaking skill used a varied vocabulary, smooth delivery and they express the meaning are fair clear. According to Hughes (2003) very good level in speaking, speak with the similar foreign accent and they speak fluently as the native speaker.

The correlation between students' grammar mastery and students speaking skill

After the researcher analyzed the data using statistical analysis, the researcher used 5% as a level in r table. The researcher calculated the correlation used Pearson product moment and the result is 0.306 as the r counted. If there is a correlation, the r counted must higher than r table, in this study the r counted is higher than r table that is $0.306 > 0.197$. From that result, it means that there is a correlation between students' grammar mastery and students' speaking skill in this private university, however it is in a low level.

There are some factors that influenced the result from this study. The possible factor is the student did not prepare when they did the English Proficiency test, so many of them got poor score in grammar and also the strategy to do the test of English Proficiency Test. This statement also supports Gupron (2009) who said that there are some factors that influence the result. One of them is the students' preparation when they want to do their English Proficiency Test. The result from this research is in line with two previous studies. The first one is from Gupron (2009) entitled *The Correlation between Speaking Ability and TOEFL Score of Cadets Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta*. The result from the student grammar mastery in this study is in a

low level. For the student speaking skill the students was categorized into a good level in speaking skill.

The second one is from Juanitha (2017) entitled *The Correlation between TOEFL Score and Speaking Ability of EFL Students of English Education Study Program Academic Year 2012 at IAIN Palangkaraya*. The result showed that student grammar mastery in this study in pre advance-advance. For the students speaking skill the students was categorized into a intermediate level in speaking skill. These two previous studies showed the low correlation between grammar and speaking. These two previous studies have the similar result with this research, the student grammar mastery in a low level and the student speaking skill in a good level. It meant that the grammar does not always give contribution to the speaking skill. Every improvement from grammar does not always followed by the improvement of speaking skill. In other word the student better in grammar they will not always better in speaking.