

# The Role of Teaching Grammar on Speaking Skill; Case Study High School Students in Khouf

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## Abstract

The English language has a significant impact in connecting the world together as one. It is commonly considered as a second language in nearly all countries where it is not the primary language. Therefore, it is essential that students be able to speak correctly and express their opinions unambiguously as well as be able to understand the meaning of what others are saying. The purpose of this study was to determine the role of teaching grammar in the level of speaking and communication skill of high school students. Participants included 30 male and female students from one school in Khouf. 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 analyse the data and findings. The study findings clearly demonstrate distinct impacts on the learning process between the experimental and control groups, suggesting that the treatment was successful. The study results imply that the teaching of grammar has influenced students' ability to speak.

Key words: grammar, speaking skill

## 1. Introduction

English is widely recognized as the key to accessing improved educational and job prospects. It serves as a vital tool in connecting people around the globe seamlessly. In nearly every country where English is not the primary language, it holds the position of a secondary language. The primary goal of learning any language is to develop basic communication skills for daily interactions (Fandrych, 2009). English is omnipresent in our surroundings and

activities. Thus, acquiring a grasp of English is essential, even if we prefer not to deem it obligatory. Proficiency in English is vital in various sectors, enhancing competitiveness. Excelling in English can drive competitiveness, which benefits our nation. (Darma & Widiastuty, 2023)

Learning a language is crucial as it enables effective communication in various contexts. When attempting to communicate with native English speakers, learners often lack adequate English proficiency, leading to frequent mistakes that impact effective communication. Interacting with individuals from different linguistic backgrounds has revealed that even with a profound grasp of a foreign language, misunderstandings can still arise due to differences in expression and grammar usage. Nowadays, acquiring English proficiency is vital as it has become the universal language for communication. (Kord, 2022a)

Anggryadi (2014) suggests that many individuals think that mastering a language is crucial for successful communication, especially when learning English as a second language. However, only a few can articulate their thoughts effectively without adequate support. Copland et al. (2020) argue that English teachers should assist students with exceptional skills in achieving proficiency in speaking, as confidence is a key benefit of effective communication. On the contrary, Al Nakhalah (2016) points out that students often face challenges in speaking English, affecting their confidence levels. To enhance students' self-assurance, they need to develop strong speaking skills through consistent practice to ensure their English proficiency is top-notch and persuasive. (Sudarmo, 2021)

Speaking in a foreign language has traditionally been viewed as the most challenging skill for learners to master, in contrast to listening, reading, and writing, which are considered easier. This is in part due to the fact that it involves more than simply knowing the linguistic components of the language (Shabani, 2013). Due to the significance of speaking skill in this global language, it is essential for students and the public to acquire foreign language proficiency both in speaking and writing. This proficiency enables individuals to effectively utilize English for communication purposes, particularly in academic and professional settings. (Sudarmo, 2021)

Grammar can be broadly described as understanding which words belong in specific places and the correct forms these words should have. Harmer (2015) highlights essential aspects of grammar to be considered by English learners, including sentences, clauses, verbs, nouns, noun phrases, adverbs, and adjectives. Similarly, Ur (2012) defines grammar as the arrangement of words to construct accurate sentences. (Cong ly, 2023)

Communication is the essence of the human experience. Often, people overlook the importance of mastering grammar, especially in their native language, for effective communication. However, it is crucial to focus on learning grammar to enhance the richness of one's own language. When it comes to acquiring a new language such as English, grammar plays a vital role that cannot be ignored. Grammar constitutes the rules governing the sounds, words, and sentence structure of a language. Every language has its unique grammar, and it is through understanding these rules that individuals who speak the same language can effectively communicate and convey meanings. Proficiency in grammar is essential as it aids in constructing sentences by introducing different types of words and word formations. It is the foundational structure that enables us to articulate our thoughts. Native English speakers

inherently grasp English grammar, including the pronunciation, meanings, and structures of words needed to form coherent sentences. (Kord, 2022)

There are currently two extreme positions in ESL concerning the teaching of English grammar.' At one extreme, the proponents of audio-lingualism (Lado, 1964) and methodologists such as Gattegno (1972) argue that we must make grammar the core of our language instruction and that we must correct all student errors. At the other extreme, methodologists such as Krashen and Terrell(1983) tell us not to teach grammar explicitly and not to correct any learner errors. (Celce-Murcia, 1985)

