

**THE RELATIONSHIP BETWEEN GRAMMAR  
KNOWLEDGE AND SPEAKING SELF-EFFICACY  
AMONG ENGLISH EDUCATION DEPARTMENT  
STUDENTS OF IKIP PGRI BOJONEGORO**

**SKRIPSI**



**in partial fulfilment of requirements  
for the degree of *Sarjana* in the English Education**

**By:  
Yesika Nurdiana  
22120063**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

**2026**

**THE RELATIONSHIP BETWEEN GRAMMAR KNOWLEDGE AND  
SPEAKING SELF-EFFICACY AMONG ENGLISH EDUCATION  
DEPARTMENT STUDENTS OF IKIP PGRI BOJONEGORO**

***SKRIPSI***

**Presented to IKIP PGRI Bojonegoro in partial fulfilment of requirements for  
the degree of *Sarjana* in the English Education**

**By:  
Yesika Nurdiana  
NIM 22120063**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO  
2026**

### APPROVAL SHEETS

The skripsi entitled **"The Relationship Between Grammar Knowledge and Speaking Self-Efficacy Among English Department Student of IKIP PGRI Bojonegoro"** is compiled by:

Name : Yesika Nurdiana

Nim : 22120063

Department : English Education

Has been approved by the advisors.

Bojonegoro, 6 July 2020.

Advisor I,



Oktha Ika Rahmawati, S.Pd., M.Pd.

NIDN 0701108602

Advisor II,



Ayu Fitrianiingsih, S.Pd., M.Pd.

NIDN 0720049101

## LEGITIMATION

The skripsi entitled "THE RELATIONSHIP BETWEEN GRAMMAR KNOWLEDGE AND SPEAKING SELF-EFFICACY AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS OF IKIP PGRI BOJONEGORO" is compiled by:

Name : Yesika Nurdiana

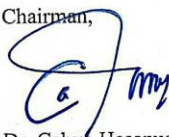
NIM : 22120063

Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 15...July.....2026

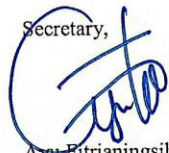
Bojonegoro 15...July 2026

Chairman,



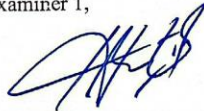
Dr. Cahyo Hasanudin, M.Pd.  
NIDN 0706058801

Secretary,



Ayu Pitrianingsih, M.Pd.  
NIDN 0720049101

Examiner I,



Chyntia Heru Woro Prastiwi, M.Pd.  
NIDN 0728017903

Examiner II,



Dr. Moh. Fuadul Matin, M.Pd.  
NIDN 0727028703

Rector,

Dr. Junarti, M.Pd.  
NIDN 0014016501

## ACKNOWLEDGMENT

Alhamdulillah rabbil'alamin, all praise is due to Allah SWT for His blessings, mercy, and guidance, so that the researcher can complete this thesis. The researcher would like to express her sincere gratitude to:

1. Her beloved parents, for their endless love, prayers, support, and encouragement throughout the process of completing this research.
2. Her respected research supervisors, Oktha Ika Rahmawati, S.Pd., M.Pd. and Ayu Fitrianingsih, S.Pd., M.Pd., for their guidance, valuable suggestions, patience, and support during the completion of this thesis.
3. All lecturers of the English Education Study Program of IKIP PGRI Bojonegoro, who have given knowledge, guidance, and valuable experiences during her study.
4. All participants of this study, for their willingness and cooperation in providing the data needed for this thesis.
5. Her friends and classmates, for their continuous support, encouragement, and togetherness throughout the completion of this thesis. Special thanks are addressed to her close friends, Sasa, Lutfi, Sekar, and Adis, for their constant support, meaningful discussions, shared experiences, and for always being there during both challenging and enjoyable moments of this research process.
6. Her favorite idols, CORTIS and SEVENTEEN, for their inspiring works and for accompanying the researcher throughout the process of completing this thesis through their songs, which provided motivation and positive energy to keep going.
7. Finally, the researcher would like to express her deepest appreciation to herself for her perseverance, patience, and determination in completing this research. Despite the challenges and difficulties faced throughout the process, she remained committed and resilient until the end of this research.

