

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY  
AND THEIR SPEAKING ACHIEVEMENT AT ENGLISH EDUCATION  
STUDY PROGRAM OF UIN RADEN FATAH PALEMBANG**



**UNDERGRADUATE THESIS**

**Submitted to Fulfill the Requirements for Obtaining a  
Bachelor of Education Degree (S.Pd)**

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2023**

## **DEDICATION**

This thesis was dedicated to:

1. My wonderful God Allah SWT, who always answers prayers, gives strength, and gives the researcher the opportunity to complete this thesis.
2. My beloved prophet Muhammad SAW, who has provided motivation and reinforcement in every word he says.
3. My beloved family, my best father, Mursadi and my best mother, Lili Chairani who always provide support to researcher in every condition, who always strengthen researcher so she can complete this thesis, thank you for always listening to the complaints of researcher so far. And for my dearest sister, Sara Zafira Azwa, and my dearest brother, Sa'adi Lutfi Mudrik, thank you for your help, your support, and your love. Thank you for the affection, and love during this time.
4. My Big Family, Hasan's Family, and Singgam's Family, who have provided support, and prayers to researcher so that researcher can complete this thesis.
5. My inspiring advisors, Mam Amalia Hasanah, M.Pd., Ed.D, as my best advisor 1 and my best advisors 2 Miss Deta Desvitasari, M.Pd, thank you for the guidance, patience, kindness and support to researcher so that can complete this thesis. May Allah repay all of your kindness.
6. Mam Amalia Hasanah, M.Pd., Ed.D., as the head of the English Education Study Program, and all the honorable lecturers, staff in the English Education Study Program. Thank you in advance for your patience, knowledge, motivation and support. May Allah SWT give healthy and good things to all of you. *Aamiin allahumma aamiin.*
7. The Big Family of Ambacana Raden Fatah and Nyi Ageng Malaka, thank you for providing support and enthusiasm in a downturn, thank you for being there in any condition.

8. My colleagues Ambacana of Raden Fatah and Nyi Ageng Malaka Council in 2022 and Ambacana of Raden Fatah and Nyi Ageng Malaka Council in 2023, thank you for accompanying the process during the completion of this thesis.
9. My brothers and sisters of Ambacana of Raden Fatah and Nyi Ageng Malaka, Meli Aulia Putri, Salima Nur Afifah, Bunga Agustina, Utami Sylva Anjani, Putri Deva Hairunnisa, Ulfa Mulya Alaika, Barkah Al-Ghifari, and Fahri who have provided support to complete this thesis, thank you always provide motivation, and support during the completion of this thesis.
10. The owner of the code SROEVNAFLNU, thank you for accompanying every process of completing this thesis, thank you for always trying to be there for me, even in at my worst, and lastly, thank you for always providing support, motivation, and being one of my support systems.
11. My friends in PBI 2018 especially my beloved classmates PBI 1 (2018) and my almamater UIN Raden Fatah Palembang. Good luck to you all.
12. PBI 2020, especially PBI A (2020), thank you for helping researcher in completing this research.
13. To myself, thank you so far, still holding on, still strong, and not giving up to do your best. Thank you for always trying to give the best. May you always be strong in facing the obstacles in the future. I love me

**MOTTO:**

*“But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not.”*

(Translate Q.S Al-Baqarah [2]: 186)

*“Remember every hand that raises to heaven, will never return empty”*

-Unknown-

## STATEMENT PAGE

I hereby,

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State that,

1. All the data, information and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process, and thought with guidance of my advisors.
2. This thesis that I wrote was original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement was made truthfully and if one day, there is evidence of forgery in the statement above, I am willing to accept the academic sanction of the cancelation my magister degree that I have received though this thesis.

Palembang, 21 June 2023

The Writer,

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## ACKNOWLEDGEMENTS

*Alhamdulillah*, praise and gratitude we pray to Allah SWT. The substance that only Allah asks for help. *Alhamdulillah* for all the help, mercy, and love, so that the researcher can finish this thesis. Shalawat and greetings are delivered to the role model of Rasulullah SAW, who is always the best source of inspiration and role model for mankind. This research was created to complete one of the degree requirements at the English Education Study Program, Faculty of Tarbiyah and Teaching Sciences, UIN Raden Fatah Palembang.

The researcher realizes that many parties have provided support and assistance during the completion of this study and thesis. Therefore, the researcher would like to thank all parties who have helped in the process of completing this thesis. The researcher would like to thank her parents and her beloved family for the love, prayers, motivation, and support so far. The researcher would like to thank her advisors, Mam Amalia Hasanah, M.Pd., Ed.D, and Miss Deta Desvitasari, M.Pd who helped complete this thesis. The researcher also thanks the Dean of the Faculty of Tarbiyah and Teaching Science, as well as all staff and the Head of the English Education Study Program, for their administrative assistance, big thank you to all the lecturers of the English education study program who have provided their knowledge while the researcher was carrying out their education.

Researcher also thank PBI A 2020 for being willing to be a research respondent while collecting data, thank you for your support and cooperation,

Palembang, 21 June 2023

The Researcher,

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## ABSTRACT

This study aimed to determine the correlation and contribution between students' grammar mastery and their speaking achievement. This study used the correlational method. The populations in this study were students in the sixth semester of English Education Study Program of UIN Raden Fatah Palembang. The sample in this study was 30 students, selected by using a cluster random sampling technique. The types of instruments used were the grammar test and speaking test. The grammar test was used to measure students' mastery of grammar, while the speaking test was to determine students' speaking achievement. The results of this study indicated that the  $r$ -value was -.237 which was lower than  $r$ -table (.361). It indicates no significant correlation between grammar mastery and speaking achievement of the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang.

*Keywords: correlation, speaking achievement, and grammar mastery*

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## **LIST OF DOCUMENTATIONS**

1. Photocopy of Student Identity Card
2. Photocopy of Receipt of Payment
3. Temporary Transcript
4. Certificate of Adherence and Authenticity of Munaqosyah File
5. Research Permit Statement
6. Certificate of Carrying Out Research
7. Free Theory Certificate
8. Thesis Consultation Card
9. Cover Letter for Thesis Supervisor 1 and 2
10. Recapitulation of Comprehension Examination Scores
11. High School Diploma
12. Advisor Appointment Letter
13. Photocopy of Computer, KKN, BTA, Intensive, and OSPEK
14. TOEFL Certificate
15. Proposal Revision Consultation Card
16. Turnitin

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significances of the study.

#### **1.1 Background of the Study**

English is an international language because it has an important role in communication between countries. When someone speaks in a different language, there will be no communication between them because one of the speakers does not understand the other person. Barancicova and Zerzova (2015) stated that English as a lingua franca which means that English is a connecting language between speakers and native languages who have different mother tongues, so that when they need communication there is no misunderstanding between the speaker and the interlocutor. In addition, Oomen (2012) claimed that as a global language that has no doubt about its function, the ability to speak English is a demand for every language user. Thus, English can be used as a medium or a bridge for communication between 2 people who have different mother tongues. Thus, English has a very important role in communication.

In learning English, one of the most important and difficult skills to learn is speaking skill. This is supported by the opinion of Kosar and Bedir (2014) stated that the core of language learning is in speaking skills. This opinion shows that the success of learning English lies in the speaking skills of students. In

addition, Leong and Ahmadi (2017) argued that speaking is one of the most important skills in language development aimed at effective communication, and they add that speaking skill is one aspect of learning that is difficult for learners to learn. In addition, Leong and Ahmadi (2017) also added that many students find it difficult to express themselves using spoken language. Therefore, people generally think that success in speaking skills is the success of learning English, because the purpose of learning is to be able to communicate with other people. Another reason is in communication, speaking plays an important role, speaking aims as a tool to connect people with other people. Not only that, another purpose of speaking is to convey and share ideas, information, or find a solution to a problem.

However, it is not easy to be eloquent speaker of English. Syafraddin, et al (2013) said that there are several factors that cause obstacles in speaking English, including lack of vocabulary, errors in pronunciation, and inaccurate grammar, and some of these factors are fluency in speaking skills, fluency in speaking English includes language features which include pronunciation and grammar, and ability to process language. One of the main obstacles in speaking English is mastery of grammar. This is in line with the opinion of Jaya, et al (2022) who said that in speaking there are several problems which are categorized into 3 parts. One of them is problems related to linguistics such as fluency, grammar, vocabulary, and pronunciation. In conclusion, mastering grammar is one of the main problems faced by learners when speaking English.

