

## THE CORRELATION BETWEEN GRAMMAR MASTERY AND SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS

Veltiana Ilam <sup>1</sup>, Luh Ketut Sri Widhiasih <sup>2</sup>, Ni Made Wersi Murtini <sup>3</sup>

<sup>1,2,3</sup> Universitas Mahasaraswati Denpasar

Email: *wersimurtini@unmas.ac.id*

### ABSTRACT

The purpose of this study is to find out the correlation between grammar mastery and speaking ability. The subject of the study was the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022 with a total of 40 students. The design of this research is a correlation that includes quantitative research. There were two instruments to judge the students' skills in students' grammar mastery and students' speaking ability. The instruments were constructed based on the criteria suggestions of the first and second advisors. There were two variables in this research, independent variable (X) and dependent variable (Y), where grammar mastery as (X) speaking ability as (Y) variable. Quantitative analysis was done using statistics which is called statistics analysis or inferential statistics on SPSS 24 Version. Based on the data analysis, it was figured out that there was a significant correlation between students' grammar mastery and students' speaking ability of the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022. Based on the result by using SPSS 24 Version from the table 4.5 the correlation for students' grammar mastery and students' speaking ability was 0.423. In addition, these two data were correlated with each other.

**Key word:** Grammar Mastery, Speaking Ability, correlation

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan tata bahasa dan kemampuan berbicara. Subyek penelitian adalah siswa kelas VIII SMP TP 45 Denpasar tahun ajaran 2021/2022 yang berjumlah 40 siswa. Rancangan penelitian ini adalah korelasi yang meliputi penelitian kuantitatif. Ada dua instrumen untuk menilai keterampilan siswa dalam penguasaan tata bahasa siswa dan kemampuan berbicara siswa. Instrumen disusun berdasarkan usulan kriteria dari pembimbing pertama dan kedua. Ada dua variabel dalam penelitian ini, variabel bebas (X) dan variabel terikat (Y), dimana penguasaan grammar sebagai (X) kemampuan berbicara sebagai variabel (Y). Analisis kuantitatif dilakukan dengan menggunakan statistik yang disebut analisis statistik atau statistik inferensial pada SPSS 24 Version. Berdasarkan analisis data, diketahui bahwa terdapat hubungan yang signifikan antara penguasaan grammar siswa dengan kemampuan berbicara siswa kelas VIII SMP TP 45 Denpasar tahun pelajaran 2021/2022. Berdasarkan hasil dengan menggunakan SPSS Versi 24 dari tabel 4.5 korelasi penguasaan tata bahasa siswa dan kemampuan berbicara siswa adalah 0,423. Selain itu, kedua data ini saling berkorelasi.*

*Kata Kunci: penguasaan grammar, kemampuan berbicara, korelasi,*

### INTRODUCTION

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. As mentioned by Purpura (2004), grammar is a glue of structure as the heart of language which

applies in speaking, writing, reading, and listening. Grammar plays an important role in the four language skills. Grammar is always employed in teaching-learning a language. It gave a contribution to students when performing or practicing their skills. It means that by mastering grammar, the

students would be able to produce many sentences easily either spoken or written. The learners can't perform their English well if their grammar is poor. They would find any difficulties in expressing or mastering their language skills because of having limited grammar. Brown (2007) stresses that without grammatical structure, the use of language could easily become chaotic and might not be understandable. Rather than teach all grammatical instructions to all students, teachers should focus on the grammatical instructions to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication. Teachers should also be more sensitive on providing meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction which in this context is the English language.

Grammar is one factor that makes students able to speak English accurately and fluently. If the students want to speak something use English, in this case, they must master and use grammatical rules when they are speaking English to be well understood. If the students have good grammar, the students will express their ideas or mind into sentences easily, particularly when speaking. To improve students' fluency in speaking English, the students must practice speaking every day by engaging in a conversation with someone. Students can use new words or phrases that they have just learned, this will make it easier for the students to understand the use of grammar.

Students' speaking ability is influenced by mastery of grammar. Students usually have difficulty in English

speaking because they have little grammar mastery and tend to rely on the correct use of grammar. Meanwhile, Greenbaum & Nelson (2002) also say that grammar refers to the set of rules that allow us to combine words in our language into larger units. Another perspective stated about grammar by Swan (2005) is that grammar is the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. From those perspectives about grammar, the researcher concludes that grammar is as the rules at the heart of languages that the words change, arrange, and combine into a sentence.

