

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher will explain the findings based on the data that the researcher found in the field. Data was collected through tests, in-depth interviews, and observation to learn about Students' Perceived Impact of Grammar competence in Spoken English Among Boarding School Students.

1. Quantitative Findings

a. Students' Perceived Impact of Grammar Competence on Speaking Ability

Before conducting tests on students, the researcher tested the test questions to find out the validity, reliability, and difficulty index so that the questions could be recognized and used for collecting data.

1) Index difficulty

The difficulty level is a question item that indicates the percentage of students who answered the item presented correctly. To calculate the level of difficulty, researchers use the following formula:

$$P = B/JS$$

Explanation

P	:	Index Difficulty
B	:	The number of students who answered the questions correctly
JS	:	All amount of participants

A good question is one that is neither too difficult nor too easy. The results of testing the level of difficulty in this study showed that there were 14 items in the medium category, 5 items in the easy category, and one item in the difficult category.

2) Validity and Reliability

The researcher conducted validity and reliability tests before the research was carried out to obtain valid and consistent question items. Validity and reliability tests were conducted on 30 respondents.

- The validity test used a two-tailed test with a significant level of 0.05 with an r-table value of 0.361 for 30 participants. The item is valid if $r\text{-count} > r\text{-table}$, whereas if $r\text{-count} < r\text{-table}$, the question is invalid. The result showed that all question items in the dimensions tested for validity are stated to be valid because $r\text{ count} > r\text{ table}$ (r table 0.361), and researchers can use test questions to collect data.
- For reliability test, the researcher used the formula Kuder and Richardson or KR. The scoring in this instrument form is a dichotomous score. The result showed the test items' reliability results

at a value of > 0.7 , which means that all questions are reliable and can be used to process data.

The researcher presents more detailed information regarding the index difficulty test, validity and reliability test of the questions in the appendix

The researcher used grammar, spoken tests, and interviews to collect the data on students' perceived impacts. A grammar test was carried out to determine students' understanding of grammar. There was only one aspect of grammar included in the test based on the syllabus: passive voice. Twenty questions were assigned to the test.

Table 4.1 and 4.2 below are the results of the test.

Table 4. 1 The Results of Grammar Test Class A

No	Students	Scores
1.	A-1	85
2.	A-2	75
3.	A-3	90
4.	A-4	85
5.	A-5	60
6.	A-6	95
7.	A-7	85
8.	A-8	75
9.	A-9	80
10.	A-10	80
11.	A-11	55
12.	A-12	75
13.	A-13	90
14.	A-14	50
15.	A-15	75
16.	A-16	70
17.	A-17	70
18.	A-18	75

19.	A-19	70
20.	A-20	85
21.	A-21	100
22.	A-22	70
23.	A-23	80
24.	A-24	100
25.	A-25	70

Table 4. 2 The Results of Grammar Test Class B

1.	B-1	100
2.	B-2	75
3.	B-3	100
4.	B-4	100
5.	B-5	100
6.	B-6	90
7.	B-7	85
8.	B-8	100
9.	B-9	100
10.	B-10	100
11.	B-11	100
12.	B-12	85
13.	B-13	75
14.	B-14	80
15.	B-15	95
16.	B-16	95
17.	B-17	70
18.	B-18	85
19.	B-19	85
20.	B-20	75
21.	B-21	100
22.	B-22	70
23.	B-23	95
24.	B-24	100
25.	B-25	95
26.	B-26	100
27.	B-27	100

28.	B-28	100
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Out of 53 students, the result shows that most can be categorized as having good grammatical awareness. While some students have the worst ability in grammar, they got a score of 50 and below. This fact implies that most of the students are aware of grammar. After being tested for their grammatical, the students also measured their speaking ability by allocating them to talk about their daily activities as OSDA. From the results of the grammar test, the researcher chose 20 students for the speaking test because they were considered sufficient and appropriate for data collection. The researcher gave them time to prepare to allow them to generate ideas and minimize errors while speaking. Table 4.3 are the results of the spoken test.