Grammar is a provision in making or compiling a sentence. According to Patel and Jain (2008), grammar is a rule related to the use of language structures, grammar aims to understand so that a language can be understood. In addition, Lynch and Anderson (2013) also argued that grammar is a rule in grammar that aims to convey meaning. From some of these opinions, it can be concluded that the importance of grammar in language learning, grammar is useful for regulating the grammar of the formation of words and sentences in the language, so that the meaning conveyed is precise and can be understood.

Grammar is very influential in language learning because it affects all skills in language. As Lestari (2018) said that knowledge of grammar is very important to be mastered by students, because grammar is the key in learning a language. Understanding grammar is also a prerequisite for someone to have communicative competences. A student will not be able to write, and speak if he does not have knowledge of grammar (Lestari, 2018). In addition, Zuhriyah (2017) added that in learning English, all students need grammar, because grammar has an important role in all skills. Besides, she also believes that when you want to master English, you must master grammar first. Therefore, to be able to master English and its 4 skills, it really needs grammar, which is the basis of language learning.

Mastering grammar is one part of mastering speaking skills, mastering grammar plays an important role in mastering speaking, like a soul, speaking without grammar is incomplete, like a body without a soul, so speaking and

grammar will always go hand in hand. According to Sari (2019), grammar has been considered basic in a set of language skills. In other contexts, grammar provides opportunities for students to express their ideas so that they can communicate in structured and coherent sentences, therefore that they can communicate their conversation well. In addition, Ratnawati and Sulastri (2018) said that in speaking requires grammar as a guide to convey messages, and in composing good and correct oral sentences. In sum, mastering speaking skills to be able to know the meaning of the sentence, mastering grammar is needed.

In studying grammar there are several difficulties faced by learners, one of which is the difficulty in applying tenses. Ameliani (2019) states that there are several difficulties for students in learning grammar, namely difficulties in choosing the right verb, and using the wrong tense. Edri (2021) adds that the students' lack of knowledge about grammar, and not being able to distinguish the function of using grammar correctly is one of the problems faced by students. Therefore, knowledge and understanding of tense application is very important in learning grammar.

Based on the interview conducted in preliminary study, by interviewed is a Formal Speaking lecturer, students were often trained to speak English in class to get used to it, but there are some difficulties experienced by students in speaking English, include fear of making mistakes, lack of confidence, poor grammar mastery, and poor vocabulary mastery, and when students speak English the grammar they used was mostly errors. Thus, the lecturer assumed that grammar



greatly affects speaking ability. Students must learn grammar effectively in grammar class to improve grammar mastery, if students have good grammar, students will speak fluently and their confidence will be high (DW, Personal Communication, December 9, 2021).

And based on researcher interview with some of students of English Education study program of UIN Raden Fatah Palembang, they said that the difficulties they experienced when speaking English were grammar and vocabulary. They felt difficult to understand the meaning of what is being said. In addition, according to them, grammar is the main role of speaking English. Most of them were not confident in speaking English because their grammar was not good, for that reason they believe that grammar is very important to support speaking English. The used of grammar was useful for expressing sentences in the form of time, and of course the purpose of grammar as the medium so that people can easily understand meaning and purpose of the conversation. This could be seen on the interview with one of students where, she had quite good speaking skills and she was confident with her speaking skills. Because her grammar was quite good, so her speaking skills were also good. So, it can be concluded that good grammar skills can improve speaking ability and can make a person confident with their speaking skills. Because grammar can express thoughts in a complex manner, and without any misunderstandings.

There are several previous studies that have been investigated by previous researchers related to the same topic of discussion as this research. The first

research was from Susriani et al., (2021). This study showed that there was a negative correlation between grammar mastery and speaking ability, which means that there was no relationship between grammar mastery ability and speaking ability of 8<sup>th</sup> grade students at SMPN 15 Palu. The second research was conducted by Gufron (2021), in this study, samples were taken using random sampling technique, and the instrument used was a grammar mastery test to measure grammar skills, and a speaking test to measure speaking accuracy test. The results obtained from this study are positive correlation, it means that grammar mastery affects speaking accuracy. The third research is from Amelia (2018), in this study, the instrument used was a grammar test to measure students' knowledge of grammar, and interviews to measure students' speaking skills. Thus, the results obtained in this study are the influence between grammar mastery and speaking ability or vice versa.

Based on the explanation and problems above, so that it underlies the researcher is interested to conduct a research with the title **“The Correlation between Students' Mastery Grammar and Their Speaking Achievement at English Education Study Program of UIN Raden Fatah Palembang”**.

## **1.2 Problems of the Study**

Based on the background that has been made, the researcher can formulate the research question into 2 main problems. These problems can be formulated as follows:

1. Was there any significant correlation between students' grammar mastery and their speaking achievement at English Education Study Program of UIN Raden Fatah Palembang?
2. Did students' grammar mastery significantly influence their speaking achievement at English Education Study Program of UIN Raden Fatah Palembang?

### **1.3 Objectives of the Study**

Considering the formulation of the problem that has been made, there are 2 objective of this study.

1. To find out whether or not there was significant correlation between students' grammar mastery and their speaking achievement at English Study Program of UIN Raden Fatah Palembang
2. To find out whether students' grammar mastery significantly influence their speaking achievement at English Education Study Program of UIN Raden Fatah Palembang

### **1.4 Significance of the Study**

The significances of this research are divided into 4 objectives, for English lecturers at UIN Raden Fatah Palembang, for students, for other researchers, and for researcher herself.

For English lecturers at UIN Raden Fatah Palembang, this research can help them to know the limits of their students' grammar and speaking abilities.

From this research, the lecturers will also know the extent of the level occupied by their students, as well as knowing the speaking abilities of their students. In addition, this research can provide information to lecturers regarding the influence of grammar mastery on students' speaking achievement. So, it is hoped that in the future lecturers can pay more attention to students' grammar mastery, because students' grammar mastery greatly affects students' achievement in speaking skills, and also pays attention to students' grammar when they speak English.

For students, through this research the researcher hopes that students can realize the importance of mastering grammar, so that they can be confident when speaking English. On the other hand, this study provides information to students to the extent of their ability to master grammar, and to what extent their speaking abilities are, which aims to motivate students to improve their mastery of grammar and speaking achievement of the students themselves, and of course through this research they get new knowledge about the correlation between grammar mastery and speaking achievement.

For other researchers, the researcher hopes that this research can be used as a reference in further research, and can be a recommendation to other researchers who are researching the same object and topic, and can provide information about the correlation between grammar mastery and speaking achievement.

For researcher herself, the researcher hopes that this research can provide very useful information for herself, so that in the future knowledge and

information about this research topic can be used as a reference when she wants to become lecturer in the future. On the other hand, it can motivate herself to improve her mastery in grammar and speaking ability.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists: (1) grammar, (2) grammar mastery, (3) the importance of studying grammar, (4) speaking, (5) speaking achievement, (6) element of speaking, (7) previous related studies, (8) hypotheses, and (9) criteria for testing hypotheses.

#### **2.1 Grammar**

Grammar is the main component in language learning. Purpura (2004) said that in a language teaching grammar acts as a key component that will affect the 4 skills in language teaching, as well as being the heart of the 4 basic skills, listening, writing, reading, and speaking. In addition, according to Aniuranti et al. (2021), grammar is a challenging component that has been considered a very important element when learning English. Therefore, we can conclude that from the two expert opinions, that grammar is the heart of challenging English learning, but it must be mastered by learners in order to master the 4 basic skills in English.

Another definition, grammar is a rule that regulates the use of language rules in words or sentences. According to Cowie (1987), grammar is a study that organizes words and sentences. Richards and Schmidt (2010) added that grammar is a rule in language that can combine phrases and words into a systematic sentence, and in accordance with the provisions of the language. Fahrudin (2010) also argued that grammar is a system that controls a sentence, so that the sentence becomes an effective and correct sentence. Therefore, it can be concluded that

another meaning of grammar is a rule in language that can change a phrase or word into an effective sentence, and is in accordance with existing rules.