Moreover, speaking is one of the four skills that affect grammar. Speaking is oral communication that is usually used in daily activities. According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. 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. A descriptive study by Afidatun from State Islamic Studies Institute (STAIN) Salatiga in 2009 about "Grammar Mastery and Speaking Skill of the Fifth Year English Department Students of STAIN Salatiga"

found that there is a correlation between grammar mastery and speaking ability so they could do exercises given by the lecturer. 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.

Based on the explanation above, the researcher is interested in conducting this research to know the correlation between students' grammar mastery and students' speaking ability. The researcher considered that this problem is appropriate to investigate, remembering the benefit which can be taken from the research activity. Therefore, this research entitles: "The Correlation between Grammar Mastery and Speaking Ability of the Eighth Grade Students of SMP TP 45 Denpasar in Academic year 2021/2022.

In addition, related to the research problem above, the objective of the study was to find out the correlation between students' grammar mastery and students' speaking ability of the eighth grades students of SMP TP 45 Denpasar.

Therefore, Based on the identification of the research problem, this research is focused on the correlation between students' grammar mastery and students' speaking ability of the eighth-

grade students at SMP TP 45 Denpasar in academic year 2021/2022. In order to avoid misunderstanding about this research later, the researcher limited English grammar that only focused on (simple past tense) and speaking ability in form of telling past experience. This belongs to a correlation study among grammar mastery and speaking ability of the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022.

## LITERATURE REVIEW

### Grammar Mastery

In this part, is going to describe about the variables of this research based on the point of view of some experts. The aims of this part are to enhance the theories by the expert. The variables that will be discussed are Grammar Mastery and Speaking Ability, where for the Grammar mastery is focus on simple past tense and speaking ability is focused on telling past experience.

Grammar is described as the manner a language manipulates and combines phrases (or bits of phrases) a good way to form longer devices of its means (Ur, 1996: 11). For instance, in English the existing shape of the verb is in the 1/3 person has two awesome bureaucracies, and if the plural is mixed with a novel subject, the result is commonly unacceptable or "ungrammatical". Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. For example, in English the present form of the verb is in the third person has two distinct forms, and if the plurall is combined with a singular

subject, the result is usually unacceptable or “ungrammatical”. There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who knows grammar is one who has mastered and can apply these rules to express him in what would be considered acceptable language forms.

In teaching English as a foreign language, the students need to grasp grammar because, through mastering grammar, students could be able to write English effectively. According to Harmer (1987:4), grammatical rules are essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides, the grammatical aspect of a language specifies the way in which sentences in that language construct. For English learners, many students are still confused about grammar and they sometimes difficult to express things they want to say. On the other hand, they are confused when they find English in written form, especially dealing with sentence structure; because they do not understand or even do not know the form used in English. Therefore, they have to pay more attention to the rules in constructing correct sentences. It is true that special nations have exclusive languages and each language has a system that's known as grammar. It is also passed off in translating, for you to compete in translating we must understand the language structure. In English grammar, tenses play an important function in sentence formation.

Grammar is one of the knowledge areas that informs the students to construct a sentence becomes a paragraph. Language cannot be separated from grammar because grammar is one of the basics in

the study of language. Besides that, grammar is the structural foundation of our ability to express ourselves. In classical Greek and Latin, the word grammatical referred to “the general study of literature and language” (Jackson, 1985). In learning a language, people have to concern with its grammar, because it will help them a lot to perform better in listening, speaking, reading, and writing.

In addition, Kolln and Funk (2010:4) point out three definitions of grammar. First, grammar is the system of rules in our heads. Second, grammar is the formal description of the rules. And the third, grammar is the social implication of usage. Grammar guides the students to create communication. With grammar, students create some messages with the others and express their thoughts and ideas. Students need some sentences to express their opinion about anything, and some aspects of grammar guide and inform them to make it correct communicate in a foreign language. Hornby (1990:107) defines that sentence is the largest unit of grammar. All of sentences will be perfect if they are arranged based on the grammatical rules.

Fareed (2015) said that English tenses in grammar are tools to help speakers to express time in the language. They are of great use and importance in both ways of communication, verbal and written. Tenses help the speaker construct the correct sentence based one sentence pattern. Borjas and Barridoe (2010:12) said that knowledge of grammatical structure is helpful when you are learning the grammatical structure, they are skills which students use in daily activity. Students need knowledge of grammar to complete the four skills, in order to make

communication with other in the classroom and out door in another language. Thus, grammar has a vital position in learning English in four skills of language; listening, speaking, reading, and writing.