## 1.1. Speaking skill

Speaking involves an interactive process in which individuals aim to convey meaning by sharing, receiving, and digesting information. It is the ability to effectively use language to articulate one's thoughts, viewpoints, or emotions, as well as to exchange information and insights with others in communication. Several key elements need to be addressed by individuals engaged in speaking, serving as indicators of the quality of their speech, such as fluency, understanding, grammatical accuracy, vocabulary usage, and pronunciation. (Laksana, 2016)

Individuals who have proficiency in a language are known as 'speakers' of that language. Moreover, speaking is the most utilized language skill in nearly all contexts. According to Rivers (1981), speaking is employed twice as often as reading and writing in our interactions. (Torky, 2014)

## 1.2. Grammar

Grammar is the business of taking a language to pieces, to see how it works. In fact, grammar is the mental system to form and interpret the words and sentences of their language. (Kord, 2022b)

Every language follows grammar rules unique to itself, enabling speakers to communicate effectively. English native speakers, for instance, understand the grammar, pronunciation, and meanings of English words, allowing them to construct coherent sentences in various ways. (Lin, 2008)

Grammar knowledge is classified into two types: implicit and explicit. Implicit knowledge is intuitive and procedural, tapping into psychological processes beyond explanation. On the other hand, explicit knowledge is conscious, understandable, and readily accessible (Gutiérrez, 2012). As humans, we have the innate ability to form sentences from a young age; we all possess basic grammar skills. However, to comprehend the structure of sentences, including the various types of words and phrases that compose them, is what truly encompasses understanding grammar. This knowledge of grammar enhances our capability to create clear, engaging, and accurate sentences and paragraphs. (Wang, 2010)

### 1.2.1. Teaching grammar

Over the extensive duration of teaching foreign languages, the adaptations in the required skills by learners typically drive modifications in language instruction approaches. Among the

various methods utilized in foreign language education, the Grammar-Translation Method, Situational Language Teaching, Audiolingual Method, and Communicative Language Teaching Method stand out as the most impactful. The depiction of grammar varies across these influential methods, indicating diverse roles it takes. Nevertheless, despite differing views on grammar, all these methods share the belief that grammar is an integral aspect of language education. We can observe the presence of grammar structure in various prominent approaches to teaching foreign languages. Whether it is presented through deductive or inductive methods, it continues to capture the interest of numerous researchers and experts who conduct studies to evaluate the efficacy of teaching grammar. Nevertheless, the outcomes they achieved varied significantly or even contradicted each other, leading to ongoing debates regarding the teaching of grammar. (Wang, 2010)

Some scholars argue that focusing on grammar is important in English education as it ensures learners acquire accurate language skills, while there is resistance from the public who view explicit teaching grammar as a barrier to effective communication. Laypeople and experts have contrasting views on what "grammar" entails, with the former associating it with tedious exercises on insignificant rules, while language acquisition specialists acknowledge grammar as essential and reflective of educated language use in English. (Saengboon et al., 2022)

The aim of the study is to investigate the role of teaching grammar on speaking skill and communication abilities of the learners. Understanding English grammar is essential for speaking confidently and fluently. Proficiency in grammar enables us to communicate effectively, conveying our thoughts clearly without errors that may confuse native speakers. By mastering grammar rules, we enhance the depth of our speech and ensure the accurate delivery of our message. Additionally, being familiar with different sentence structures allows for continuous expression of ideas and opinions. As the importance of improving students' speaking skills continues to rise, learning grammar serves as a significant factor in enhancing speaking abilities.

## **2. Research Question**

To what extent teaching grammar affect on speaking skill of learners?

## **3. Research Hypothesis**

there is not any relationship between teaching grammar and speaking skill.

## **4. Methodology**

### **4.1. Participants**

The research study is analysis quantitative. This study selected 36 intermediate EFL male and female students (within the age range of 14-15) from Kamiar school in Khousf, South Khorasan based on random sampling. To evaluate the validity of the study and to ensure the homogeneity of participants a reliable pre-test of "Oxford placement test" was given to them. Based on test results, only 30 students in the entire group have the same degree of homogeneous. And at the end, these participants divided into two groups: a control group and an experimental group.