## STATEMENT OF AUTHENTICITY

I, the unsigned below:

Name : Yesika Nurdiana

NIM :22120063

Department : English Education

Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

### **THE RELATIONSHIP BETWEEN GRAMMAR KNOWLEDGE AND SPEAKING SELF-EFFICACY AMONG ENGLISH EDUCATION DEPARTMENT STUDENTS OF IKIP PGRI BOJONEGORO**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 July 2026



Yesika Nurdiana  
22120063

## **MOTTO**

*“It’s okay feel tired, uncertain, or even lost. What’s important is to keep moving forward and give yourself the space to grow”*

*-Cheers To Youth by Seventeen-*

*“Didunia ini, tidak semua hal berjalan sesuai dengan kemauan kita”*

*-2521-*

## ABSTRACT

Nurdiana, Yesika. (2025). The Relationship Between Grammar Knowledge and Speaking Self-efficacy among English Department Students of IKIP PGRI Bojonegoro. Skripsi English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, S.Pd., M.Pd (II) Ayu Fitrianingsih, S.Pd., M.Pd.

**Keywords:** Grammar Knowledge, Speaking Self-efficacy, Correlation.

This study aims to investigate the relationship between grammar knowledge and speaking self-efficacy among English Department students of IKIP PGRI Bojonegoro. This research employed a quantitative correlational design. The participants of this study were 25 students from the English Education Department. The instruments used to collect the data were a grammar knowledge test and a speaking self-efficacy questionnaire. The data were analyzed using Pearson Product-Moment Correlation with the help of statistical software. The results of the study revealed that there is a significant correlation between grammar knowledge and speaking self-efficacy. The correlation coefficient was  $r = 0.885$  with a significance level of  $p = 0.000$ , indicating a very strong positive relationship. This means that students with higher grammar knowledge tend to have higher confidence in their speaking ability. Conversely, students with lower grammar knowledge tend to show lower speaking self-efficacy. In conclusion, grammar knowledge plays an important role in influencing students' speaking self-efficacy. Therefore, improving grammar mastery can contribute to enhancing students' confidence in speaking English.

## ABSTRACT

Nurdiana, Yesika. (2025). The Relationship Between Grammar Knowledge and Speaking Self-efficacy among English Department Students of IKIP PGRI Bojonegoro. Skripsi English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, S.Pd., M.Pd (II) Ayu Fitrianiingsih, S.Pd., M.Pd.

**Keywords:** Pengetahuan tata bahasa, Efikasi diri dalam berbicara, korelasi

Penelitian ini bertujuan untuk menyelidiki hubungan antara pengetahuan tata bahasa dan efikasi diri dalam berbicara di kalangan mahasiswa Jurusan Bahasa Inggris IKIP PGRI Bojonegoro. Penelitian ini menggunakan desain korelasi kuantitatif. Peserta penelitian ini adalah 25 mahasiswa dari Jurusan Pendidikan Bahasa Inggris. Instrumen yang digunakan untuk mengumpulkan data adalah tes pengetahuan tata bahasa dan kuesioner efikasi diri dalam berbicara. Data dianalisis menggunakan Korelasi Produk-Momen Pearson dengan bantuan perangkat lunak statistik. Hasil penelitian menunjukkan bahwa terdapat korelasi yang signifikan antara pengetahuan tata bahasa dan efikasi diri dalam berbicara. Koefisien korelasinya adalah  $r = 0,885$  dengan tingkat signifikansi  $p = 0,000$ , yang menunjukkan hubungan positif yang sangat kuat. Hal ini berarti bahwa mahasiswa dengan pengetahuan tata bahasa yang lebih tinggi cenderung memiliki kepercayaan diri yang lebih tinggi dalam kemampuan berbicara mereka. Sebaliknya, siswa dengan pengetahuan tata bahasa yang lebih rendah cenderung menunjukkan efikasi diri dalam berbicara yang lebih rendah. Kesimpulannya, pengetahuan tata bahasa memainkan peran penting dalam memengaruhi efikasi diri siswa dalam berbicara. Oleh karena itu, meningkatkan penguasaan tata bahasa dapat berkontribusi pada peningkatan kepercayaan diri siswa dalam berbicara bahasa Inggris.

