ENGLISH TEACHING AND LEARNING JOURNAL
LITERAL ENGLISH TEACHING AND LEARNING JOURNAL

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR SPEAKING ACHIEVEMENT AT ENGLISH EDUCATION

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Article Information

Received : 27/04/2026
Revised : 28/05/2026
Accepted : 22/06/2026

Keywords
Correlation;
Speaking Achievement;
Grammar Mastery.

Abstract

This study aimed to determine the correlation and contribution between students' grammar mastery and their speaking achievement. …...

INTRODUCTION

English is an international language because it has an important role in communication between countries. When someone speaks in a different language, there will be no communication between them because one of the speakers does not understand the other person.…

In learning English, one of the most important and difficult skills to learn is speaking skill. This is supported by the opinion of Kosar and Bedir (2014) stated that the core of language learning is in speaking skills. This opinion shows that the success of learning English lies in the …….

LITERATURE REVIEW

Definition of Grammar

Grammar is the main component in language learning. Purpura (2004) said that in a language teaching grammar acts as a key component that will affect the 4 skills in language teaching, as well as being the heart of the 4 basic skills, listening, writing, reading, and speaking. In addition, according to Aniuranti et al. (2021), grammar is a challenging component that has been considered a very important element when learning English.

Therefore, we can conclude that from the two expert opinions, that grammar is the heart of challenging English learning, but it must be mastered by learners in order to master the 4 basic skills in English…

Definition of Grammar Mastery

Grammar mastery is the students' ability in understanding the correct rules of English sentences. According to Kumara et al. (2013) defined that grammar mastery is the mastery of the rules in grammar to avoid misunderstandings among people about what is said or read…...

METHOD

Research Method

This study used a quantitative research approach. Sugiyono (2019) said that the quantitative approach was used as a confirmative or proof method, because this method used research data in the form of numbers, and analysis used statistics. Sugiyono (2019) added that quantitative is value-free, value-free meaning that the results of quantitative research are neutral, and objective because they are not influenced by respondents. Similarly, Gay (2006) said that the quantitative approach is an approach that is applied in investigating the relationship between variables, and can investigate causal phenomena. Thus, in this study the researcher chose this approach, because it was deemed relevant to the title of this study. In this quantitative approach, the researcher aims to prove the relationship between grammar mastery and speaking achievement…..

Population and Sample

Population is a group of objects or individuals who have similarities in nature or characteristics. Creswell (2012) argued that the population is a group of individuals who have the same characteristics. Sugiyono (2019) also added that the population is a group of people or objects to be studied, and have the same characteristics or characteristics. So, it can be concluded that the population is a collection of individuals or objects that have the same properties and characteristics. In this study, the population of this study was all of active students of the English Education Study Program of at the UIN Raden Fatah Palembang in the academic year of 2022/2023 which consisted of 124 students..

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Data collection

In this study, the researcher used tests to collect the data. The researcher used tests as data collection to test grammar mastery and speaking achievement in students of English Education department of UIN Raden Fatah Palembang in academic year 2022/2023. Data collection using tests is considered relevant to the variables to be studied….

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Data Analysis

The data analyzed using Pearson Product Moment Correlation, because according to Arikunto (2014) Pearson Product Moment Correlation is used to determine the relationship

between two interval symptoms. In this study, the use of this formula aims to determine the relationship between grammar mastery and speaking achievement of 5th semester students of English education at UIN Raden Fatah Palembang. To interpret the result of the correlation analysis the standar correlation pearson r is used, that is:

FINDING AND INTERPRETATION FINDING

Finding

Researcher conducted this research at English Education Study Program of UIN Raden Fatah Palembang. The samples in this study were 30 students of 6th semester students who were in one class. There are two documents that researcher collect as data. The first document was the students' grammar mastery score, and the second document was the speaking test score. The researcher took the data from the students' TOEFL Test scores, more specifically from the structure and written expression section.

In the grammar mastery test, the researcher chose PBI A class semester 6th of English Education Study Program to distribute the test with 30 respondents. The highest-most-significant score on the test is 92.5, and the lowest score is 25. From the grammar mastery data, the highest score was 92.5, and the lowest score was 25. Based on the data obtained, the researcher divided grammar scores into 5 categories, and for percentage of grammar mastery scores, will be explained in the table below:

Table 1. Percentage Frequency of Grammar Test

No	Interval	Frequency	Percentage	Category
1	80 – 100	7	23,3%	Excellent
2	66 – 79	2	6,7%	Good
3	56 – 65	3	10%	Fairly Good
4	46 – 55	2	6,7%	Poor
5	0 – 45	16	53,3%	Failed

Interpretations

This study examined the relationship between grammar and speaking achievement of 6th semester English education students. Mastering grammar is understanding every meaning of speech and text correctly according to predetermined rules and regulations. In studying grammar, students learn a lot of lessons, for example knowing the types of words, knowing the forms of words, and placing words in the correct sentences. In communicating students can see the grammar and the rules in it. In this study, researcher focused on two variables, they were the independent and dependent variables.

CONCLUSION

Based on the findings and interpretation results above, the researcher could be conclude that between the 2 variables there was a significant relationship between their grammar

mastery and speaking achievement. The data obtained are *r*- .237 < .361 and sig .208 > .05, because the *r*-value data is lower than the *r*-table so that the results obtained by the alternative hypothesis (Ha) is rejected, and the null hypothesis (H_0) is accepted. In short, grammar mastery has no significant impact on students' speaking achievement. To sum up, grammar mastery and speaking achievement have no correlation…..

ACKNOWLEDGEMENTS

This thesis was written based on the research by the researcher conducted on June 2023 at English Education Study Program of UIN Raden Fatah Palembang. The researcher would like to express her best regards to Allah SWT for everything that Allah has given to the researcher. The researcher also expresses big thanks and higher appreciation to the people involved in processing this thesis, especially my best advisors...

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