### **Speaking Ability**

Speaking is one of the skills that have to be mastered by the students in learning English. Speaking is the way to express ideas or feelings. Many experts define speaking in different ways. According to Widdowson (1978: 58), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. In addition, Byrne (1976: 8) states that speaking is a means of oral communication, giving ideas or information to others. It is the most essential way in which the speaker can express himself through language.

Nematovna (2016) defines speaking as an active skill. Speakers think of everything themselves, the ideas, the words, and the grammar. Finally, all of the words and grammar must be pronounced clearly. This is much more difficult than listening. Brown (2001: 271) says that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Febriyanti (2008) states that Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have the ability in speaking will be better at sending and

receiving information or message to others. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in various contexts.

Heaton (1988) defines speaking ability as the ability to communicate ideas appropriately. In other words, speaking ability is the ability to speak appropriately and effectively in a real communicative situation in order to communicate ideas to others. Derakhshan (2016) states that speaking is a part of daily life that everyone should develop in subtle and detailed language.

Based on the definition above about speaking, the researcher can conclude that speaking is always related to communication. Speaking is one of the four language skills that should be mastered by the students or the people to communicate orally with the other people. In this present study, the researcher did a speaking ability test by telling past experiences.

In speaking, it is very important for students to acquire the ability to express their ideas and opinion. Consequently, this competency should be mastered by the learners of the language. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.

### **RESEARCH METHOD**

This present study, the researcher used ex post facto to do the research. Where, the ex post facto known as quantitative research. Here the research the research entitled “the correlation between Grammar mastery and speaking ability of

the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022.”

The population of this research was eighth grade students, where there 3 classes and the total of them were 80 students. Form the 80 populations the researcher took 10-15% as a sample to do the research by giving them some test. From the 10-15% of the 287 populations the researcher got 40 students as the sample and the sampling of the sample was used simple random sampling with lottery system. According to Ary, D et al. (2018: 150) simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.

The process collecting data of this research was through the instrument. The first instrument was grammar test. Where the test was complete the dialogue by the word given for grammar test. The test of the grammar test was consisted of 20 questions. While for the second instrument, were speaking tests, the researcher asked the students to make a video telling about their past experience.

After collecting data the through the instrument, the research counted by using SPSS 24 Version to make sure there is no miscalculated. The use of SPSS the researcher has been counted the pre-requisite test where consist of two tests (normality and homogeneity test) and hypothesis testing there are two test also (Pearson product moment and T-test).

## FINDING AND DISCUSSION

### Finding

After the data has been resumed on tabulation table, the researcher has been administered the test through the instruments were consist of grammar test

and speaking test. Where, grammar test was test of the Grammar tests and Speaking test was test of telling past experience of its research. The result of the research was collected as follow on table 1.

Table 1 The Tabulation of the Score of students' Grammar mastery and students' speaking ability

No	Samples	Grammar Mastery	Speaking Ability
1	Farel Rizky Fernando	90	73
2	Komang Candra Sudarma	65	70
3	I Wayan Adrian Hery Setiadi	80	73
4	Putu Risma Juniari	95	80
5	Kesya Cantika Nara Putri	75	66
6	Kharisma Sayyidah Nur Hasanah	85	66
7	Ni Kadek Luna Andani Putri	95	73
8	Arya Wiguna Yeso	55	60
9	Mochammad Surya	85	73
10	Sultan Agung Wijaya	80	73
11	Shintia Dwi Agustin	75	53
12	Ni Ketut Atik Sumariani	60	86
13	M. Wildan Hadi	65	60
14	Ni Komang Febri Yanti	65	80
15	Komang Widya	80	66

	Ningsih		
16	Refian Irgi Fathurrohman	80	73
17	Ni Komang Sri Mutia Dewi Natih	90	86
18	Grace Natalia L.	85	80
19	Nur Safitri	95	80
20	Ni Komang Sri Wulan Wahyuni	90	73
21	Noviana Dela Arismayanti	85	93
22	Kayla Ketfinadia	90	100
23	Ni Kadek Mega Putri Arshani	85	80
24	Ni Made Indah Yuliantari	85	73
25	Alyn Ananda Putri M.	100	86
26	Komang Ameliana N. Maharani	80	100
27	I Made Bagus Daffa Rajendra	85	73
28	Gd. Susila	100	93
29	I Komang Bayu Arta Guna	60	73
30	I Ketut Piyo Tirta Mahendra	100	86
31	Muhammad Akbar Maulana	65	70
32	Andika Dwi Saputra	60	70
33	Bagus Trisna Wicoksana	75	60
34	I Made Dedik Kardika Ditonaga	65	66
35	Jerymia Yordan Pontoh	80	66
36	Ni Komang Nadine Widiaswari	75	80

37	Dimas Imam Malik	80	80
38	Komang Adi Sutama	55	80
39	Andhika	55	70
40	Ni Luh Dita Deswiyanti	80	80

Based on the tabulation above it can be seen where the minimum score of the Grammar tests was 55 and the maximum score was 100, while the second variable for the speaking ability has 53 for the minimum as well and 100 for the maximum score.