## PREFACE

First of all, the researcher would like to express her deepest gratitude to Allah SWT for His endless blessings, mercy, and guidance, enabling her to complete this thesis entitled "The Relationship Between Grammar Knowledge and Speaking Self-Efficacy among English Department Students of IKIP PGRI Bojonegoro". Peace and salutations are always sent to Prophet Muhammad SAW, who has guided humanity from darkness into the light of knowledge.

The researcher would like to convey her sincere appreciation to:

1. Dr. Junarti, M.Pd., as the Rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Language and Arts Education of IKIP PGRI Bojonegoro.
3. Ayu Fitrianingsih, M.Pd., as the Head of the English Education Study Program.
4. Oktha Ika Rahmawati, S.Pd., M.Pd., as the first advisor.
5. Ayu Fitrianingsih, S.Pd., M.Pd., as the second advisor.

May Allah SWT always bless and reward all those who have contributed to this research. The researcher realizes that this thesis is still not perfect; therefore, constructive suggestions and feedback are highly appreciated for future improvement. It is hoped that this thesis will be useful for readers and contribute to the development of English language teaching, particularly in grammar and speaking.

Bojonegoro, 10 July 2026



Yesika Nurdiana

22120063

## TABLE OF CONTENTS

|                                                 |             |
|-------------------------------------------------|-------------|
| <b>COVER.....</b>                               | <b>i</b>    |
| <b>APPROVAL SHEETS.....</b>                     | <b>ii</b>   |
| <b>LEGITIMATION .....</b>                       | <b>iii</b>  |
| <b>ACKNOWLEDGMENT .....</b>                     | <b>iv</b>   |
| <b>STATEMENT OF AUTHENTICITY.....</b>           | <b>v</b>    |
| <b>MOTTO .....</b>                              | <b>vi</b>   |
| <b>ABSTRACT .....</b>                           | <b>vii</b>  |
| <b>ABSTRACT .....</b>                           | <b>viii</b> |
| <b>PREFACE.....</b>                             | <b>ix</b>   |
| <b>CHAPTER I .....</b>                          | <b>1</b>    |
| <b>INTRODUCTION.....</b>                        | <b>1</b>    |
| <b>A. Background of Study .....</b>             | <b>1</b>    |
| <b>B. Formulation of the Problems .....</b>     | <b>3</b>    |
| <b>C. Objectives of the Study .....</b>         | <b>4</b>    |
| <b>D. Significances of the Study .....</b>      | <b>4</b>    |
| 1. Theoretical Significance .....               | 4           |
| 2. Practical Significance.....                  | 4           |
| <b>E. Definition of Terminologies .....</b>     | <b>5</b>    |
| 1. Grammar Knowledge.....                       | 5           |
| 2. Speaking Self-Efficacy .....                 | 5           |
| <b>CHAPTER II.....</b>                          | <b>6</b>    |
| <b>REVIEW OF RELATED LITERATURE.....</b>        | <b>6</b>    |
| <b>A. Review of Previous Studies.....</b>       | <b>6</b>    |
| <b>B. Theoretical Review.....</b>               | <b>10</b>   |
| <b>D. Theoretical Framework.....</b>            | <b>20</b>   |
| <b>E. Research Hypothesis .....</b>             | <b>21</b>   |
| <b>CHAPTER III .....</b>                        | <b>22</b>   |
| <b>RESEARCH METHODOLOGY .....</b>               | <b>22</b>   |
| <b>A. Research Design .....</b>                 | <b>22</b>   |
| <b>B. Research Settings .....</b>               | <b>22</b>   |
| <b>C. Population, Sample, and Sampling.....</b> | <b>23</b>   |
| <b>D. Data Collection Techniques.....</b>       | <b>23</b>   |
| <b>E. Data Analyses Techniques.....</b>         | <b>24</b>   |