Table 4. 3 Results of Spoken Test

No	Name	Scores
1.	B-2	45
2.	B-4	85
3.	B-9	80
4.	B-11	90
5.	B-12	35
6.	B-14	90
7.	B-17	45
8.	B-22	60
9.	B-27	70
10.	A-4	40
11.	A-11	65
12.	A-13	40
13.	A-17	65

14.	A-19	40
15.	A-21	60
16.	A-25	65
17.	A-14	40
18.	A-24	80
19.	B-20	85
20.	B-6	70

The results of the spoken test above show that seven students got good scores of 70 and above. While seven students have the worst spoken ability, they scored 50 and below. And the rest students stay on a medium level of speaking ability.

Looking at both tables, most students struggle with speaking more than with grammar. It is proved from the table above that the scores in grammar are seldom equal to the scores in speaking. But, as long as the score difference between grammar and speaking is not significant, it still can be said that it is normal.

2. Qualitative Findings

After conducting the grammar and speaking test, the researcher conducted an interview. This interview was designed based on the result of the Grammar and speaking test with 14 students, which are seven students who got a good category in both grammar and speaking tests and seven students who got a bad category in both grammar and speaking tests to reveal their perceived impacts toward grammar competence in speaking. Below are the results of the interview.

This interview was conducted at March 19th, 2023. The interview questions consist of two main topics based on the theory of Sahid (2017) and Mahmood (2021).

- **Positive Impacts**

From the question, "Does using grammar help you speak formally? If yes, why? And how?". Most students agreed that the use of grammar helps them to speak formally because with the use of grammar, they can convey ideas so that their speaking is easy to understand.

One of the students explained that: "The use of grammar helps me when I'm doing a presentation in class because we have to convey it in a structured language." Another student also answered that: "Every week, we carry out speech training in three languages, and grammar helps us to give speeches because we have to use formal language." The answer of another student also supports it: "Sometimes we have to speak formally, such as asking the teacher, making announcements, etc. At times like that, grammar can help us clarify our language."

Another positive impact of using grammar in speaking is that it is easily understood. By the questions: "Have you ever heard someone having grammatical errors in speaking? If yes, does that make you not understand?". For this question, all students said that they still understood what was said even though there were grammar errors in their speaking.

One of the students said "I can still understand what was said, even though the language structure is messy." Another student also mentioned that "I still understand what someone is talking about even if he uses grammar. In my opinion, it doesn't matter."

The last positive impact of using grammar in speaking by Sahid (2017) is grammar can minimize misunderstanding. The researcher asked the question about this theory: "What can you do to reduce misunderstanding in speaking?" with an additional question: "Does the use of grammar can reduce misunderstanding in speaking? If yes, can you give me an example?" This question gives students various answers. But, almost all of the students agreed that using grammar can minimize misunderstanding in speaking.

The answer of one student supports this. She said "The use of grammar can reduce misunderstandings in speaking. For example, when listening to friends telling stories using the past tense, we will understand that what they tell is past events." Another student also said "If we use grammar, then we will make fewer speaking mistakes. Then misunderstandings will not occur." Besides, one student didn't agree that the use of grammar can minimize misunderstanding in speaking. She said "Grammar is not the only thing most important for reducing misunderstandings in speaking. I often talk to friends without using grammar, and I rarely experience misunderstandings."

- **Negative Impacts**

The second topic of this interview was Mahmood's theory of negative impacts (2021). From the question: "Does the use of grammar make it difficult for you to speak? If yes, why?" All of the students agreed that using grammar when they speak is difficult.

One of the students said "I think using grammar when speaking is difficult because I haven't mastered grammar, which makes it difficult for me." Another student also added "Sometimes I want to speak quickly, and if I use grammar, then I have to think first, and for me, it's difficult."

Another theory of this interview is grammar busies their mind, from the question: "Does grammar slow you down to speak? If yes, why?" this question also gave all of the students the same answer, they said that grammar busies their minds, and it makes them slow in speaking.

The answer of one student supports this. She said "I think using grammar makes me slow in speaking because I have to think about the tenses first, then have to think about formulas, and so on." Other students claimed that "Sometimes, because I overthink grammar, it makes my speaking messy."

Another theory says that grammar is not the key to speaking. From the question: "In your opinion, what is the key to improving your speaking?" with an additional question: "Is grammar included?" these questions gave students various answers.

