

The Effect of Grammar Mastery and Learning Motivation on English Speaking Ability

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Abstract

Speaking is one of important parts in teaching language because it includes one of four basic language skills. The quality of a person's communication depends on the quantity and quality of the use of grammar. Besides grammar, learning motivation is very important. Students who had high learning motivation were very influential on speaking ability. The objective of this research was to get empirical evidence of the effectiveness of grammar mastery and learning motivation on english speaking ability. This research used correlational research. The subjects were 75 students of class XI in SMAN 1 Losarang and SMAN 1 Kandanghaur, Indramayu district. The instrument used was multiple choice with 20 questions for the variable of mastery of grammar and a questionnaire with 30 questions used Scala Likert for the variable of learning motivation. The results showed that there was a significant effect of mastery of grammar and motivation to learn together on the ability to speak English, this is evidenced by the acquisition of Sig. = 0.000 < 0.05 and F observe = 60,468. In addition, the students who had good mastery of grammar and high learning motivation certainly had a big influence on students' English-speaking abilities.

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INTRODUCTION

As social human, people always interact and communicate one another. The first way to do the interaction and communication is by speaking. In this case,

the people express their ideas and communicate what they want orally. That is why speaking is very essential, moreover speaking english.

In education field, especially in indonesia, english is one of the subjects of learning. English is expected to support the development of english language skills. The purpose of teaching speaking skills in sma/smk is to prepare students to be able to express their ideas, ideas, thoughts, or feelings in writing well. Especially vocational graduates who are required to be better prepared because they work directly and enter the world of industry. Unfortunately, there is a popular phenomenon that occurs in speaking, vocational students are weak in english speaking. Based on the preliminary research, it has been found that many students at SMKN 1 losarang and SMKN 1 kandanghaur.

Many students want to speak english but can't do it. It's caused they think grammar is hard to understand even though they have a lot of vocabulary in their memory. The mindset factor is that to be able to speak english the most important thing is mastering vocabularies rather than using grammar. The quality of one's language skills depends on the quantity and quality of the use of grammar, the better the grammar we have, the greater the likelihood that we are skilled in language, we need to be aware and understand that class increases students in schools are determined by the quality of their language skills (guntur, 2015).

Besides grammar, student success in learning speaking is also influenced by other factors, namely learning motivation. Motivation plays an important role in students both consciously or unconsciously which can arise from within themselves or from outside themselves, to take action with

the desired goal. But in essence, motivation is a psychological condition that encourages someone to want to do something. Motivation can be seen as the successful aspect when learning a target language deal with speak the language (leave, 2005)

Based on the above phenomena, this research has two objectives. First, to determine the effect of grammar mastery in speaking activities. The second, to determine the effect of learning motivation on speaking activities. Hopefully, by conducting this research, the dominant influences that cause students to not speak can be investigated and solutions to overcome problems that other english teachers from other schools may face can be found. So, the researcher will show the influence of grammar mastery and learning motivation in the classroom. This is done to achieve the objectives of teaching and learning english.

METHOD

This research used correlational research. In this research had 2 variables there were independent variable and dependent variable. Independent variable included grammar mastery (X1) and learning motivation (X2) while dependent variable was English speaking ability (Y). The research was conducted in SMAN 1 Losarang and SMAN 1 Kandanghaur, Indramayu district. The eleventh-grade students' population was 353, and 30% of it or 75 students chosen as the sample by using the random sampling technique.

The first step in this research was the researcher developed 20 questions of multiple choice for variable grammar mastery. The score per item was 5.0 for correct answer. The students could get 100 points if they could

answer correctly to the entire question. The purpose of this test was to measure how good is the student's grammar mastery.

The second step after conducting grammar mastery test, the resesacher gave the questionnaire of learning motivation used Likert Scale. In this research, learning motivation was a score obtained from a questionnaire that measures several aspects such as students' interest and attention to the speaking lesson, the enthusiasm of students in carrying out their learning tasks, and the responsibility of students to carry out their tasks. Students who had high score was high motivation. The purpose of this test was to measure how high is the student's learning motivation in speaking english.

The last step the researcher made interview English-speaking proficiency. Interview which included English, content and appearance of the interview with a weighted score, description of fluency, and level of fluency. The interpretation of the total score was carried out using a conversion table. In this case, the researcher will be knowing how far is the students' speaking ability. The data acquire from research is the results of students' test that were analyzed quantitatively. The analysis of quantitative is using statistics which is called statistical analysis or inferential statistics. The data of this research was analyzed by using statistical computation

RESULTS AND DISCUSSIONS

RESULT

Data was obtained through grammar tests, questioner of learning motivation and interview English-speaking proficiency. The data was obtained from 75 students who became the study sample.

Table 1. Descriptive statistics

	N	Min	Max	Mean	Std. Deviation
Grammar Mastery	75	35	95	64.53	14.936
Learning Motivation	75	84	145	120.97	18.336
Ability to Speak English	75	60	102	83.88	11.118
Valid N (listwise)	75				

Grammar mastery data obtained from the test scores of 75 students who became the study sample produced the lowest score of 35, the highest score of 95, the average score of 64.53, and the standard deviation of 14,936. From the results of the above calculations, it can be said that the mastery of the grammar of students of the State Vocational Schools in Indramayu district is low. This is indicated by the acquisition of an average score of 64.53.