Here is the premier test by using SPSS 24 version to make sure the data that has been collected through instrument was normally distributed or not. Because we cannot continued to the next test if the test was not normal distributed. The first test was named normality test by using One-Sample Kolmogorov Smirnov test. The result of the normality test for the grammar mastery and speaking ability can be shown as follow:

Table 2 One sample Kolmogorov Smirnov Test

### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	9.511
Most Extreme Differences	Absolute	.112
	Positive	.112
	Negative	-.059
Test Statistic		.112

Asymp. Sig. (2-tailed)	.200 <sup>c,d</sup>
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	
d. This is a lower bound of the true significance.	

Based on table 2, it can be clearly seen that the level of significance of all groups of data which were analyzed by using One Sample Kolmogorov Smirnov showed that the figures were above 0.05. In other words, it means the data of students' grammar mastery and students' speaking ability had a degree of normality. Moreover, these figures also signified that they have shown that the data were normally distributed. Furthermore, the normality test is supplementary to the graphical assessment of normality. As a parametric statistic, it was fundamental to see if the distribution of data were normal for each variable. In conclusion, the data have already fulfilled the pre-requisite analysis in terms of normality test

Table 3 Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Grammar Mastery			
Levene Statistic	df1	df2	Sig.
.937	7	31	.493

Table 3 clearly pointed out that the significant values of the research variables were above the alpha level, 0.05. The significant value of the homogeneity variance of the data was a figure 0.348. It means that the data on students' grammar mastery and students' speaking ability had already had a degree of homogeneity. Moreover, these figures also signified that

the data of the present quantitative method research were homogeneously distributed. In addition, the homogenous distribution of the collected data was important in this research. In summary, the data have already fulfilled the pre-requisite analysis in terms of the homogeneity test and the analysis can be continued to the hypothesis testing. . Based on SPSS interpretation, the correlation coefficient could be categorized as significant if the significant value is lower than 0.05. However, if the significant value is higher, it means that there is no correlation between the research variables. To sum up, the results of the Pearson product-moment correlation could be summed up in the following tables;

Table 4 Correlation between grammar mastery and speaking ability

		Correlations	
		Grammar r Mastery	Speakin g Ability
Grammar r Mastery	Pearson Correlation	1	.423**
	Sig. (2-tailed)		.007
	N	40	40
Speakin g Ability	Pearson Correlation	.423**	1



Sig. (2-tailed)	.007	
N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 clearly showed that the significant values of the research variables were below the alpha level, 0.01. Moreover, the significant value of the Pearson product-moment correlation was 0.007. Based on the result of Pearson product-moment correlations, it was found that there was a correlation between students' grammar mastery and students' speaking ability of the eighth grade

correlation coefficient. Based on the result by using SPSS 24 Version from the table 4.5 the correlation for students' grammar mastery and students' speaking ability was 0.423. Therefore, it can be seen obviously on the table 4.6 where there a scale of the size of r table or Pearson correlation has been interpret which has low correlation between students' grammar mastery and students' speaking ability. Where, the rule of thumb scale for interpreting size of a correlation coefficient on table 5 was adapted from Asuero, et al (2006: 46) as follow;

Table 5

Rule of Thumb for Interpreting the Scale

Table 6 Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	3.175	12.858	2.033	-.937	7.287	1.562	39	.126

students of SMP TP 45 Denpasar in academic year 2021/2022. In addition, these two data were correlated with each other. In conclusion, the data have already proven that there was a correlation and the hypothesis testing can then be continued to T-test.

of a Correlation Coefficient

Size of r	Interpretation
0.90 to 1.00	Very high correlation
0.70 to 1.89	High correlation
0.50 to 0.69	Moderate correlation
0.30 to 0.49	Low correlation
0.00 to 0.29	Little if any correlation

Asuero, et al (2006: 46) states that the correct interpretation of a correlation coefficient requires the assumption that both variables x and y meet the interval property requirement of their respective measurement systems. Table x provides a rule of thumb scale for evaluating the

The researcher used paired-samples t-test in which it was used to determine whether the hypothesis was accepted or not. Based on SPSS interpretation, the non-directional hypothesis could be categorized as significant if the significant value was lower than 0.05. However, if the significant values were higher, it means

that the non-directional hypothesis was rejected. To sum up, the results of the analysis can be seen in the following table.