One of the students said "The key to improving my speaking is mastering the vocabulary. The more vocabulary I master, the better my speaking will be." Another student implied: "In my opinion, grammar is not the only key to improving speaking. Often practicing talking with friends can improve my speaking skills." Another student also said: "Reading books in English can improve my ability to speak because usually, I can use the language we read in books daily." And this student also stated that: "I improve my English skills through hobbies. I like listening to music and watching movies; in my opinion, it can improve my speaking skills, and I also often find grammatical errors in songs, which doesn't matter."

And the last question for this topic is: "Does the use of grammar give you positive or negative impacts?" all students agreed that the use of grammar gave them a positive impact in speaking as long as they mastered grammar.

b. Challenges of Applying Grammar in Speaking

For the second topic, the Challenges of Applying Grammar in Speaking, the researcher used interviews and observation to collect the data with the theories of Kumala (2018), Simbolon (2015), Corder (1981), and Norrish (2004). The question is: "Does your first language affect the use of grammar in your speaking? If it does, can you give me an example?" with an additional question: "Does this problem also include as one of the challenges for you to apply grammar in speaking? If yes, how do you deal with the

problem?" most of the students agreed that their first language affects their grammar in speaking.

One of the students said: "Because the sentence structure in our first language is different from English, it often makes it difficult for me to analyze, and this factor is a challenge for me to use grammar in speaking." Another student also added: "When speaking in English, sometimes I translate directly from Indonesian, which makes my speaking often have errors. For example, "Where Nisa?" should be "Where is Nisa?" we don't use 'to be' because, in Indonesian, it doesn't exist." Other students implied: "To deal with this problem, I studied grammar more deeply so that I would not be affected by the first language."

The next theory from Simbolon (2015) about the challenges of applying grammar is about the Lack of Facilities, with the question: "Do you learn grammar from a book? Are the books available at school enough to learn grammar in speaking?" with an additional question: "Does the lack of books in school or library affect the ability to use grammar in speaking? If yes, how do you deal with the problem?" because all of the students are living in boarding school, they are prohibited from bringing electronic devices including smartphones, so their only source of learning is from books and teachers. Therefore all students answer that the lack of books affects their learning abilities

One student answered: "Books are essential as our learning media because we can't learn with others by watching YouTube or browsing the internet, so when the school lacks books, I will buy books by asking my parents to send them."

The next theory of the challenges of applying grammar in speaking is Intralingua Transfer, with the question: "How do you learn to apply grammar when you speak? Do you memorize the verb? And how?" with an additional question: "Do you know how to use the present and past tense? How do you indicate them?" for this question, most of the students have the same answer because they are in the same environment.

One of them said: "I don't specialize in learning grammar for speaking. I only learn grammar in class and try to use it when speaking." Another student also said: "I learn to use grammar when speaking by memorizing formulas. And then for verbs, I memorize them to distinguish present and past."

Another theory for challenges of applying grammar in speaking is Carelessness, with the question: "Have you ever felt lost interest or lost motivation in studying? If yes, why?" with an additional question: "Does it have an impact on learning grammar? And how do you deal with this problem?" this question also gave all the students the same answer, they said that they have ever felt lost interest in studying.

One of the students said: "As a grade 11 student at Boarding School, I have many responsibilities as OSDA, which makes me often lose motivation in studying." Another student also added: "Our school has a lot of activities, and it makes me tired and then lose motivation to study." The answer also supports this: "When I lose motivation to study, I will remember again what my goal for going to school is to get an education. Therefore, I try to restore my motivation by studying even harder." And the other students answered: "Losing motivation to study makes me lazy, and when I'm lazy, I will also be lazy to use grammar in speaking because using grammar makes me think harder."

The last theory for the challenges of applying grammar in speaking is Translation, with the question: "Do you find difficulties in translating when using grammar when speaking? Does it make you difficult? If yes, why?" with an additional question: "How do you deal with the problem?" from this question, most of the student agreed that they often find difficulties in translating when using grammar in speaking.

One of the students answered: "When translating, I will return to the structure of the Indonesian language, which makes what I translate unclear." Meanwhile, one student said she disagrees that using grammar when speaking is difficult to translate. She said: "In my opinion, with or without the use of

grammar when someone is speaking, I still understand and can still translate correctly because mastery of vocabulary is more important."