One of the functions of grammar is that grammar can provide guidance to learners to start and create communication. Communication can be created by learners by conveying ideas or what they think to others. Amelia (2018) suggested that learners need a guide, and the right words in expressing their opinions about anything so that the goals and objectives that will be conveyed are in accordance with what they expect. This is in line with the opinion of Hornby (1990) that grammar is a sentence expression that will be perfect if it is structured with the correct grammar. Fareed (as cited in Amelia, 2018) added that grammar is a tool that can be used to help learners express sentences in terms of time, and also grammar has benefits in communication both orally and in writing, and also helps learners to compose appropriate sentences. Therefore, grammar is a tool that learners can use to communicate both orally and writing, which can help learners express their opinions and ideas in an appropriate sentence.

Grammar is the art of studying a language. Jonson (as cited in Amelia, 2018) mentioned that grammar is a real art in speaking in all languages, even Jonson added that grammar is also a good art for learning a language. This means that grammar can be used as knowledge and good speaking techniques. On the other hand, Jackson (as cited in Amelia, 2018) argued that every learner really needs to pay attention to grammar so that they can master, and perform well in the 4 basic skills, listening, writing, reading, and speaking. To sum up, Grammar is

knowledge that must be considered because it can be used as a good speaking technique by learners.

Researcher can concluded that grammar is a rule that regulates words and phrases, and can form these words and phrases into a systematic sentence. With grammar can create a communication, because grammar can be used as a tool to help learners convey ideas, and what they think.

## **2.2 Grammar Mastery**

Grammar mastery is the students' ability in understanding the correct rules of English sentences. According to Kumara et al. (2013) defined that grammar mastery is the mastery of the rules in grammar to avoid misunderstandings among people about what is said or read. On the other hand Murtini et al. (2013) stated that grammar mastery is an understanding of correct grammar by changing the correct form of words and combining them into sentences. In sum, grammar mastery is students' deep understanding of the correct grammatical rules so that misunderstandings do not occur, the more students know and understand grammar, the more structured the sentences they say will be.

## **2.3 The Importance of Studying Grammar**

Mastery in grammar is very necessary in developing 4 skills in learning English Language. Hestingsih (2016) noted that grammar mastery is a person's understanding as knowledge and ability to apply grammatical structures in a language communication. This is agreed with the opinion of Richards and



Renandya (2002) which argued that without good grammar knowledge, the development of learners in learning the language will be hampered. Shakir and Jabbar (2021) also add that good grammar knowledge is an important value in every language, not only important in writing skills, but also very important in speaking skills. It can be concluded that, one of the important things is learning grammar to facilitate the development of language learning in learners, and also on the other hand grammar knowledge is very useful in communication.

Grammar is a set of language rules that aim to convey the meaning in a sentence. According to Hestiningsih (2016), grammar is not only about forming of words, but grammar can give meaning to a sentence. So, to be able to understand the meaning of a sentence in a language, one must follow certain grammatical rules. It is supported by Ur (1996) that grammar not only organizes and combines language units to make them look correct, but grammar also affects, and conveys the meaning in words and sentences. So, it can be concluded that grammar is very influential in conveying the meaning of sentences.

Therefore, the importance of grammar is not only to facilitate the development of language learning in learners, but also to convey meaning and in a sentence. Shakir and Jabbar (2021) added that there are several important reasons why grammar should not be ignored, namely:

1. Grammar plays a role in forming and compiling phrases and words into sentences
2. Communication with correct grammar can make speaking fluent, and increase confidence when speaking

3. Knowledge of grammar can prevent errors in speaking English, besides that grammar can help learners develop logic clearly and logically.
4. Good grammar can make you a strong communicator.

## **2.4 Speaking**

Speaking is one of the difficult skills to learn and teach, speaking is also one of the difficult skills to be mastered by learners. Richard and Renandya (2004) argued that speaking skills are difficult for learners who make English a foreign language. Learners will find it difficult to communicate orally using the correct language, it will require more effort for learners to be able to communicate orally with the correct language in a social interaction. This is also supported by Caroline (as cited in Nurdin, 2020) who stated that speaking is a basic communication needed by learners in interacting with other people in society. This stated that speaking has an important role in socializing the community, in other words speaking can be interpreted as the key to social interaction.

Another meaning of speaking, speaking is an ability related to oral communication with someone, which aims to express their opinion or ideas. According to Hornby (2005), speaking is everything related to conversation, such as: saying something, mentioning something, greeting someone, even expressing expressions using language. Torkey (2006) added that speaking is one of the skills in language that aims to achieve a certain goal, or to express an intention or point of view using language. It can be seen that speaking must be very closely related

to daily conversation, greeting someone, even aiming to convey expression through language.

Speaking means skill that produces a product or something in the form of a sentence so it is called a productive skill. Ilham et al. (2019) stated that speaking is a very complex skill, because it unites several aspects such as: vocabulary, sound, word structure, etc., and also speaking is a productive skill, which produces something to be able to communicate with other people. In another sense, speaking is an active skill. Learners need a lot of practice and learning, especially about grammar, word structure, and vocabulary in order to produce their own sentences in communicating with other people. So, writing and speaking are called active and productive skills (Rao, 2019). This is also in line with the opinion of Nematovna (2016) which stated that speaking is an active skill, where the speaker must think about all aspects, so that later all words and grammar can be pronounced correctly. Speaking is a productive skill, and a very complex skill, requires more effort to be able to pronounce all words with correct grammar.

Based on several explanations regarding the meaning of speaking above, it can be concluded that speaking is one of the difficult skills to be mastered by students, but this skill must be mastered by students or anyone who wants to communicate orally with other people. Speaking is also included in the category of productive skills, because this skill produces a product in the form of sentences that come from themselves, on the other hand speaking also involves sound and several other elements so it is called a complex skill. Speaking is everything

related to one's communication in interacting with society. With speaking will connect ideas between the speaker, and the other person speaking. In another sense there is no communication without speaking.

## **2.5 Speaking Achievement**

Achievement means everything that has been completed after learning something, and getting good results. Harmer (2007) said that achievement is everything that can be achieved by students in a form of success. Harmer also said that an achievement can be measured by a score. On the other hand Balan et al. (2019) added that academic achievement refers to how successful students are in achieving something. Crow and Crow (as cited in Balan et al., 2019) also argued that academic achievement is reflected in the extent to which a person acquires knowledge skills through the training he has received. This achievement is measured after students take an assessment test held by the school.

Based on the explanations of experts regarding achievement, researcher can conclude that achievement is something that students achieve through the training they have attended which is usually measured through assessment tests held by the institution. Thus, speaking achievement can be interpreted as the ability of students to express ideas and thoughts orally, so that they are able to communicate well, including both grammar and pronunciation.

## **2.6 Elements of Speaking**

In general, the elements of speaking are divided into 3 components. According to Vanderkevent (as cited in Fauzi et al., 2021) stated that there are

three main components of speaking. They are the speakers, the listeners, and the utterances.

1. The speakers

Speaker is someone who produces sound when interacting, or in another sense a person who expresses or give opinions or feelings to the other person. However, when there is no interlocutor, the speakers will express their opinion through writing.

2. The listeners

Listener is someone who listens or accepts the opinions and feelings of the interlocutor or speaker.

3. The utterances

Utterance is an expression in the form of words or sentences made by speakers to express their opinions or feelings.

Based on the explanation above, it can be seen that the interaction requires speakers, and listeners. If one of them is not present then there will be no interaction. The components above are the main components for interaction.

However, in the interaction process there are several components that are needed to complement some conditions. Some of these components must be mastered by speakers. Duon (2014) said that there are 4 category criteria in speaking. The categories include fluency, accuracy (grammar, vocabulary, and pronunciation), interactive communication, and task completion. Whereas, Harris (as cited in Amelia, 2020) added there are 5 components in speaking. They are pronunciation, grammar, vocabulary, fluency, and self-confidence.

### 1. Pronunciation

Harris defines pronunciation as how a language is spoken by a person. Pronunciation is one of the important elements in language, including aspects in it, such as accent, intonation, and stress. If a student has good pronunciation, it will affect his speaking skill, because listeners will understand what they are saying.

### 2. Grammar

Grammar helps students to be fluent in the language. Learners should be taught, and given insight into grammar in order to know about word order, derivation, and word inflection. Brown (as cited in Amelia, 2020) added that learners need to master grammar to organize, and form words or sentences so that learners can easily speak English well.