|                                              |           |
|----------------------------------------------|-----------|
| <b>CHAPTER IV.....</b>                       | <b>31</b> |
| <b>RESEARCH FINDINGS AND DISCUSSION.....</b> | <b>31</b> |
| <b>A. Research Findings.....</b>             | <b>31</b> |
| <b>B. Discussion.....</b>                    | <b>37</b> |
| <b>CHAPTER V.....</b>                        | <b>41</b> |
| <b>CONCLUSION AND SUGGESTION .....</b>       | <b>41</b> |
| <b>A. Conclusion .....</b>                   | <b>41</b> |
| <b>B. Suggestion .....</b>                   | <b>42</b> |
| <b>REFERENCES.....</b>                       | <b>44</b> |
| <b>APPENDICES .....</b>                      | <b>48</b> |

## LIST OF TABLES

|                                                              |    |
|--------------------------------------------------------------|----|
| Table 3. 1 Correlation Category .....                        | 27 |
| Table 4. 1 Data on the students' grammar knowledge.....      | 32 |
| Table 4. 2 Data on the students' speaking self-efficacy..... | 32 |
| Table 4. 3 The Result of the Normality Test.....             | 34 |
| Table 4. 4 The Result of the Linearity Test .....            | 34 |
| Table 4. 5 Correlation Test Result .....                     | 35 |

## LIST OF FIGURES

|                                                                                   |    |
|-----------------------------------------------------------------------------------|----|
| Figure 4. 1 Scatter Diagram of Grammar Knowledge and Speaking Self-efficacy ..... | 36 |
|-----------------------------------------------------------------------------------|----|

## LIST OF APPENDICES

|                                                                     |    |
|---------------------------------------------------------------------|----|
| Appendix 1 Grammar Knowledge Test .....                             | 48 |
| Appendix 2 Speaking Self-efficacy Questionnaire Test .....          | 51 |
| Appendix 3 Students' Answer Sheets .....                            | 53 |
| Appendix 4 Grammar Knowledge and Speaking Self-efficacy Score ..... | 61 |
| Appendix 5 Validity of Grammar Knowledge .....                      | 62 |
| Appendix 6 Reliability of Grammar Knowledge .....                   | 64 |
| Appendix 7 Research Permission Letter .....                         | 66 |
| Appendix 8 Research Completion Letter .....                         | 67 |

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Grammar serves as a fundamental component for accurate and effective language use. Grammar refers to students' understanding of grammatical rules such as tenses, sentence structure, subject verb agreement, word order, and parts of speech. Having good grammar can help learners not only in written language, but also in spoken. In the context of EFL learners, grammar becomes even more important because English is not used in daily communication. With good grammar skills, students are able to construct sentences according to context not only in writing but also in producing utterances in speaking. According to Amelia et al., (2019) grammar skills strongly influence students' English-speaking abilities because grammar provides the basis for constructing accurate and comprehensible sentences. Therefore, grammar is part of the process of learning to speak.

Speaking is an important language skill that enables direct verbal interaction. According to Alawiyah (2018) speaking ability is a key aspect of the English language learning process because with good speaking skills, students can convey ideas and thoughts clearly. However, speaking performance does not only depend on linguistic ability, but also on psychological factors, especially self-efficacy, which affects the extent to which students dare and are confident to speaking.

One of the psychological factors that strongly influences speaking performance is self-efficacy. Bandura (1997) defined self-efficacy as a person's belief that they are capable of planning and carrying out the actions necessary to

achieve a specific result or goal. Confidence plays a crucial role in speaking because, without it, students may struggle to apply their language skills effectively in real interactions. Thus, self-efficacy functions as a motivational factor that encourages learners to take risks and engage more actively in oral communication. Therefore, the understanding that self-efficacy is closely related to the ability to apply language knowledge, especially grammar, is an important basis before looking at how previous studies describe the relationship between these two aspects.