The researcher also observed for gaining more data for this research question. This type of observation is a checklist listing possible activities the researcher may keep. This will help the researcher to acquire more data by observing the challenges of applying grammar in speaking. The result of observation is seen from the following table 4.4 below:

Table 4. 4 Results of Observation RQ 2

No	Challenges of Applying Grammar in Speaking	YES	NO	Evidence
1.	Language Disturbance	✓		<ul style="list-style-type: none"> • This is proven by one of the students who said, "She late" instead of "She is late" because she just translated it from their first language, which is "Dia terlambat" • This student provided another piece of evidence, and she said, "Where you go?" instead of "Where do you go?"

2.	Lack of Facilities	✓	<ul style="list-style-type: none"> • From the observation the researcher did, only a few students had additional books for studying grammar, while the others only had one book given to them by the school. Those with different books said they bought the book themselves because the library did not have enough grammar books. The researcher then made observations in the library to find out. It turned out that the library books for learning grammar were very few, and even the material contained in the book was incomplete (no passive voice). This problem made students less able to gain knowledge about Grammar
3.	Interlingua Transfer	✓	<ul style="list-style-type: none"> • Interlingua transfer is the source of error influenced by the mother tongue. This error was proven by one of the students who said,

				<p>"When you born?" instead of "When were you born?". This error happened because of the influence of their mother tongue, "Kapan kamu lahir?"</p>
4.	Intralingua Transfer	✓		<ul style="list-style-type: none"> This error happens when the students use the second language system in all language units. When observing the speaking class, the researcher found that one of the students said, "I telled you yesterday" She added 'ed' because she knows that 'wanted' is the past form of 'want'. She will add 'ed' to all English verbs to indicate past tense.
5.	Context of Learning	✓		<ul style="list-style-type: none"> A teacher's wrong explanation would influence students' incomprehension of grammar. Also, the teacher should analyze and correct students' errors

				to increase their speaking performance. Based on the observations that the researchers made, the teacher didn't correct the students when they made mistakes in speaking, so the students didn't fix them. As a result, this problem negatively affected students' language development.
6.	Carelessness	✓		<ul style="list-style-type: none"> Carelessness refers to students' motivation to learn English. Boarding school students have lots of activities. They also have to get up before dawn, so they get tired quickly and fall asleep in class. They lose their motivation to study because they are tired, and it affects the use of grammar when they speak. This problem was proven by one of the students. She did the

				assignment without writing the questions. Meanwhile, the teacher asked them to rewrite the questions. This evidence shows that losing motivation is affected their attention.
7.	First Language Interference	✓		<ul style="list-style-type: none"> This problem has the same meaning as the previous problems: Interlingua transfer and language disturbance. It could be said that the students' sentences were interfered with by the first language (Bahasa Indonesia).
8.	Translation	✓		<ul style="list-style-type: none"> Same as in the previous problem, students will return to the structure of the language they know when translating, and it will cause errors.

c. Contributing Factors That Encourage the Ability to Apply Grammar in Speaking

The researcher conducted interviews and Observations to collect the data for this topic—the interview with students and an English teacher for eleventh grade. The researcher conducted first interview with the English teacher, and the questions were based on the theory of Jabbar (2021). The Table 4.5 below are the results of the interview.

Table 4. 5 Results of Interview English Teacher

No	Questions	Response
1.	Have you ever done speaking lessons in class?	Yes, I have
2.	How is the implementation of teaching speaking in class?	The implementation of speaking lessons in class is by asking students to dialogue in pairs based on learning topics or doing the presentations in front of the class.
3.	Do you think the use of grammar in speaking is essential?	Yes, I do because grammar is the essential thing in speaking.

4.	Do you also teach the use of grammar in speaking to students?	Yes, I do. But, I only teach the use of grammar when speaking if there is a topic related to the lesson at that time
5.	Do you have any specific reason(s) for teaching it?	Grammar will make students communicate more effectively in English. Grammar also plays a vital role in building confidence when speaking. Students can make their speech more meaningful and easier to understand with good grammar.
6.	Does the use of grammar make students more confident in speaking?	If they master grammar, they will be very confident in speaking because they know the correct language structure. But some students think that if someone uses grammar, it is excessive, and students who talk using grammar will be bullied and made fun of it.