Based on table 6, it can be clearly seen that the level of significance of all groups of data that were analyzed by using paired-samples t-test showed that the figure was below 0.05. Moreover, the significant value of the data was 0.126. It indicated that the non-directional hypothesis in the present study, that there was a significant correlation between students' grammar mastery and students' speaking ability of the eighth grade students of SMP TP 45 Denpasar in the academic year 2021/2022 was finally accepted. In conclusion, the data have already proven that the students' grammar mastery was significantly correlated with the student's speaking ability.

## Discussion

The present study which made use of quantitative methods as the research design was conducted at SMP TP 45 Denpasar. The total population of the eighth grade was 80 students and 40 students were selected as the samples of this study. The samples were selected by using the simple random sampling method by a lottery system. In the present study, the research instruments were grammar test and speaking performance test. After the required data were collected by administering the research instruments, the data were then analyzed through pre-requisite analysis and hypothesis testing.

The result of the data analysis was discussed as follows.

The result of data analysis confirmed that there was a significant correlation between students' grammar mastery and speaking ability of the eighth grade students of SMP TP 45 Denpasar in the academic year 2021/2022. This result also supported the existing theory. According to Ur (2001: 4), grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be constructed in any language. According to Harmer (1987:4), grammatical rules are essential for the mastery of language. People cannot use words unless they know how the words should be put together. Besides, the grammatical aspect of a language specifies the way in which sentences in that language are constructed. When people want to write something, they should know about grammar because it shows the meaning and relation with every single word that becomes a sentence. This research result finding was similar to the preview research finding of Priyanto and Amin (2012) from Surabaya State University about "The Correlation Between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Sidoarjo" which stated that there was a correlation between English Grammar Competence and Speaking Fluency of Eleventh Grade students in SMAN 1 Sidoarjo while it was not significance. Another research similar to this research was by Afidatun from State Islamic Studies Institute (STAIN) Salatiga in 2009 about "Grammar Mastery and Speaking Skill of the Fifth Year English

Department Students of STAIN Salatiga” found that there is a correlation between grammar mastery and speaking ability so they could do exercises given by the lecturer. Both of the previous studies clearly supported the research findings of the present study. Several factors can influence students’ grammar mastery problems; therefore, they can affect their speaking ability, especially in speaking performance. When students understand the simple past tense, they could try to put their best efforts much easier to conduct a telling past experience. Furthermore, these researchers could be a reference that helps in conducting future research who takes the same research as long it relevant.

As what has been aforementioned, the present correlational statistical analysis research was mainly intended to figure out whether was a significant correlation between students’ English grammar and their speaking ability. After carrying out the data collection, and doing the process of statistical analyses, the research findings have clearly revealed the final conclusion of the present research. The results of the present study showed that there is a correlation between students’ grammar mastery and speaking ability of the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022 was convincingly confirmed. In other words, the hypothesis was accepted.

## CONCLUSION

The research design for tis present study was ex-post facto with a correlational design. This study was point to find out the significant correlation between Grammar Mastery and Speaking Ability of the Eighth Grade Students of SMP TP 45 Denpasar in Academic Year

2021/2022. In this present study were two instruments to judge the students’ Grammar Mastery and Speaking ability. Where the Grammar mastery was tested by giving the subject 20 questions of complete the sentences about simple past tense and for the speaking ability the researcher measures the samples by asking them to make a video about telling past experience and these instruments were administrated to the collect data. The instruments were constructed based on the criteria and through the suggested of the first and second advisor. The data that were required in this study were carefully collected.

After collecting the data on the students’ Grammar mastery and speaking ability , the researcher then computed by using SPSS 24 version and analyzed the data. The data analysis results, which in this research known as pre-requisite test and hypothesis testing, the data obtained can be said to meet the research requirements. Based on the data analysis above, it was figure out that there was a significant correlation between Grammar mastery and speaking ability of the eighth grade students of SM TP 45 Denpasar in academic year 2021/2022.

The researcher used ex-post facto with correlation design to answer the previously constructed research problem. The researcher aim was to determine whether there is a significant correlation between Grammar mastery and speaking ability. This was due to the fact that the researcher was unable to manipulate the independent variable or to randomize the samples. Therefore, an ex-post facto design is needed so that the result can be more accurate. Based on the present ex-post facto investigation result, it can be

concluded that there was a significant correlation between Grammar mastery and Speaking ability of the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022.

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