



The Correlation between English Teachers' Teaching Styles and Students' Grammar Mastery at SMA Pertiwi 1 Padang

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Abstract

Grammar is one of the basics of a language and must be mastered by English students to master English language skills. One of the causes that influence students' grammar mastery is the teacher's teaching style. This research intends to determine the significant relationship between the teaching style of English teachers and students' grammar mastery at SMA Pertiwi 1 Padang. This research used quantitative research with a correlational design. This research involved 80 students of grade 11 and grade 12 of SMA Pertiwi 1 Padang. The instrument of this research was a grammar test and a questionnaire. Based on the questionnaire result, the English teachers used a formal authority style with mean scores of 17.18 and 17.38. Based on the data analysis for the grammar test, it was found that the mean score of students from 11th grade was 34.1, while the mean score of students from 12th grade was 48.1. The researcher found a very high correlation between English teachers' teaching styles and students' grammar mastery. It is proven by r_{xy} (0.995) greater than r_{table} (0.220). In conclusion, there is a correlation exists between English teachers' teaching styles and students' grammar mastery.

Keywords:

teaching style, English grammar, grammar mastery

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INTRODUCTION

Grammar is the basis of language. Grammar exists to organize a language to be more meaningful. Grammar refers to the system within a language that encompasses the sound, structure, and meaning components. Grammar is the basis for meaningful generalizations about what human language is like (Aikhenvald, 2015). All languages possess a system of grammar, each with its distinct grammar. Grammar is the system that enables us to discuss and analyze language. Grammar is a crucial component of a language, especially English. Grammar makes it easier for students to learn English. Grammar is vital for successfully mastering a language (Quoc & Thi, 2019). In addition, students can learn various English skills by mastering grammar. Besides that, students can use written and spoken communication effectively if they master grammar. Beyond the needs of students, communication,

primarily written communication, will quickly require at least some understanding of the basic rules of grammar or syntax (Rossiter, 2021). Correct grammar is essential to avoid misunderstandings and help the listener understand the speaker easily (Subasini & Kokilavani, 2013). Therefore, grammar is necessary for students.

Many factors contribute to the emergence of the phenomenon, one of which is the teacher's teaching style. The teacher's teaching style is one of the predictable factors because teaching grammar is one of the challenges for teachers. Teaching grammar is challenging because students must study grammar before learning English (Quoc & Thi, 2019). In addition, the right way to teach the teacher can help students correctly use the language. Accurate grammar teaching guides learners on how to use the language correctly (Mart, 2013). Besides, teachers must teach grammar in context to ensure students understand more about grammar. Teaching grammar in context will help the learner learn how grammatical structures function in context, providing opportunities to develop an understanding of grammar rules (Mart, 2013). Teaching grammar is important to fulfil language requirements (Fromkin, Rodman, & Hyams, 2011). Grammar teaching explicitly states the rules of the language and lists of words and pronunciations and helps in learning a new language. Another important reason teaching style causes the problems mentioned above is because different teaching styles can affect students' knowledge. The different teaching styles of teachers will give various forms of students' understanding. Teachers can cultivate their students' English skills if they can find a suitable teaching style to teach English grammar (Dorgu, 2015). Students can also maximize their knowledge and skills if the teacher's teaching style can help them master their grammar skills (Mart, 2013). Consequently, finding a suitable teaching style to teach grammar is crucial for teachers to make the learning and teaching process more effective so that students gain adequate knowledge.

METHOD

This study used quantitative research through correlation analysis since two variables were examined for correlation. Pearson's correlation product moment approach was employed in this study. The Pearson correlation test determines whether there is a linear relationship between two variables (provided by the p-value) and how strong the relationship is (provided by the r coefficient between -1 and +1) (Samuels, 2014).

This study used random cluster sampling. The researcher chose two classes for each grade. There were 80 students as the sample of the research. There were 40 students from 11th grade and 40 students from 12th grade. The data was taken from a questionnaire form and grammar test. The questionnaire form consists of 20 statements regarding the teaching style of English teachers. The results of the questionnaires will determine the teachers' teaching style. There are two different English teachers (teacher A and teacher B) who taught class XI and class XII when they were in class X. Meanwhile, the grammar test contains 30 questions. Students fill in questionnaires and tests. This study used a questionnaire and a grammar test as the measurement instruments.

RESULT AND DISCUSSION

Research Finding

1. Teachers' Teaching Style

Table 1. Teachers' Teaching Style

	Expert	Formal Authority	Personal model	Facilitator	Delegator
Mean (teacher A)	16.55	17.18	14.58	15.13	14.33
Standard deviation (teacher A)	0.797	0.678	1.107	1.044	1.079
Mean (teacher B)	16.68	17.38	15.38	16.1	15.78
Standard deviation (teacher B)	1.029	0.883	1.048	1.121	1.042

Based on the data above, the most prominent mean of the teacher's teaching style for teacher A was formal authority style, with a mean of 17.18. The standard deviation for the formal authority style was 0.678. The result was the same for the teacher's teaching style for teacher B. The mean for formal authority style, teacher B, was 17.38. While the standard deviation was 0.883. It means the two English teachers were using the same style.