7.	What are the supporting factors for students using grammar in speaking?	The factor that supports them speaking using grammar is that they have ambitions, such as studying abroad. So, when they have a purpose, they will be motivated to learn it and use it every day
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To gain more detailed information about the contributing factors that encourage the ability to apply grammar in speaking on students, the researcher also interviewed the students. Below are the results of the interview.

From the question: "Do you use grammar when you speak? If yes, why?" this question gives all of the students the same answer. They said that they don't always use grammar when speaking. Then, the researcher gave another question: "When did you use grammar in speaking? Can you mention at what times that?" meanwhile, this question gave students various answers. Still, most of them said that they use grammar only occasionally.

One of the students said: "I only use grammar when needed, such as during class presentations or when there is an assignment from the teacher to speak (usually doing a dialogue with friends." Another student also implied: "I use grammar in speaking only when it's my turn to make a speech."

Meanwhile, this student added: "I always try to learn to use grammar when speaking because I dream of studying abroad."

The next question the researcher asked was, "In your opinion, what is the factor that encourages you to use grammar in speaking?" with the additional question,, "Does using grammar in speaking is important? Why?"

One student answered: "The only factor that encouraged me to use grammar when speaking was the situation, such as getting an assignment from the teacher. It will make me use grammar. Because, in my opinion, using grammar in speaking is unimportant." Another student implied: "The factor that supports me to use grammar when speaking is that I want to master English properly and correctly in preparation for studying abroad."

To receive more data, the researcher conducted observations on this problem. The same observation for problems before, the researcher also used a checklist for this data. The results of the observation can be seen at Table 4.6 below:

Table 4. 6 The Results of Observation RQ.3

Contributing factors that encourage the ability to apply grammar in speaking	yes	no	evidence
1. Grammar is key to clear communication	✓		<ul style="list-style-type: none"> • Students use grammar when speaking at certain times, for example, in class presentations. This proves that the use of grammar is necessary for clear communication.
2. Grammar is a powerful technique for learning more about a language	✓		<ul style="list-style-type: none"> • Students use grammar when speaking formally. This proves that the use of grammar is a powerful technique for learning languages to know

			excellent and correct sentence structures
3. Grammar is the main point of language		✓	<ul style="list-style-type: none"> Students can still understand each other in speaking without using grammar. This proves that grammar is not the main point in the language
4. Grammar helps construct good sentences	✓		<ul style="list-style-type: none"> Students use grammar when giving speeches, class presentations, and other so that their sentence structure is good and correct. This proves that the use of grammar in speaking helps them to build good sentences

B. Discussion

In this section, the researcher discusses the study results based on the problems' findings. The study outcome is based on the test, interview, and observation results. The researcher found out the results of the findings, which was conducted on Students of Darul Hijrah Islamic Boarding School for Female with 53 students in eleventh grade. The discussion explains:

1. Students' Perceived Impacts of Grammar Competence on Speaking Ability

The first aspect being discussed is students' perceived impacts of grammar competence on speaking ability. The impacts were divided into two, which are positives and negatives impact.

A. Positive Impacts

Based on the study's findings, several seem to be inversely proportional to the results of a survey by Sahid (2017), which his study found that most students said that grammar is more complicated than speaking. It is proved from the test results that the students' grammar scores are seldom equal to speaking scores. Meanwhile, this study found that most of the students' grammar scores are higher than the students' speaking test scores. The students who got good scores on both speaking and grammar tests said that using grammar when speaking can reduce communication misunderstanding because grammar taught them about the structure of sentences correctly. Also, they said that using grammar helps them speak formally. They need grammar

to construct good sentences in speech, for example. And based on their opinion, using grammar in speaking does not affect their understanding of the other person. They will still understand each other even though their sentence structure is not based on grammar.

While the students who got good scores in both speaking and grammar said so, the students who got bad scores in both grammars and speaking noted that they only used grammar in speaking several times (not all the time). They said grammar is not the only thing important in speaking. In fact, that they still can understand each other conversations without using grammar, and they rarely get misunderstandings. It means that students who got good or bad scores in both speaking and grammar tests have similar answers about the positive impacts of using grammar in speaking.