## 4.2. Instrument

The instrument used for data collection in the present study can be divided into four categories: placement test material, pre-test, treatment, and post-test.

### A) Placement test:

Oxford placement include 20 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. The GTM method was used to teach grammar to the control group, and methods such as CLT and TBLT were used for the experimental group.

### 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. To increase the probability of external variables by using similar tests, the pre-test and post-test questions were considered the same.

## 4.3. Procedure

The study lasted almost two months from 5 of January 2024 to the middle of March 2024, including the administration of pre and post-tests. The two grammar points embraced in the curriculum of “prospect3” were in turn taken into the treatment as the normal curriculum.

## 4.4. Data Collection

This study lasted about two months and tried to teach one grammar point each month. Students in this paper were divided into two groups, each of which 15 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 methods were CLT, TBLT), that the grammar has been taught indirectly(inductive). In this way, for teaching used of conversations, clips (which grammatical point is used in them), story, tasks.... After teaching the last grammar point, a speaking test was taken from them as post-test.

## 4.5. Data Analysis

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

## 5. Results

**Table 1.**

Descriptive Statistics				
	Pre-test		Post-test	
	Control group	Experimental group	Control group	Experimental group
Valid	15	15	15	15
Missing	0	0	0	0
Mean	13.5833	13.7667	14.7000	16.9667
Std. Deviation	2.17877	1.96275	2.07709	1.81970
Minimum	10.00	10.50	11.00	14.00
Maximum	17.00	17.00	18.00	20.00

Table 1 shows that the mean score in the control group increased from 13.58 to 14.70 and in the experimental group increased from 13.76 to 16.96. This shows that the mean score of the post-tests is higher than that of the pre-tests. To continue, the standard deviation decreases from 2.17 to 2.07 in the control group and in the experimental group, it decreases from 1.96 to 1.81. 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 to 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.

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 pre-tests and post-tests.

**Table 2.** Paired samples T test for pre-tests and post-tests (control group)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Control group	Pre-test	13.5833	15	2.17877	.56256
	Post-test	14.7000	15	2.07709	.53630

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Con trol gro up	pret est – post est	- 1.116 67	.8391 5	.21667	-1.58137	-.65196	- 5.15 4	14	.000

**Table 3.**

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 ( $M=13.58$ ;  $SD=2.17$ ) and speaking test score after training ( $M=14.70$ ;  $SD=2.07$ ).

The 95% confidence interval of the difference between the means ranged from  $[-1.58$  to  $.65]$  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 pre-tests and post-tests (Experimental group)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Experimental group	Pre-test	13.7667	15	1.96275	.50678
	Post-test	16.9667	15	1.81970	.46984

**Table 5.**

Paired Samples Test									
Paired Differences							t	df	Sig. (2-tailed)
		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Exper iment al group	Pre- test – Post- test	- 3.200 00	.5763 2	.1488 0	-3.51915	-2.88085	- 21.5 05	14	.000



Table 4 shows that the results indicate, there was a statistically significant increase in speaking test scores. Before training (M=13.76; SD=1.96) and speaking test score after training (M=16.96; SD=1.81).

The 95% confidence interval of the difference between the means ranged from [-3.51 to -2.88] 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.

## 6. Discussion & Conclusion

The purpose of this article was to determine the role of grammar teaching in the level of speaking and communication skill of learners. According to the results of this report, the effect of grammar on the speaking of learners is undeniable and their level before and after grammar training is completely different from each other.

Grammar, seen as the rules of language, plays a crucial role in language use. The connection between teaching grammar and developing language skills is not about conflict, but about existing together and depending on each other. Language knowledge forms the basis for language skills, and these skills serve not only for communication but also for gaining language knowledge. If learners lack a strong understanding of grammar in the language they are learning, they struggle to form coherent sentences. (Wang, 2010)

In conclusion, Grammar, seen as the rules of language, plays a crucial role in language use. The connection between teaching grammar and developing language skills is not about conflict, but about existing together and depending on each other. Language knowledge forms the basis for language skills, and these skills serve not only for communication but also for gaining language knowledge. If learners lack a strong understanding of grammar in the language they are learning, they struggle to form coherent sentences. grammar is a sine qua non of a language; no successful use of language exists without it. (Saengboon et al., 2022)

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