The Effect of Grammatical Knowledge on Speaking Skill; Case Study High School Students in Zabol

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Abstract

English is an international language. And it is usually used as a common language in many countries. It also is used as a second language in different cultures. Therefore it is essential that students be able to speak correctly and understand the meaning of what others are saying, as well as be able to express their opinions and ideas correctly and unambiguously. The aim of this study was to investigate the effect of grammatical knowledge on speaking skills of high school students. Participants included female students from two schools in Zabol. The sampling method was random and the research method was pre-test and post-test designed for two groups of control and experimental. SPSS was used to analyze the data and findings. the result of study shows that the different effects of learning process between the experimental and control groups is quite obvious and this indicate that treatment was effective. Based on the result of this study the grammatical knowledge has affected students' speaking skills.

Keywords: grammar, speaking, learning, students etc

1. Introduction

At the end of the twentieth century, English began to spread as a universal language. It is accepted at different levels, such as Economic, political, Social. The perspective of language use has changed completely. All classes of society, including the middle class, pay special attention to the importance of language. The importance of language is expanding as a tool of global communication. As a result, the emphasis on educating students to acquire conversation skills (Fandrych, 2009).

Learning a language could be very essential because it is possible to communicate in any required situation. When trying to communicate successfully with most English speakers, learners do not have sufficient knowledge of English and frequently make mistake that affect the communication. The practice of communicating with foreigners has shown that despite an in-depth understanding of a foreign language, there are some misunderstandings with speakers of language either their accurate way expressing themselves and the grammar used. Today,

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gaining knowledge of English is a necessity due to the fact it is the global language of communication (Fajardo et al., 2021).

Communication is the coronary heart and soul of the human experience. Usually people never give attention to gaining knowledge of grammar, particularly their mother tongue to use it for speaking, but people need to pay attention in studying Grammar to complement the beauty of their own mother tongue. When we come to learning a new language like English language, grammar is more important and the significance of grammar cannot be neglected. Grammar is rules of a language, governing the sounds, words and sentences system of language. There is grammar in all languages and the grammar of each language is unique. People who talk the same language are able to communicate due to the fact they intuitively understand the grammar system of that language that is, the rules of making meaning. Knowing grammar is important and essential because it helps us to speak. Grammar introduces types of words and word groups. They make up sentences in the English language and other language. As a child, we would put sentences together and do grammar. Grammar is the structural basis of our ability to express ourselves. Students, who are native speakers of English already, realize English grammar. They understand the sounds of English words, the meanings of those words and the different ways of putting words together to make meaningful sentences (Subasini & Kokilavani, 2013).

Grammar is definitely a system that arrange and regulates language, so if you need to learn English, you need to understand to learn grammatical structure, Therefor you can recognize what you hear and read. Additionally be able to express your message correctly and effectively through what you are saying and write .Grammar knowledge has a great effect on comprehending. The function of grammar in L2 learning and processing has been well acknowledged (Ranjbar, 2012).

Speaking in the foreign language has always been considered the most demanding skill to develop in the learners of the target language compared to such other skills as listening, reading, and writing. This is in part due to the fact that it involves more than simply knowing the linguistic components of the language(Shabani, 2013).

Speaking is what we do when we talk to each other, it is an interactive technique of making meaning that consists of producing, receiving, comprehending information (Rao, 2019). Its form and meaning rely on the situation in which it take place which include participants, their experiences, environment, speaking goals. Linguistic patterns that occur in particular discourse situations can be identified like: declining an invitation or requesting time off from work. The speaker's habits and skills are critical because they have an effect on success in any exchange. Also the speaker must expect and then produce patterns in discourse situations. They have to be able control several factors like: turn-taking, rephrasing, feedback or redirecting (Florez, 1999).

1.1 Speaking

Speaking is being capable of speech, expressing or changing thoughts through the use of language. "Speaking is a productive aural/oral skill and it includes producing systematic verbal utterances to deliver meaning. Notes down that from the communicative point of view, speaking has many different elements such as two main categories – accuracy, involving the suitable use of vocabulary, grammar and considered to be 'the ability to keep going when speaking spontaneously'. Additionally emphasizes knowledge of the language, and skill in the use of this knowledge for an effective communication. Language knowledge and skill in using it, are considered two essential factors of an effective communication (Correspondence, 2012).