B. Negative Impacts

Most students who participated in this interview, whether they had good or bad scores in both speaking and grammar tests, gave the same answer about the negative impacts of grammar competence in spoken English. They said that using grammar in speaking makes them difficult because they have to think about the grammar, and that's difficult for them. The use of grammar also busies their mind and makes them slow in speaking because they have to think about the verbs, tenses, formulas, etc. They also added that grammar is not the only thing to improve their speaking ability. These findings are related

to the theory contained in research by Mahmood (2021). According to them, other things besides grammar are more important to improve their speaking skills, such as reading English books, often practicing conversations with friends, and mastering vocabulary. And some students also improve their speaking skills through hobbies, such as listening to English music and watching movies that are also in English.

2. Challenges of Applying Grammar in Speaking

The second aspect is about the challenges of applying grammar in speaking. From the theory of Kumala (2018), this research showed that most students said there are several grammar challenges in speaking, such as first language interference. They said that they keep coming back to the structure of the first language when translating, and it often makes their speaking have errors. It happened because the students used the wrong forms of the words. Moreover, the students ignored grammatical rules.

Another challenge the students faced with applying grammar in speaking was the lack of books at the library in school. They said that their only media for learning is books. They cannot learn from other sources, such as the Internet, because they are prohibited from using electronics in boarding schools. The lack of books in schools limits them from learning more about grammar. And it becomes one of the challenges for them to apply grammar in speaking (Simbolon & Merlyn, 2015).

Many activities at boarding schools make students often tired when receiving lessons in class. As students in eleventh grade in boarding school, all of them are OSDA who have many responsibilities besides studying. As a result, they lack motivation when learning. Some of the students wanted to speak hurriedly, and finally, they made grammatical errors. They said lots of activities make them tired. If they are tired, they will be lazy to study in class, and they will also be lazy to use grammar in speaking because it makes them think harder. This finding is related to the study of (Norrish, 2004).

The researcher also conducted observations to find out more data about this problem. From the observations, the researcher found several challenges the students' faced in applying grammar in speaking, such as the teacher's wrong explanation. Harmer (2007) explained that grammar can be taught in many ways, including correcting students' grammatical errors. For example, when students are speaking, then they make grammar mistakes. The teachers should correct their mistakes and tell the students the correct grammar rules.

Another finding that the researcher found from the observation about the challenges of applying grammar in speaking: is first language interference. The students' old language affected their new language (Norrish, 2004). The researcher found evidence that first-language interference affects students' speaking. For example, they said "She late" instead of "She is late" because they just translated it from their first language, which is "Dia terlambat".

From the explanation above, it could be summarized that the above factors become the challenges of applying grammar in speaking. However, those factors also related to students' characteristics, background knowledge, and experience in learning would impact the students speaking ability.

3. Contributing Factors that Encourage the Ability to Apply Grammar in Speaking.

The last aspect that will be discussed is the contributing factors that encourage the ability to apply grammar in speaking. The researcher conducted interviews with the students and English teachers also observations to find out the data about this problem. Based on the interview with the English teacher, the researcher found that the English teacher implemented spoken lessons in a class by asking the students to dialogue in pairs or do a presentation based on related topics. According to the English teacher, using grammar in speaking is essential because grammar will make the students communicate more effectively. Also, grammar plays a vital role in confidence when speaking if they master grammar.

Unfortunately, the use of grammar in speaking seems to be something that is rarely found among students, so when someone uses grammar when speaking, they will be bullied and considered pretentious. The English teacher said the only factor encouraging students to apply grammar is ambitions, such as studying abroad. The students will be motivated if they have dreams. As a result, they will try to use grammar in speaking.

The researcher also interviewed the students about the factors that encourage the ability to apply grammar in speaking. The researcher found that students use grammar only on a few occasions. Several situations motivate students to use grammar in speaking, for example, class presentations, English speeches, and giving announcements. Because grammar helps them get clear communication, it also helps them construct good sentences. Jabbar (2021) similarly encountered that Grammar is a key to clear communication, also grammar helps students to construct good sentences. It means that the situation becomes a contributing factor that encourages the ability to apply grammar to students' speaking.

The researcher also found that students' ambitions become contributing factors that encourage the ability to apply grammar. Some students have the ambitions to study abroad, which requires them to study grammar more deeply and use it in speaking to prepare for future interviews.