### 3. Vocabulary

Vocabulary is a basic skill that must be mastered in speaking. Vocabulary has the meaning as a series or string of words used by a person in communicating with others such as in trade, profession, etc. When learners have a lot of vocabulary mastered, it will be very easy for them to speak to express their thoughts. Vocabulary is one of the most important components in speaking, in the sense that you will not be able to speak, if no vocabulary is mastered or known.

### 4. Fluency

Fluency is also referred to as the quality of someone who speaks fluently, and easily, without hesitation. Even, when speaking there are errors in

pronunciation and grammar. Rerung (2016) added that fluency can help students to improve or have a better performance in speaking skills. Learners can practice their confidence by reducing the gaps between their speech.

## 5. Self-Confidence

Confidence has an important role in speaking. Usually, people who have mastered grammar and vocabulary have high self-confidence, because they think they are able to express what they think, and how they express it. So, they have great confidence in conveying their ideas and opinions.

Based on the explanation of some of the components of speaking above, the researcher can conclude that all the components described can support a person's performance in accelerating or improving his speaking ability. Moreover, every speaking skill such as vocabulary, grammar, pronunciation helps students to speak well. And then, all components must be mastered by learners to achieve communication goals.

## 2.7 Previous Related Studies

There were several previous studies that have been investigated by other researchers who had the same topic as this research. The first study came from Hasanah (2016) with the title "The Correlation between Students' Grammar Mastery and their Speaking Ability at 4<sup>th</sup> Semester of English Education Program Students of Muhammadiyah University of Purworejo in the Academic Year of 2015/2016". This study aimed to determine whether there is a significant positive

correlation between mastery of grammar and speaking ability in the 4<sup>th</sup> semester of the English Education Program at Muhammadiyah University of Purworejo in the 2015/2016 Academic Year. The results obtained in this study are a significant positive relationship between students' grammar mastery and their speaking ability in the 4<sup>th</sup> semester of English Education Program at Muhammadiyah University of Purworejo in Academic Year 2015/2016. In this study, there are similarities in the topic to be studied, the method used is the same as the method that will be used in later research, namely using quantitative methods with correlation techniques. The difference in this study lies in the speaking test instrument used, in this study the speaking test instrument students were given the task of telling stories with picture cues, while in further research the researcher would give students the task of explaining in a monologue about a topic. In addition, the difference lies in the sample to be taken.

The second research came from Quway (2017) with the title "The Relationship of Grammar Mastery with Speaking Competence". The purpose of this study was to reveal whether there was a significant relationship between student grammar mastery and speaking competence in Diponegoro University students. From the test results, a very low correlation was obtained between the two variables. Because, when a student got a minimum score on the grammar test, it was not mean that the student got a bad speaking achievement. Based on calculations using the Pearson Product Moment Formula, the  $r$  value of .22 indicated that the relationship between grammar mastery and speaking competence had a low relationship. In other words, the two variables had a low



relationship. This research has many similarities in the research that will be studied later, the similarities in the research are the topic, variable X, and use the same research method, namely quantitative and correlational research, while the instruments in this study have similarities, namely using a grammar test and speaking test. The difference in this study lies in the sample, the sample of this research was Linguistics students at Diponegoro University, while the research to be studied uses a sample of English education students at UIN Raden Fatah Palembang. On the other hand the difference lies in the Y variable.

The third research came from Susriani et al. (2021) entitled “Correlation between Grammar Mastery and Speaking Ability of the Eighth Grade Students of SMP Negeri 15 Palu”. In this study used a correlational research design, and quantitative methods. The results of this study indicate that there was no relationship between speaking ability and grammar, because after the data was analyzed it proved that the r-value -0.102 was smaller than the r-table (0.374), so in 8<sup>th</sup> grade students there was no relationship between grammar mastery and speaking ability. In this study, it has similarities with the research to be carried out, the first equation lies in the X variable, and also the research design used is the same as the research to be studied, on the other hand the equation lies in the instrument used, namely using the test method. And as for the differences in this study, the fundamental difference lies in the Y variable, and the sample to be taken, in the research to be studied the Y variable is speaking achievement, while in this study it is speaking ability.

## 2.8 Hypothesis

The researcher formulates the hypothesis. They were:

1.  $H_a$  : There was a significant correlation between students' grammar mastery and speaking achievement at English Education Study Program of UIN Raden Fatah Palembang.  
 $H_o$  : There was no a significant correlation between students' grammar mastery and speaking achievement at English Education Study Program of UIN Raden Fatah Palembang.
2.  $H_a$  : Grammar mastery significantly influences speaking achievement at English Education Study Program of UIN Raden Fatah Palembang  
 $H_o$  : Grammar mastery did not significantly influence speaking achievement at English Education Study Program of UIN Raden Fatah Palembang

## 2.9 Criteria for Testing Hypothesis

Creswell (2012) had some of criteria for testing hypothesis. Those were in the following:

1. If the p-value is higher than 0,05 ( $p > 0,05$ ),  $H_o$  is accepted and  $H_1$  is rejected.
2. If the p-value is less than 0,05 ( $p < 0,05$ ),  $H_o$  is rejected and  $H_1$  is accepted.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists: (1) research method, (2) research variables, (3) operational definition, (4) population and sample, (5) data collection, (6) validity and reliability, (7) normality, (8) linearity, (9) data analysis, and (10) hypothesis of study.

#### **3.1 Research Method**

This study used a quantitative research approach. Sugiyono (2019) said that the quantitative approach was used as a confirmative or proof method, because this method used research data in the form of numbers, and analysis used statistics. Sugiyono (2019) added that quantitative is value-free, value-free meaning that the results of quantitative research are neutral, and objective because they are not influenced by respondents. Similarly, Gay (2006) said that the quantitative approach is an approach that is applied in investigating the relationship between variables, and can investigate causal phenomena. Thus, in this study the researcher chose this approach, because it was deemed relevant to the title of this study. In this quantitative approach, the researcher aims to prove the relationship between grammar mastery and speaking achievement.

This research applied a correlational research design. According to Gay (2006), correlational research is research conducted on variables with the aim of finding out information or relationships about at least two variables obtained from

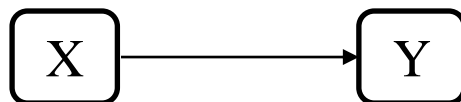
a group of participants. Supardi (2017) added that correlation research is a research analysis between the relationship of 2 or more variables, namely the dependent variable and the independent variable. Regarding the understanding of correlation, this research is very relevant to use correlational research, because it seeks information about the relationship between grammar mastery and speaking achievement. Thus, this research was included in correlational research with quantitative approach.

### **3.2 Research Variables**

Variable is something that becomes an object in a study. According to Kumar (2011), variable is a concept or image of something that can be measured. Creswell (2012) also added variables are characteristics or attributes of variations of individuals or organizations that can be measured, and observed by researchers as a study. It can be concluded that the variable is the object in the research that has been determined by the researcher with the aim of studying and drawing conclusions.

Based on the relationship between variables, the variables are divided into 2 types. Sugiyono (2019) said that there are 2 kinds of variables based on the relationship between one variable. They are the independent variable, and the dependent variable.

In this study there are two variables, namely the variable “X” and the variable “Y”, variable “X” as the independent variable, and the variable “Y” as the dependent variable. Those variables were as follows:



1. “X” variable in this study was students’ grammar mastery.
2. “Y” variable referred to students’ speaking achievement.

### **3.3 Operational Definition**

To avoid misunderstanding in interpreting some of the terms in the study, the researcher provides other definitions that can be used by the reader in understanding this study.

1. Grammar mastery refers to the knowledge of grammar of students of the English Education of UIN Raden Fatah Palembang. It will be measured by using grammar test.
2. Speaking achievement refers to speaking skills measured by speaking test of students of the English Education of UIN Raden Fatah Palembang.

### **3.4 Population and Sample**

#### **3.4.1 Population**

Population is a group of objects or individuals who have similarities in nature or characteristics. Creswell (2012) argued that the population is a group of individuals who have the same characteristics. Sugiyono (2019) also added that the population is a group of people or objects to be studied, and have the same characteristics or characteristics. So, it can be concluded that the population is a collection of individuals or objects that have the same properties and

characteristics. In this study, the population of this study was all of active students of the English Education Study Program of at the UIN Raden Fatah Palembang in the academic year of 2022/2023 which consisted of 124 students.