1.1. Grammar

Brown(2000) the grammar is attributed to the rules of the order and the word relationship(Heidari, 2015). Han and Ellis(1998). Grammar knowledge is divided into two categories: implicit and explicit. It is an intuitive and procedural knowledge that has access to psychological function and cannot be expressed. In contrast, explicit knowledge is conscious knowledge and is understandable and accessible.(Gutiérrez, 2012)

The importance of grammar is to help us talk about language. Grammar contains words and groups of words that exist in all languages. So that when we are a child we can put a group of words together. This shows that we can do all the grammar but cannot explain how to use it and the types of words and phrases, and knowing grammar helps us to know what makes sentences of paragraphs are accurate and interesting.(Wang, 2010)

2. Statement of the problem

The purpose of study is to investigate the effect of grammatical knowledge on speaking skill at high school student in Zabol. And the point to consider is that grammar is the key of fluent, fluency and confident English speaking. Knowing English grammar helps us avoid the mistakes that make our sentences seem strange and incomprehensible to native English speaker and having the correct grammar in the speaking will help our depth of speech and as a result will have an important impact on the correct transmission of our message also when you know several structure, we able to express our ideas and opinion continuously. Since raising the level of student's speaking has become very important in recent years, learning grammar can be one of the factors that help a lot to improve speaking skill.

3. Research hypothesis:

Grammatical knowledge don't have any effect on speaking skill.

4. Research question:

To what extent grammatical knowledge effect on speaking skill?

5. Methodology

5.1. Participant

The research study is analysis quantitative. This study, selected 70 female students from the 12 grade, this students have learned English language in school for 5 years(within the age range of 17-18) have been recruited from two high school in Zabol and were chosen based on random sampling. In order to evaluate the validity of the study and to ensure the homogeneity

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of participants a reliable pre-test of "Oxford placement test" was given to them. On the basis of test results, only 60 students in the entire group have the same degree ofhomogeneous .and at the end, these participants divide into two groups: a control group and an experimental group.

5.2. Instrument

The instrument used for data collection in the present study can be divided into four categories; placement test material, pre-test,the Materials that related to the implementation of the independent variable practice (treatment) and post-test.

A) Placement test:

Oxford placement include 30 questions which this test has standard validity and reliability.

B) Pre-test:

The pre-test of the present study consisted of 10 questions of TOFFLE that their subject was mainly about their textbook topics and participants had to answer questions orally.

C) Treatment:

For this section, the textbook for both groups was used as the main source, And simultaneously for experimental group used of clips,songs,story and something like that.

D) Post-test:

For post-test,the same questions used in the pre-test. The reason was that the purpose of the study was to evaluate the progress of participants from pre-test to post-test.In order to increase the probability of external variables by using similar tests, the pre-test and post-test questions were considered the same.

5.3. Procedure

The study lasted almost four months from 21 of January 2022 to the middle of April 2022, including the administrations of pre- and post-tests. The three grammar points embraced in the curriculum of "vision3" were in turn taken into the treatment as the normal curriculum.

5.4. Data Collection

This study lasted about four months and tried to teach one grammar point each month.Students in this study were divided into two groups, each of which30 students.A speaking test was taken from both group as pre-test.The teaching method for the control group was GTM which grammar was taught directly(deductive),but for experimental group was used mix method (almost method were CLT, DM, ALM),That the grammar have been taught indirectly(inductive).in this way, for teaching used of conversations, clips (which grammatical point is used in them), songs, story ,…. After teaching the last grammar point, a speaking test was taken from them as post-test.

5.5. Data Analysis

In this quantitative study, based on evaluating the effect of grammatical knowledge on speaking skill. The researcher segmented, coded, and scored all speaking productions of various groups, and data were analyzed via SPSS version 26.in two parts: descriptive data analysis (Mean, Standard Deviation) and inferential data analysis (T-Test)

6.   Results of Research Question
Table.1

Descriptive Statistics		N	Minimum	Maximum	Mean	Std. Deviation
pretest	Controlgroup	30	12.00	19.00	15.7000	1.89646
	Experimental group	30	12.00	19.00	15.7667	1.90613
posttest	Control group	30	13.00	19.00	15.8667	1.47936
	Experimental group	30	14.00	20.00	16.8000	1.37465

As is shown in Table 1, the mean score in the control group increased from 15.70 to 15.86 and in the experimental group increased from 15.76 to 16.80.This shows that the mean score of the posttests is higher than that of the pretests. To continue, the standard deviation decrease from 1.89 to 1.47 in the control group and in the experimental group, it decrease from 1.90 to1.37.Thus, both the mean and the standard deviation indicate that there is much more variation among the subjects' performance scores in the pretests compared with that of the post-tests.