Good grammar can increase students' self-confidence because grammar helps them construct correct and easily understood sentences, thereby reducing anxiety when speaking and strengthening self-efficacy in oral communication. Tian et al., (2025) found a strong correlation between self-efficacy and the speaking ability of EFL students ( $r = 0.796$ ,  $p < 0.05$ ), with grammar as one of the main indicators in evaluating speaking performance. It is supported by Mentari (2021) who found a significant correlation between students' self-efficacy and their speaking abilities, indicating that students' self-confidence has a positive effect on their English-speaking skills. These findings highlight that both linguistic mastery and psychological readiness work together to determine speaking success. Thus, adequate mastery of grammar can be an important factor in building self-efficacy and ultimately improving students' English-speaking abilities.

Several previous studies have examined the relationship between grammar mastery and speaking ability. According to Zam et al., (2021), there is a positive correlation between grammar mastery and students' speaking competence. These findings indicate that grammar plays a role in improving language skills. In this

case, grammar mastery not only helps students speak correctly but also boosts their confidence because they feel capable of using the language appropriately. Kholili (2020) reinforces these findings by showing a strong positive relationship between self-efficacy and grammar proficiency in EFL students, emphasizing the importance of confidence in successful language learning. However, most of these studies only focus on the relationship between grammar proficiency and speaking ability, without specifically exploring the relationship between grammar knowledge and confidence in speaking.

Therefore, this study aims to investigate whether there is a significant relationship between grammar knowledge and speaking self-efficacy among English Department students at IKIP PGRI Bojonegoro. The results of this study are expected to provide a deeper understanding of the role of grammar knowledge in increasing speaking self-efficacy, as well as provide input for lecturers and curriculum developers in designing learning methods that can support the improvement of both aspects simultaneously. Thus, the English learning process in higher education is expected to be more effective, so that students become more confident and competent in communicating in English. Furthermore, the findings of this study may contribute to strengthening pedagogical strategies that integrate grammar instruction with speaking practice.

## **B. Formulation of the Problems**

What is the relationship between students' grammar knowledge and speaking self-efficacy?

### **C. Objectives of the Study**

To determine whether there is a significant relationship between grammar knowledge and speaking self-efficacy among English Education students of IKIP PGRI Bojonegoro.

### **D. Significances of the Study**

#### **1. Theoretical Significance**

Theoretically, the results of this study are expected to contribute to knowledge in the field of English language learning, particularly regarding the relationship between grammar proficiency and speaking self-efficacy. This study can also serve as a reference for other researchers who wish to study the same or similar topics in the future.

#### **2. Practical Significance**

Practically, this research is expected to benefit students, lecturers, and future researchers. For students, this research can help them understand that grammar knowledge plays an important role in increasing self-efficacy when speaking English. For lecturers or teachers, the results of this study can be used as input in designing learning that combines grammar teaching and speaking practice effectively. In addition, for future researchers, this study can be used as a reference for developing further research related to grammar and speaking skills.

## **E. Definition of Terminologies**

### **1. Grammar Knowledge**

Grammar knowledge is students' understanding of the rules, structures, and patterns of English used to form correct and meaningful sentences. According to Kholili (2020) grammar is a system of language rules that enables learners to use sentence structures correctly and effectively in communication. In this study, grammar knowledge refers to students' ability to understand and apply English grammar rules, particularly in the use of tenses, both orally and in writing.

### **2. Speaking Self-Efficacy**

Speaking self-efficacy is students' belief in their ability to speak English confidently, fluently, and effectively in various communication situations. Maharani (2022) Students' self-efficacy is significantly related to their speaking ability in the context of EFL. In this study, self-efficacy in speaking is operationally defined as the level of confidence students have in performing speaking tasks in English accurately and confidently.