*Table 3.1 Population of the Research*

Semester	Number
Semester 4	115
Semester 6	124
Semester 8	122
	$\Sigma = 361$

*Source data: from the data of academic years 2022/2023*

### 3.4.2 Sample

Sample is part of the population that is the object to be studied in a study. Creswell (2012) said that the sample is a small part of the population that aims to be studied, and generalized to be the target population. Similarly, Arikunto (2014) noted that the sample is part or representative of the population studied. In short, the sample is a small part of the population that is the object to be studied.

This study used cluster random sampling. Cluster random sampling is a type of sampling method in which the researcher divided the population into several separate groups known as clusters, from these several clusters several samples were taken randomly. According to Singh and Masuku (2014), cluster random sampling is a type of sampling method in which the population is divided

into several groups, and a random sample from these groups or clusters is selected. Furthermore, Sugiyono (2019) argued a technique used to determine the sample when the object is large, by selecting groups at random from a population. To sum up, cluster random sampling is a sampling technique by grouping the population into a cluster, where the cluster will be a randomly selected sample. The sample in this study were 30 students in semester 6<sup>th</sup> of English Education Study Program Class PBI A. In taking this sample according to the technique used by the researcher, namely the cluster random sampling technique, with the consideration that students receive material based on the same curriculum, students are taught by the same teacher, and class divisions do not have superior class.

### **3.5 Data Collection**

In this study, the researcher used tests to collect the data. The researcher used tests as data collection to test grammar mastery and speaking achievement in students of English Education department of UIN Raden Fatah Palembang in academic year 2022/2023. Data collection using tests is considered relevant to the variables to be studied.

Test is a method of collecting data by giving several questions to individuals to determine their level of ability in certain fields. In other words, a test is a series of questions or other exercises that a person uses with the aim of measuring a person's skills, intelligence, or abilities and talents. According to Brown (2004), test is a method used to measure an individual's ability, not only

ability but also knowledge, and individual performance in a particular domain. In conclusion, the test is a method of collecting data in the form of a measuring instrument to determine the level of ability, or knowledge of a person in a particular field.

In the grammar test, the researcher used a ready-made test. The researcher chose multiple choice questions. Meanwhile, speaking test was done face to face. In assessing the speaking test, the researcher used an assessment rubric to measure students' speaking achievement.

*Table 3.2 Rubric Speaking Test*

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel



					language.	needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions quite	Has speaking vocabulary sufficient to express himself	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require	Can handle with confidence but not with facility	Accent is intelligible though often quite faulty.	Able to satisfy routine social demands

	accurately but does not have through or confident control of the grammar.	simply with some circumlocutions	no specialized knowledge)	most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.		and work requirements; needs help in handling any complication or difficulties.
4	Control of grammar is good. Able to speak the language	Able to speak the language with sufficient vocabulary to	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with	Errors never interfere with understanding and rarely disturb the	Can participate effectively in most formal and

	with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics	participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.		reasonable ease. Rarely has to grope for words.	native speaker. Accent may be obviously foreign.	informal conversations on practical, social and professional topics.
5	Able to use the language accurately on all levels normally	Can understand and participate in any	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker

	pertinent to professional needs. Errors in grammar are quite rare.	conversation within the range of his experience with a high degree of precision of vocabulary.		normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.		but can respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
3	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its	Equivalent to that of an educated native speaker	Has complete fluency in the language such that his speech is	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated

		features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.		fully accepted by educated native speakers.		native speaker.
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*Source:* Brown, H. D (2004). *Language assessment: Principles and classroom practices*. New York, NY : Pearson Education. Inc

And as for the categories in grouping the speaking test. Researcher divided into 5 categories, according to the table below:

*Table 3.3 The Categorization of Student's Speaking Test*

<b>Score Interval</b>	<b>Category</b>	<b>Indicators</b>
25 – 30	Excellent	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.

19 – 24	Good	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
13 – 18	Average	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most normal and informal conversations on practical, social, and professional topics.
7 – 12	Poor	Able to satisfy routine social demands and limited work requirements.
1 – 6	Very Poor	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.

*Source:* Brown, H. D (2004). *Language assessment: Principles and classroom practices*. New York, NY : Pearson Education. Inc

Meanwhile, for to know the level of student's grammar mastery, the researcher classifies the students' score in to five levels of ability. The students' scores are classified as follows:

*Table 3.4 The Rating Scale and Score Grammar Test*

No	Test Score	Level of Ability
1	80 – 100	Excellent

2	66 – 79	Good
3	56 – 65	Fairly Good
4	46 – 55	Poor
5	0 – 45	Failed

*(Sudijono, 2006)*

### 3.6 Validity and Reliability

#### a) Validity

Validity is used to measure the validity or correctness of an instrument used by researchers. Arikunto (2014) said validity is a measure that shows the level of validity of an instrument. In addition, validity is something that is very important in selecting the instrument that researcher used in conducting research (Fraenk et al., 2012). An instrument can be said to be valid if it has high validity, otherwise if its validity is low then the instrument is less valid (Arikunto, 2014). To sum up, validity aims to measure the validity of an instrument, to find out whether the instrument can measure what should be measured in the study.

In this study, the researcher used an instrument in the form of a ready-made test consisting of 40 multiple-choice grammar tests, which were taken from the TOEFL test from the book Phillips (2003), so the researcher believed that this test instrument was valid.

## b) Reliability

Reliability is the accuracy in assessing what is being assessed. According to Fraenk et al. (2012) said that reliability refers to the score obtained by someone how consistent the assessment is. Arikunto (2014) added that reliability means that the instrument is reliable enough to be used as a data collection tool because the instrument is good. To measure the reliability of the speaking test instrument, the researcher used inter-rater reliability, with the reason for the instrument test where the value given by the corrector is subjective, so that the reliability sought is agreement between raters in assessing an individual. Thus, the reliability is attached to the given score. In this inter-rater reliability, the researcher chose the kappa coefficient technique from Cohen.

*Table of 3.5 Instrument of Cohen's Kappa*

<b>Value of Kappa</b>	<b>Level of Agreement</b>	<b>% of Data that are Reliable</b>
0 - .20	None	0-4%
.21 - .39	Minimal	4-15%
.40 - .59	Weak	15-35%
.60 - .79	Moderate	35-63%
.80 - .90	Strong	64-81%
Above .90	Almost Perfect	82-100%

*(McHugh, 2012)*



The results of the inter-rater reliability speaking test, which will be explained in the table below:

*Table 3.6 Inter-rater Reliability Speaking test*

<b>Symmetric Measures</b>	
	Value
Measure of Agreement (Kappa)	.640

From the table above it can be seen that the value of kappa shows a value of .640, based on the instrument of Cohen's kappa level of agreement which is at a moderate level with a percentage of 35 - 63%.

Meanwhile, the TOEFL grammar test used a ready-made test made by Phillips (2003), and has been used internationally, so that the test is surely reliable.

### **3.7 Normality**

A normality test is used to determine whether the data collected is normal or not. According to Widana and Muliana (2020), the data normality test can use many available methods, such as the Kolmogrov-Smirnov method, Chi Square, Liliefors, Shapiro-Wilk using SPSS software. Researcher used SPSS to test for normality, and used Kolmogrov-Smirnov method. The normality test can be seen from the following provisions if the value of sig. more than 0.05 then the data is stated normally distributed, but if the value of sig. less than 0.05 then the data is declared not normally distributed.

The researcher had tested the normality of the data, and the results of the data indicate that the data is normal, as explained in the table below:

### 3.7 Result of Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>			
	Grammar Mastery	Speaking Achievement	N
Exact Sig. (2-tailed)	.026	.20	30

The normality test results presented in the table above demonstrated that each variable's values were all normal and appropriate for correlation and regression analysis. Both the grammar mastery and speaking achievement scores .26 and .20, means that were higher than .05.

### 3.8 Linearity

A linearity test is conducted to determine whether the relationship between the independent and dependent variables is linear or not. According to Widana and Muliana (2020), linear testing is intended to determine whether the relationship between the independent and dependent variables of the study lies on a straight line or not, for linear decision making criteria if the value of sig. deviation from linearity is more than 0.05 then there is a linear relationship between the two variables.

As for the results of the data obtained in the linearity test, the data shows that the data obtained is linear. It can be seen from the table below:

*Table 3.8 Result of Linearity Test*

<b>ANOVA Table</b>	
	<b>Sig.</b>
Speaking Achievement * Grammar Mastery	.561

From the data above it can be interpreted that the linearity value of the data is .561, which means more than .05, so the data results contribute linearly.