2. Students' Grammar Mastery

Table 2. Grammar Test Result

Class	N	Max	Min	Mean	Std. D
XI	40	100	13	34.1	0.474
XII	40	100	13	48.1	0.500

The data above were taken from four classes: XI IPA 4, XI IPS 2, XII IPS 4, and XII IPA 1. The overall group of students consisted of 80 individuals, with an equal distribution of 40 pupils in each class XI and class XII. The score mentioned above is the outcome of the grammatical assessment. The highest score achieved by the students in grade 11 was 100, and the lowest score recorded was 13. The upper limit of the scores achieved by the 12th-grade pupils was 100, whilst the lower limit was 13.

Nevertheless, the mean is calculated as the arithmetic average of the scores obtained by students on each grammatical test. The students in the eleventh grade achieved a mean score of 34.1, but the twelfth-grade students attained a mean score of 48.1. Additionally, the standard deviation served as a metric for quantifying the extent of variability. The students enrolled in the eleventh grade achieved a mean score of 0.474, but those in the twelfth grade attained a mean score of 0.500.

3. Normality Test

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual

N		80
Most Extreme Differences	Absolute	,073
	Positive	,073
	Negative	-,064
Test Statistic		,073
Asymp. Sig. (2-tailed)		,200

The data was interpreted as normal if $p > 0.05$, and if $p < 0.05$, it is abnormal. The Kolmogorov-Smirnov test was employed to assess the normality of the data. The table above displays the outcome of the normality test, which suggests that the data from each variable exhibited normal distribution. This normality indicates that the data is suitable for further study, as indicated by the coefficients of 0.200. As a result, the variable's data were normal since the p-value was higher than 0.05. If the data is not normal, statistical test use would be different.

4. Linearity Test

Table 4. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students' Grammar Mastery * Teachers' Teaching Style	Between Groups	(Combined)	13519,271	26	519,972	,831	,691
		Linearity	1209,046	1	1209,046	1,932	,170
		Deviation from Linearity	12310,225	25	492,409	,787	,740
	Within Groups		33173,417	53	625,914		
	Total		46692,688	79			

The linearity test was used to see the linearity of the instruments. Knowing whether the data was linear between two variables was necessary regarding correlation and regression. If the probability exceeds the threshold of 0.05, it can be concluded that a linear relationship exists between the two variables. The findings indicated a significant correlation of 0.740 between the discrepancy in teaching styles among teachers and the level of grammar mastery achieved by students.

5. Correlation Analysis

Table 5. Correlation Analysis

Correlations			
		Teaching Style	Grammar Mastery
Teaching Style	Pearson Correlation	1	,995**
	Sig. (2-tailed)		,000
	N	80	80

Grammar Mastery	Pearson Correlation	,995**	1
	Sig. (2-tailed)	,000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation between teachers' teaching style and students' grammar mastery is 0.995. The analysis determined a very high correlation (ranging from 0.800 to 1.000) between variable X and variable Y, as indicated by the comparison of the correlation coefficient r_{xy} (0.995) with the critical value r_{table} (0.220). Then, the probability (p) significance (sig.2-tailed) was 0.000. It means that p (0.000) was lower than 0.05.

Discussion

The data analysis finding shows the level of English teachers' teaching style, students' grammar mastery, and the correlation of both variables. Based on the findings derived from the administered questionnaire, it was determined that the educator who had instructed students in grade 11 during their grade 10 year employed a teaching approach characterized by formal authority. Likewise, the teacher who taught class 12 students when they were still in class 10. It means that both teachers have the same teaching style based on the questionnaire filled out by students at SMA Pertiwi 1 Padang. With an average of 17.18 and 17.38, both teachers use the same teaching style.

Then, the researcher would like to discuss the grammar test results of SMA Pertiwi 1 Padang students. The maximum test score for students from classes 11 and 12 is 100, while the minimum score is the same, 13. The distance between the maximum and minimum scores is considerable, and it can be said that students from the four classes have different levels of grammar mastery. The average obtained is 34.1 for class 11 and 48.1 for class 12. It can be seen that, based on the test results, the grammar mastery of SMA Pertiwi 1 Padang students is low.

From the result above, the researcher got that $r_{xy} > r_{table}$; $0.995 > 0.220$, which means there is a discernible link or association between the teaching styles employed by English instructors and the level of grammatical proficiency attained by students. In this situation, the teaching style is formal authority. It means formal authority style correlates with students' grammar mastery.

Teaching style can impact students' achievement. Teaching style greatly influences student learning achievement, including their English achievement and future. The importance of teaching is the teachers' understanding of the teaching process (Chetty, Friedman, Hilger, Saez, Schanzenbach, & Yagan, 2011). It includes teaching styles at an early stage, in how the educational process increases student achievement and prevents school dropout. Another significant impact of teaching style is the value of student learning. Students achieved superior scores on tests and quizzes when they were allowed to interact directly with the educational materials employed by the instructor (Hackathorn, Garczynski, Blankmeyer, Tennial, & Solomon, 2011). Teaching style had a more significant positive impact on test scores (Lavy, 2016).

CONCLUSION

This research was proposed to answer whether or not there was a significant correlation between teaching styles and grammar mastery. This study used a correlational study to describe the data obtained from the teachers' teaching style questionnaire and students' grammar mastery test. The researcher's obtained data was further calculated using the Pearson Product Moment Correlation Coefficient through SPSS. Referring to the research question shows a positive correlation between English teachers' teaching styles (X) and students' grammar mastery (Y). The r-value is 0.995, which means the correlation between the X and Y variables is very high (0.800 – 1.000). It means that the teacher's teaching style, especially the formal authority style, correlates with students' grammar mastery at SMA Pertiwi 1 Padang.

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