According these findings and statistics, it can be said that in both groups were observed changes in scores but these changes were more considerable in the experimental group.It can be concluded that this increase in the amount of the students' performance may highly be attributed to the effect of the treatment.

In order to determine whether the distinction among subjects' means of the pre-test and post-tests is statistically significant, a Paired (Matched) samples T test was employed. Table 2 below represents the paired samples T test and the difference between the means of the pretests and posttests.

Table.2.Paired samples T test for pretests and posttests (control group)

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Controlgroup	Pre-test	15.7000	30	1.89646	.34624
	Post-test	15.8667	30	1.47936	.27009

Table.3

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control group	pretest posttest	-.16667	1.17688	.21487	-.60612	.27279	-.776	29	.444

A Paired samples t-test was conducted to determine the effect of training on a speaking test score. The results indicate a not significant difference between speaking test score before training (M=15.70; SD=0.34) and speaking test score after training (M=15.86; SD=0.27).[t (29) =-.77 , p<0.5(two-tailed)].

The 95% confidence interval of the difference between the means ranged from [-.60 to.27] and did not indicate a difference between the means of the samples. Therefore, fail to reject the null hypothesis that there is no difference between the means and conclude that there is not an effect of training on a speaking test score.

Table.4.Paired samples T test for pretests and posttests (Experimental group)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Experimental group	Pretest	15.7667	30	1.90613	.34801
	Posttest	16.8000	30	1.37465	.25098

Table.5

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Experi-mental group	Pre test Post test	-1.03333	1.09807	.20048	-1.44336	-.62331	-5.154	29	.000

Table 4 shows that the results indicate, there was a statistically significant increase in speaking test scores. Before training (M=15.76; SD=1.90) and speaking test score after training (M=16.80; SD=1.37). [t (29) = -5.15, p<0.5(two-tailed)].

The 95% confidence interval of the difference between the means ranged from [-1.44 to -.62] and indicate a there is difference between the means of the samples.

Table 5 reveals that, The Sig. (2-tailed) value represents a p-value lower than the significance level (.000 < .05), indicating that the difference between the pre-test and post-test speaking scores of the EFL had been statistically significant. This means that grammatical knowledge improved speaking skill of high School Students.

Table.6

Group statistics		N	Mean	Std. Deviation	Std. Error Mean
post test	control group	30	15.8667	1.47936	.27009
	experimental group	30	16.8333	1.41624	.25857

Table.7

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post test	Equal variances assumed	.006	.937	-2.585	58	.012	-.96667	.37391	-1.71513	-.21821
	Equal variances not assumed			-2.585	57.890	.012	-.96667	.37391	-1.71516	-.21817

An independent-samples t-test was conducted to compare the self -esteem scores for control group and experimental group. There was no significant difference in scores for control group (M = 15.86, SD =1.47) and experimental group (M=16.83, SD = 1.41); t (58) = -2.58, p = .012 two-tailed). The magnitude of the differences in the means (mean difference = .373, 95% CI: -1.71 to -.21) was very small.

7. Discussion

The aim of this study was to investigate the effect of grammatical knowledge on speaking skills. According to the results of this report, grammatical knowledge has effect on speaking skills.

The finding this study agree with Vu et al., (2014) who says that the communication grammar training helped students to strengthen their grammar knowledge and use it effectively in communication and speaking skills. In addition, this treatment stimulated students' interest in grammar lessons (Vu et al., 2014).

The finding this research agree with Info,(2022) realized that mastery of grammar and high motivation to learn has a great impact on the ability to speak English (Info, 2022).

The finding research are similar with , Natsir & Sanjaya, (2014) compared the two methods CLT and GTM that can be expressed. CLT is more communicative and participatory and increases students' ability to use language, But GTM is an old method which one-way

knowledge transferring. In contraryCLT has a large number of techniques that help students use better than their language knowledge(like: grammar, speaking, reading, writing) (Natsir & Sanjaya, 2014).

8.   Conclusion

Grammar is a structure that holds English language components together. So know learn English, need to learn grammar which causes completely understand that you listen and read. Understand and also be able to convey your message effectively and successfully through what you are saying and write.

The main aim of research was investigating the effect of grammatical knowledge on speaking skill. From the result that has been examined and analyzed by using SPSS formula, it was discovered that there is a significant effect of grammatical knowledge towards student's speaking skill at High Schools. It is proved by the value of Sig. = 0.01 < 0.05.

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