### **3.9 Data Analysis**

1. The data analyzed using Pearson Product Moment Correlation, because according to Arikunto (2014) Pearson Product Moment Correlation is used to determine the relationship between two interval symptoms. In this study, the use of this formula aims to determine the relationship between grammar mastery and speaking achievement of 5<sup>th</sup> semester students of English education at UIN Raden Fatah Palembang.
2. To interpret the result of the correlation analysis the standar correlation pearson r is used, that is:

*Table 3.9 "r" Product Moment Interpretation*

<b>Value of "r" product moment</b>	<b>Interpretation</b>
0.00 – 0.199	Very weak
0.20 – 0.399	Weak

0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

*(Arikunto, 2012)*

If the  $r$  value obtained in the calculation results is 0.00 – 0.199 then the relationship obtained is very low, but on the contrary if the  $r$  value is obtained from the range 0.80 – 1.00 then the relationship obtained is very strong between grammar mastery and speaking achievement for 6<sup>th</sup> semester students of English Education at UIN Raden Fatah Palembang.

## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

This chapter consists: (1) finding, and (2) interpretations.

#### **4. Finding and Interpretations**

This study aimed to determine whether there is a correlation between grammar mastery and speaking achievement. This study took a sample of 6<sup>th</sup> semester students as many as 30 students. The purpose of this study was to determine students' grammar mastery and speaking achievement, which can be seen from the grammar mastery scores taken from the TOEFL test which is the structure and written expression section and their scores in speaking achievement were measured from the speaking test they took. In this chapter the researcher provided some of the data that has been collected. This chapter contains a description of the data, results, and discussion.

##### **4.1 Finding**

Researcher conducted this research at English Education Study Program of UIN Raden Fatah Palembang. The samples in this study were 30 students of 6<sup>th</sup> semester students who were in one class. There are two documents that researcher collect as data. The first document was the students' grammar mastery score, and the second document was the speaking test score. The researcher took the data from the students' TOEFL Test scores, more specifically from the structure and written expression section.

#### 4.1.1 Description Statistical

In analyzing the data, 30 students in semester 6<sup>th</sup> of English Education Class PBI A were used as the research sample. Two variables were used in this study. They are grammar mastery and speaking achievement. Taking the grammar mastery test was done in written, and in the speaking achievement test was done orally, students gave arguments about the topics that have been determined. Each variable will be given a score, as explained below:

##### a. Grammar Mastery

In the grammar mastery test, the researcher chose PBI A class semester 6<sup>th</sup> of English Education Study Program to distribute the test with 30 respondents. The highest-most-significant score on the test is 92.5, and the lowest score is 25.

From the grammar mastery data, the highest score was 92.5, and the lowest score was 25. Based on the data obtained, the researcher divided grammar scores into 5 categories, and for percentage of grammar mastery scores, will be explained in the table below:

*Table 4.1 Percentage Frequency of Grammar Test*

No	Interval	Frequency	Percentage	Category
1	80 – 100	7	23,3%	Excellent
2	66 – 79	2	6,7%	Good
3	56 – 65	3	10%	Fairly Good

4	46 – 55	2	6,7%	Poor
5	0 – 45	16	53,3%	Failed

The table above is the score of the students' grammar mastery in answering the multiple choices. It can be categorized into excellent, good, fairly good, poor, and failed. It can be seen that the students who got excellent category were 7 students (23,3%), the students who got good category were 2 students (6,7%), while for fairly good category were 3 students (10%), the students got poor category were 2 students (6,7%), and 16 students got failed category with percentage is 53,3%.

#### **b. Speaking Achievement**

In collecting data regarding speaking achievement, the researcher used an instrument test. As many as 30 students in class PBI A gave an argumentation on one of the topics that had been determined randomly, the researcher recorded each student when they gave their opinion, as for the research rubric in speaking achievement accuracy, vocabulary, pronunciation, fluency, and comprehension. According to the data obtained, the highest student score was 18 and the lowest student score was 12. According to the table below:

The data shows the results of the students' speaking achievement which have been assessed by the raters. From these data, the researcher divided into 5 categories. So, from these data it was obtained that there

were 27 students who received an average category, and there were 3 students who received a poor category.

*Table 4.2 Percentage Frequency of Speaking Test*

No	Interval	Frequency	Percentage	Category
1	25 – 30	0	0%	Excellent
2	19 – 24	0	0%	Good
3	13 – 18	27	90%	Average
4	7 – 12	3	10%	Poor
5	1 – 6	0	0%	Very Poor

The table above is the score of the students' speaking achievement. It can be categorized into excellent, good, average, poor, and very poor. It can be seen that the students who got average category are 27 students (90%), the students who got good category were 3 students (10%), while for the excellent, good, and very poor categories no students got the category.

#### **4.1.2 The Correlation between Students' Grammar Mastery and Speaking Achievement**

In this study there were 2 problems, the first problem will be solved in the table below:



*Table 4.3 Result of Correlation*

<b>Correlations</b>	
Pearson correlation	-.237
Sig. (2-tailed)	.208
N	30

In this part, the researcher looked at the findings from the speaking test scores and grammar test scores on descriptive statistics which aimed to answer the first research problem. The Pearson Product Moment coefficient was used in this study. The result obtained was that there was no significant correlation between the two variables (grammar mastery and speaking achievement), because the correlation coefficient  $r$ - obtained was  $-.237$  which is lower than the  $r$ -table, which was  $.361$ . Meanwhile, for significant it shows a value of  $-.208$ , which was higher than  $.05$ . Thus, the result obtained is that there was no significant correlation between grammar mastery and speaking achievement. Therefore, the hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_0$ ) is accepted.

#### **4.1.3 The Contribution between Students' Grammar Mastery and Speaking Achievement**

From the research results that have been calculated, it can be seen that there was no correlation between grammar mastery and speaking achievement, so that the regression analysis cannot be calculated. As a result, the second research problem in this study was could not be answered.

## 4.2 Interpretations

This study examined the relationship between grammar and speaking achievement of 6<sup>th</sup> semester English education students. Mastering grammar is understanding every meaning of speech and text correctly according to predetermined rules and regulations. In studying grammar, students learn a lot of lessons, for example knowing the types of words, knowing the forms of words, and placing words in the correct sentences. In communicating students can see the grammar and the rules in it. In this study, researcher focused on two variables, they were the independent and dependent variables.

First, the researcher used a grammar mastery test to find data about scores in grammar mastery. The data obtained from mastery of grammar totaled 30 students who were students in the 6<sup>th</sup> semester of English Education. As for those who got the highest score, they are 92.5, the lowest score, they are 25. According to the table obtained, there were two people who got the highest score, and two people who got the lowest score.

Second, in collecting data on speaking achievement the researcher used a speaking test to find out students' scores in speaking. From the data obtained, there was one student who got the highest score, with a score of 18, and there were two students who got the lowest score, namely with a score of 12.

Based on the calculations, the correlation value obtained is .237 which indicates that the X and Y variables have no correlation, the *r*-table is 0.361 because the number of participants is 30, and the significance is 5%. So, from the results of these data, the *r*-count value is lower than the *r*-table, namely  $.237 <$

.361. As a result, the null hypothesis is accepted, and the alternative hypothesis is rejected. Finally, the researcher concluded that there was no significant relationship between grammar mastery and speaking achievement in the 6<sup>th</sup> semester students of English Education.

The results of this study are supported by previous research by Kusumawardani & Mardiyani (2018). In this study, the researchers found that there was no correlation between grammar competence and speaking fluency, because the *r*-value was lower than *r*-table. It can be concluded the null hypothesis is accepted.

And another previous related study from Susriani et al. (2021) found that there was no correlation between grammar mastery and speaking ability. The instrument used in this study written test for grammar, and an oral test for speaking, and the result of this study shows that there was no correlation between grammar mastery and speaking ability, this is indicated by the low *r*-value of *r*-table, namely -.102 for *r*-value, and .374 for *r*-table.