Learning motivation data obtained from the test scores as many as 75 students who became the study sample produced the lowest score of 84, the highest score of 145, the average score of 120.97, and the standard deviation of 18.336. From the results of the above calculations, it can be said that the mastery of the grammar of students of Indramayu District Vocational School is low. This is indicated by the acquisition of an average score of 18,336.

Data on the ability to speak English was obtained from the test scores of 75 students who became the study sample resulting in the lowest score of 60, the highest score of 102, the average score of 83.88, and

the standard deviation of 11.118. From the results of the above calculations, it can be said that the ability to speak English students of Indramayu District Vocational School is low. This is indicated by the acquisition of an average score of 83.88.

DISCUSSION

This research aimed to find out whether grammar mastery and learning motivation affected on students' English speaking ability. After gaining the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as follows:

The activity of correlational research conducted first survey was doing grammar mastery (X1) test to determine the extent of students' grammar mastery. Then conducted the second test learning motivation (X2) used Likert Scale and the last was doing interview.

It can be stated that there is a significant effect of mastery of vocabulary and grammar together on speaking skills. This is evidenced by the acquisition of sig. 0,000 < 0,05 and f count = 60,468. This indicates that H_0 is not acceptable, meaning H_1 is accepted. This means that there is a significant influence on mastery of grammar (x1) and motivation to learn (x2) together towards the ability to speak English. From the results of the above calculations the results of the multiple regression line equation can be stated by:

$$\hat{Y} = 28,432 + 0.169 x_1 + 0.638 x_2.$$

It has an understanding that the increase in one variable of grammar mastery and motivation to learn will increase speaking skills by 0.169 for variables x_1 and

0.638 for x_2 . It can also explain that together the variables of grammar mastery and learning motivation contributed 62.6% to the variable ability to speak English.

It can be agreed that there is a significant influence on grammar on the ability to speak English. This is evidenced by the approval of sig. 0,04 < 0,05 and t count = 2,089. This indicates that H_0 is not acceptable, meaning H_1 is accepted.

Approved the grammar mastery variable on speaking English text skills can be verified by the formula:

$$R_{y, x_1} = \beta_1 \times \text{koef. } Y_{x_1} \text{ correlation}$$

$$R_{y, x_1} = 0.227 \times 0.682 = 0.154$$

From the results of the above calculations, it can be agreed that proves the grammar mastery in improving English speaking ability is 15.4%

Mastery of grammar (grammar) is essentially an ability to master the rules in English which regulates the mastery of words in sentences. Grammar or grammar is a science that must be learned when we learn English. Coghill and Magendanz (2003: xvi) stated; "grammar is a set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units", which means separate grammar. The grammar determines the words arranged to form the unit described". It can be stated that there is a significant effect of grammar mastery on descriptive English writing skills. This is evidenced by the acquisition of sig. 0,000 < 0,05 and t count = 5,586. This indicates that H_0 is not acceptable, meaning H_1 is accepted.

The contribution of learning motivation variables to the ability to speak English can be expressed by the formula:

$$R_{y, x^2} = \beta_2 \times \text{koef. } Y_{x^2} \text{ correlation}$$

$$R_{y, x^2} = 0.607 \times 0.777 = 0.472$$

From the results of the above calculations, it can be stated that the contribution of learning motivation in increasing English speaking skills is 47.2%.

Motivation to learn is the overall psychic driving force in students that causes learning activities to achieve a goal. Motivation to learn is the whole driving force in the student that creates learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the desired goal of the subject of learning can be achieved. Motivation is closely related to student learning when learning English, especially in speaking skills if they feel unenthusiastic and have no will.

CONCLUSION

In conclusion, there are three final results of this study. First, there is a significant influence on mastery of grammar and motivation to learn together on the ability to speak English in SMKN students in Indramayu regency. This is evidenced by the acquisition of the sig. $0.00 < 0.05$ and $t_h = 60.468$. Together the variables of grammar mastery and learning motivation contributed 62.6% to the variable ability to speak English. Second, there is a significant influence on mastery of grammar on the ability to speak English in SMKN students in Indramayu regency. This is evidenced by the acquisition of the sig. $0.04 < 0.05$ and $t_h = 2.089$. Variable grammar mastery contributed 15.4% to the variable ability to speak English. Third, there is a significant effect of motivation on the ability to speak English in SMKN students in Indramayu

regency. This is evidenced by the acquisition of the sig. $0.00 < 0.05$ and $t_h = 5.586$. The mastery motivation of learning variables contributed 47.2% to the variable ability to speak English. The study concluded that with students had good mastery of grammar and high learning motivation certainly had a big influence on students' speaking abilities, especially in English.

One of the results that become a great concern to the factors that cause difficulty in speaking English are the lack of mastery of grammar, mindset of students that to be able to speak English only remember vocabularies rather than using grammar. With mastery of grammar, students can talk about anything clearly and grammatically in language. Then the learning motivation both externally and internally are very important to improve students' English-speaking ability.

For other researchers who conduct the similar field. The result of this research can be used as reference or basic information to do the further investigation. The researcher suggests to the other research to be more creative in implementing this strategy and setting up the maximum time to get better result on the next research.

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