Based on some of the research above, it can be seen that there was no correlation between grammar mastery and speaking achievement. This showed that grammar mastery did not have a high influence on speaking achievement. According to Areta & Purwanti (2021), speaking performance is influenced by 10 factors, they are time for preparation, topical knowledge, listeners' support, confidence, feedback during speaking activity, listening ability, anxiety, motivation to speak, time allowed to perform a speaking task, pressure to perform well. This opinion shows that grammar did not affect a person's speaking

performance. On the other hand, Leong & Ahmadi (2017) argued that problems in speaking performance lie in learners with low-esteem, anxiety, and motivation. So, it can be concluded that students need time to prepare themselves for speaking performance, that topic mastery is very influential in the assessment of speaking achievement, because in this study one of the assessment indicators is comprehension, so students need quite extensive knowledge about the topic they will give argumentation, and on the other hand topic mastery is the foundation if someone wants to talk about something. Another factor is confidence, confidence is the key to starting something, if students are confident then they can convey their speech smoothly. The anxiety factor is also very influential, because students will feel afraid of making mistakes in their pronunciation, thus making bad speaking performance.

## CHAPTER V

### CONCLUSION

This chapter consists: (1) conclusions, and (2) suggestions

#### 5.1 Conclusions

- a) Based on the findings and interpretation results above, the researcher could be conclude that between the 2 variables there was a significant relationship between their grammar mastery and speaking achievement. The data obtained are  $r = -.237 < .361$  and  $\text{sig} = .208 > .05$ , because the  $r$ -value data is lower than the  $r$ -table so that the results obtained by the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_0$ ) is accepted. In short, grammar mastery has no significant impact on students' speaking achievement. To sum up, grammar mastery and speaking achievement have no correlation.
  
- b) From the findings of the data above, it can also be concluded that grammar mastery did not have an influence on speaking achievement. Because, the students who got the highest grammar mastery results, were not the students who got the highest speaking achievement results either, or vice versa. To sum up, grammar mastery had no influence on speaking achievement but in the medium or average category.

## 5.2 Suggestions

From the conclusions above, several suggestions can be obtained for researcher, teachers, students, and other researchers. First, the researcher hopes that with this research the researcher realizes that there are many shortcomings in this research, so the researcher needs advice in research so that the researcher can be even better in writing in the future.

Second, for English Lecturer this research can be used as a reference for information in knowing students' skills in grammar and speaking. Thus, the English Lecturer can develop appropriate methods to improve students' speaking achievement and grammar mastery.

Third, for students it is suggested that students know how to overcome challenges or problems within themselves. Students must improve grammar mastery skills, and speaking achievement. Students are expected to realize the importance of grammar mastery in increasing speaking achievement. They can do it by improve grammar, and it makes students be confident.

Fourth, for other researchers who are interested in conducting similar research, they can try to investigate grammar mastery, and writing performance. They could also try to investigate about anxiety and speaking performance. They might research in other levels such as junior high or senior high school.

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**APPENDIX:****APPENDIX A****INSTRUMENT SPEAKING TEST****I. Test Specification**

1. The objective of this test is to measure performance in the form of responsive speaking.
2. The level in speaking is the advanced level, where the subjects are students who have completed 3 levels of speaking classes and 3 levels of grammar classes.
3. The students are asked to perform their speaking by giving arguments or opinion about the topics provided.
4. The students are asked to perform in about 2-3 minutes and their speaking will be recorded.
5. The students performance will scored according to their pronunciation, fluency, comprehension, vocabulary, and accuracy.
6. The students performance will be rated by the raters by using speaking rubric adapted from Brown (2004)

**II. Instructions**

There are 6 following topics to talk about. You are given in 1-3 minutes to talk about the topics to give your arguments or your opinion. And the topics will you choose randomly.

Topics :

- a) The importance of English
- b) The global climate change caused by humans
- c) The causes of the great depression

- d) The reasons why students drop out from high school or college
- e) The people have become overly dependent on technology
- f) The dieting that makes people fat

### III. Rubric Speaking

Table 3.2 Rubric Speaking Test

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructions	Has speaking vocabulary sufficient to express	Can get the gist of most conversation of non-technical subjects. (i.e.,	Can handle with confidence but not with	Accent is intelligible though often quite faulty.	Able to satisfy routine social

	quite accurately but does not have thorough or confident control of the grammar.	himself simply with some circumlocutions	topics that require no specialized knowledge)	facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.		demands and work requirements; needs help in handling any complication or difficulties.
4	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
5	Able to use the language accurately on all levels normally pertinent to	Can understand and participate in any conversation	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can

	professional needs. Errors in grammar are quite rare.	within the range of his experience with a high degree of precision of vocabulary.		pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.		respond appropriately even in unfamiliar situations. Can handle informal interpreting form and into language.
3	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

*Source:* Brown, H. D (2004). *Language assessment: Principles and classroom practices*. New York, NY : Pearson Education. Inc



**APPENDIX B**  
**RESULT OF SPEAKING**

*Table 4.3 The Result of Speaking Achievement*

<b>NAMA</b>	<b>SCORE</b>	<b>CATEGORY</b>
Student 1	18	Average
Student 2	18	Average
Student 3	17,5	Average
Student 4	17	Average
Student 5	15,5	Average
Student 6	18	Average
Student 7	15	Average
Student 8	16	Average
Student 9	15	Average
Student 10	18	Average
Student 11	18	Average
Student 12	13,5	Average
Student 13	14	Average
Student 14	16	Average
Student 15	16	Average
Student 16	18	Average
Student 17	16	Average
Student 18	12	Poor
Student 19	12	Poor
Student 20	14,5	Average
Student 21	13,5	Average
Student 22	16	Average
Student 23	15	Average
Student 24	15	Average
Student 25	12,5	Poor
Student 26	15	Average
Student 27	13,5	Average
Student 28	13,5	Average
Student 29	14	Average
Student 30	15,5	Average

**APPENDIX C**  
**GRAMMAR TEST**  
**Section 2**

**Structure and Written Expression**

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

1. Different hormones \_\_\_\_\_ at the same time on a particular target issue
  - a) usually act
  - b) usually acting
  - c) they usual act
  - d) the usual action
  
2. The tidal forces on the Earth due to \_\_\_\_\_ only 0.46 of those due to the Moon.
  - a) the Sun is
  - b) the Sun they are
  - c) the Sun it is
  - d) the Sun are
  
3. Most radioactive elements occur in igneous and metamorphic \_\_\_\_\_ fossils occur in sedimentary rocks.
  - a) rocks, nearly all
  - b) rocks, but nearly all
  - c) rocks, nearly all are
  - d) rocks, which nearly all are
  
4. \_\_\_\_\_ radioisotope is encountered, the first step in its identification is the determination of its half-life.
  - a) An unknown
  - b) Afterwards, an unknown
  - c) When an unknown
  - d) During an unknown
  
5. The Missouri \_\_\_\_\_ longest river in the United States, flows through seven states from its source in Montana to its confluence with the Mississippi.
  - a) River, the
  - b) River is the
  - c) River is one of the
  - d) River, one of the





19. Roberts Heinlein was instrumental in popularizing science fiction with a series  
 A B C  
 of stories that is first published in the *Saturday Evening Post*.  
 D
20. Each number on the Richter scale represent a tenfold increase in the  
 A B  
 amplitude of waves of ground motion recorded during an earthquake.  
 C D
21. Lake Tahoe, located on the eastern edge of the Sierra Nevada range, is feed  
 A B C  
 by more than thirty mountain streams.  
 D
22. Established in 1789 and operated by the Jesuits, Georgetown University in  
 A  
 Washington, D.C is the older Roman Catholic institution of higher learning in  
 B C D  
 the United States.
23. The surface of the planet Venus is almost completely hid by the thick clouds  
 A B C  
 that shroud it.  
 D
24. Present in rocks of all types, hematite is particular abundant in the  
 A B C  
 sedimentary rocks known as red beds.  
 D

25. Tropical cyclones, alike extratropical cyclones, which derive much of their  
 A B C  
 energy from the jet stream, originate far from the polar front.  
 D
26. Elizabeth Cady Stanton organized the first U.S. women's right convention in  
 A B  
 1848 and was instrumentally in the struggle to win voting and property rights  
 C D  
 for women.
27. Jaguarundis are sleek, long-tailed creatures colored either an uniform reddish  
 A B C  
 brown or dark grey.  
 D
28. It is possible to get a sunburn on a cloudy day because eighty percent of the  
 A B  
 ultraviolet rays from the Sun would penetrate cloud cover.  
 C D
29. In 1964, GATT established the International Trade Center in order to assist  
 A  
developing countries in the promotion of its exports.  
 B C D
30. Joseph Heller's novel *Catch-22* satirizes both the horrors of war as well as the  
 A B C  
 power of modern bureaucratic institutions.  
 D

31. In *Roots*, Alex Haley uses fictional details to embellish a factual histories of  
 A B C  
 seven generations of his family.  
 D
32. The carbon atoms of the diamond are so strongly bonded that a diamond can  
 A B  
 only be scratched with other diamond.  
 C D
33. Viruses are extremely tiny parasites that are able to reproduce only within the  
 A B C  
 cells of theirs hosts.  
 D
34. During the last Ice Age, which ended about 10,000 years ago, there was about  
 A B  
 three times more ice than is today.  
 C D
35. Melons most probably originated in Persia and were introduced the North  
 A B C  
 American continent during the sixteenth century.  
 D
36. More than 600 million individual bacteria lives on the skin of humans.  
 A B C D
37. The more directly overhead the Moon is, the great is the effect that it exhibits  
 A B C D  
 on the Earth.

38. As the International Dateline at 180 degrees longitude is crossed westerly, it  
A B  
becomes necessary to change the date by moving it one day forward.  
C D
39. Kilauea's numerous eruptions are generally composed in molten Java, with  
A B  
little escaping gas and few explosions.  
C D
40. The incubation period of tetanus is usually five to ten days, and the most  
A B  
frequently occurred symptom is jaw stiffness.  
C D

(Source : Philips, 2003)



### Diagnostic Chart Grammar Test

Test Materials	Indicators	Number of items	Total	Type of test	Answer keys
Sentences with one clause	The students able to:		40 questions	Multiple Choices	
	➤ Identify sentence has a subject and verb	1			A
	➤ Identify object of preposition	2			D
	➤ Identify appositive	5			A
	➤ Identify past participle	8			C
Sentences with multiple clause	➤ Identify coordinate connector correctly	3			B
	➤ Identify <i>time</i> and <i>cause</i> connectors correctly	4			C
	➤ Identify other	10			A

	adverb				
More sentences with multiple clause	<ul style="list-style-type: none"> <li>➤ Identify nouns clause</li> <li>➤ Identify adjective clause connectors</li> <li>➤ Identify adjective clause connector/subject</li> </ul>	<p>11</p> <p>14</p> <p>7</p>			<p>D</p> <p>D</p> <p>B</p>
Sentence with reduced clauses	<ul style="list-style-type: none"> <li>➤ Identify reduce adjective clause</li> <li>➤ Identify adjective reduce adverb clauses</li> </ul>	<p>9</p> <p>13</p>			<p>B</p> <p>A</p>
Sentence with inverted subject and verbs	<ul style="list-style-type: none"> <li>➤ Identify the subject and verb with question word</li> <li>➤ Identify the subject and verb with place expressions</li> <li>➤ Identify invert the</li> </ul>	<p>6</p> <p>12</p> <p>5</p>			<p>D</p> <p>C</p> <p>A</p>

	subject and verb with conditionals				
Problems with subject/verb agreement	➤ Identify verb agree after expressions of quantity	17			B
	➤ Identify verb agree after certain words	20			B
Problems with parallel structure	➤ Identify parallel structure with paired conjunctions	30			C
	➤ Identify parallel structure with comparisons	34			D
Problems with comparative and superlative	➤ Identify comparatives and superlatives	22			B
	➤ Identify irregular <i>-er</i>	37			B
Problems	➤ Identify after	18			B

with the form of the verb	<i>have</i> , use the past participle ➤ Identify after <i>be</i> , use the present participle or past participle	21			C
Problems with the use of the verb	➤ Identify when to use the past with the present ➤ Identify correct tense with <i>will</i> and <i>would</i>	19 28			D C
Problems with passive verb	➤ Identify correct form of the passive	23			B
Problems with nouns	➤ Identify correct singular or plural noun ➤ Identify irregular plural of nouns	16 36			D C
Problems	➤ Identify	33			D

with pronouns	possessive adjective and pronouns ➤ Identify pronouns reference for agreement	29			D
Problems with adjective and adverb	➤ Identify basic adjective and adverb ➤ Identify adjectives after linking verb	24  26			C  C
More problems with adjectives	➤ Identify <i>-ly</i> adjectives ➤ Identify <i>-ed</i> and <i>-ing</i> adjectives	38  40			B  C
Problems with articles	➤ Identify using <i>a</i> and <i>an</i> ➤ Identify articles agree with nouns	27  31			C  C
Problems	➤ Identify incorrect	39			B

with prepositions	prepositions ➤ Identify when prepositions have been omitted	35			C
Problems with usage	➤ Identify <i>like, alike, unlike, and dislike</i>	25			A
	➤ Identify <i>other, another, and others</i>	32			D

(Source : Philips, 2003)

**ANSWER KEY**

- |       |       |
|-------|-------|
| 1. A  | 21. C |
| 2. D  | 22. B |
| 3. B  | 23. B |
| 4. C  | 24. C |
| 5. A  | 25. A |
| 6. D  | 26. C |
| 7. B  | 27. C |
| 8. C  | 28. C |
| 9. B  | 29. D |
| 10. A | 30. C |
| 11. D | 31. C |
| 12. C | 32. D |
| 13. A | 33. D |
| 14. D | 34. D |
| 15. B | 35. C |
| 16. D | 36. C |
| 17. B | 37. B |
| 18. B | 38. B |
| 19. D | 39. B |
| 20. B | 40. C |

**APPENDIX D**  
**RESULT OF GRAMMAR TEST**

*Table 4.1 The Result of Grammar Mastery*

<b>Name</b>	<b>Score</b>	<b>Category</b>
Student 1	42.5	Failed
Student 2	92.5	Excellent
Student 3	42.5	Failed
Student 4	40	Failed
Student 5	85	Excellent
Student 6	27.5	Failed
Student 7	62.5	Fairly Good
Student 8	62.5	Fairly Good
Student 9	42.5	Failed
Student 10	40	Failed
Student 11	82.5	Excellent
Student 12	82.5	Excellent
Student 13	52.5	Poor
Student 14	77.5	Good
Student 15	30	Failed
Student 16	65	Fairly Good
Student 17	25	Failed
Student 18	37.5	Failed
Student 19	92.5	Excellent
Student 20	27.5	Failed
Student 21	42.5	Failed
Student 22	37.5	Failed
Student 23	77.5	Good
Student 24	47.5	Poor
Student 25	25	Failed
Student 26	37.5	Failed
Student 27	35	Failed
Student 28	90	Excellent
Student 29	90	Excellent
Student 30	27.5	Failed



## APPENDIX E

### VALIDATION OF INSTRUMENT SPEAKING TEST

#### VALIDATION SHEET OF RESEARCH

##### (SPEAKING TEST)

Name of expert : Winny Agustia Riznanda, M.Pd. Institution : UIN Raden Fatah  
 Occupation : English Lecturer Date : 23 - 10 - 2022  
 Information : The speaking test will be conducted for Students of Fifth semesters who have describe about one of topic.

The scale of response is categorized as follows:

Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Direction : For each items below, please indicate the extent of its real condition by placing a thick(✓) in the appropriate box.

No	Test Items	Validation of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction				✓		
2	Topic				✓		
3	Time Allocation				✓		
Comment: <i>ok for research</i>							

Palembang, 23 Nov, 2022

Validated by,

*Winny A. Riznanda, M.Pd.*  
 Winny A. Riznanda, M.Pd.

**VALIDATION SHEET OF RESEARCH**

**(SPEAKING TEST)**

Name of expert : Shynta Amalia, M.Pd                      Institution : UIN Raden Fatah  
 Occupation : English Lecturer                              Date : 5 January 2023  
 Information : The speaking test will be conducted for Students of Fifth semesters who  
 have describe about one of topic.

The scale of response is categorized as follows:


Scale	Categorization
1	Very Inappropriate
2	Inappropriate
3	Moderate
4 ✓	Appropriate
5	Very Appropriate

Direction : For each items below, please indicate the extent of its real condition by placing a  
 thick(✓) in the appropriate box.

No	Test Items	Validation of Writing Test Items					Categorization
		1	2	3	4	5	
1	Instruction					✓	
2	Topic				✓		
3	Time Allocation				✓		
Comment: - Min revisia. - see your address							

Palembang, 9 January ..... 2023

Validated by,

  
 Shynta Amalia, M.Pd.