

**THE CORRELATION BETWEEN STUDENTS' ABILITY IN  
MASTERING GRAMMAR AND THE STUDENTS'  
ACHIEVEMENT IN SPEAKING**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

*By:*

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## ABSTRACT

**AfrianaLubis. 1102050387. The correlation Between Students' Ability in Mastering Grammar and The Students' achievement in Speaking. Skripsi. Medan. English Department of Faculty of Teacher Training and Education, UniversitasMuhammadiyah Sumatera Utara (UMSU). 2016.**

The objective of the study in this research was to find out the correlation between students' ability in mastering grammar and the students' achievement in speaking and to find out percentage of the correlation between students' ability in mastering grammar and the students achievement in speaking. The population of this research was the second grade students of SMP MUHAMMADIYAH-1 MEDAN. The population were 7 classes consist 216 students. The researcher took a class Terpadu II and Reguler as a sample by using Cluster Random Sampling. In gathering data, the researcher used an essay test to measure grammar mastery and written test to measure speaking achievement. In analyzing data, researcher used Pearson Product Moment formula. After analyzing, it was found  $r$ -calculated 0.455 and the degree of freedom ( $df= n-2$ ) was 60. It means that  $r$ -calculated was higher than  $r$ -table. There is significance between students' ability in mastering grammar and the students' achievement in speaking. So the relationship between two variables above were significant. Therefore the alternative hypothesis was accepted and null hypothesis rejected.

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In the name of Allah, The most Gracious and the Most Merciful Firstly, the researcher would like to praise to Allah SWT who has given chances to finish this research. Secondly, blessing and peace be upon the prophet Muhammad SAW who has brought human beings from the darkness to the brightness.

The title of this research is *“The Correlation Between The Students’ Ability in Mastering Grammar and The Students’ Achievement in Speaking”* one of the purpose in conducting this research is to fulfill one of requirements to achieve the Sarjana degree of education from the faculty of Teaching and Education of UMSU.

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Medan, March 2016  
The researcher

**AfrianaLubis**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition people who know a language are referred to as ‘speakers’ of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interaction with other speakers. Speaking can also serve one of two main functions : transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983 : 3)

On the average, most students have difficulties in speaking even though they have learned it for many years. They do not know how to speak English fluently. There are so many factors that influence the learners to be able to speak English the language as most learners have limited practicing. Consequently, the learners become slow down and find difficulties in communicating with others in English. Therefore, speaking is in fact not as some people think. Most people speak without knowing how they do it since they assume speaking is not very important. For

them, speaking is a question of little concern. So, it is a problem for the teacher in teaching speaking in the class.

In teaching and learning English as foreign language, most students face some problem to speak English well. In this case, there are some factors of the difficulties of speaking ability. They are internal and external factors. Internal factors come from the students selves. These concern with the psychological and physical aspect for instance the activity of memorizing or thinking whether it is inherent or caused by other factors. The other factors is feeling ashamed. It can make students afraid of making interaction and also make students afraid to express their ideas even though they do not understand because they want to take a risk of being laughed for their friend. External factors comes out of the students. It concern with the teaching learning technique.

Grammar is one of the points that should mastering by students to can speak English well. Grammar is the structure and the rule of language that make the language can understand by other people. Many students who speak English with bad grammar and we can not understand what he said. So that, the teacher should be ensure that the students have mastering grammar or not to can speak English.

Speaking and grammar have close relationship in English practicing. Students should mastering grammar if they want to speak English well, because English language also has the structure and rule of language. So, students can not say all words or sentences they want to say without caring grammar. In practice English we not only think about our topic means but also think about other people

understanding because a communication doing to get a comprehension for people do that.

Based on the experiences of the researcher when did Micro teaching II in SMP MUHAMMADIYAH 1 in Jl. Demak No. 3 Medan, the researcher find some students spoke English without caring grammar, they said whatever in their mind with bad structure. After that the researcher give explanation about grammar based on the material they learn and the result the students can spoke English better than before in second test.

From the explanation above, the researcher interested to search and find “THE CORRELATION BETWEEN THE STUDENTS’ ABILITY IN MASTERING GRAMMAR AND THE STUDENTS’ ACHIEVEMENT IN SPEAKING ”.

## **B. The Identification of the Problem**

The problems were identified as follows:

1. The students’ ability in grammar
2. The students’ achievement in speaking skill
3. The correlation between students’ ability in mastering grammar and the students’ achievement in speaking skill

### **C. Scope and Limitation**

This research focused on the correlation between students' ability in mastering Grammar and the students' achievement in speaking skill. In grammar limited to Simple present tense, Past tense and Future tense while in Speaking limited to activities in Present, Past and Future.

### **D. Formulation of the Problem**

The problems of this research were formulated as follow:

1. How the students' ability in mastering grammar?
2. How the students' achievement in speaking skill?
3. Is there any correlation between students' ability in mastering grammar and the students' achievement in speaking skill?

### **E. The Objective of the Study**

Referring of the problem formulated above, the objective of the research were follow:

1. to find out the students ability in mastering grammar.
2. to find out the students' achievement in speaking skill.
3. to find out the correlation between students' ability in mastering grammar and the students' achievement in speaking skill.

## **F. Significance of the Study**

- a. Based on the theoretically in the explained of study:

The result of this research is expect to enrich the knowledge on teaching English especially English Grammar. Moreover, this research can be reference for those who to conduct a similar research.

- b. Based on practically in the study can to find:

1. to be useful for teachers especially English teaching as a contribution for them in the using grammar and their ability in speaking skill.
2. to student can be understanding and knowing about grammar in increasing ability in speaking skill.
3. to other researcher can be easier teach grammar and teach speaking.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

A research is conduct based on the relate theories in this study. In this case, the theoretical framework aims to give a clear concept and perception applied in this research in order to avoid the misinterpretation of some terms relate to the research.

#### **1. Description of Correlation**

Arikunto, (2013: 313) defines “correlation is statistic analysis technique used to compare the result of measurement two difference variable to decide the degree of relation between one variable and another variable”. In this study correlation is defined as mutual relationship between first and second test, it can be said that the two test are correlation or with the second test score. This means that if in the students get high score in the first test she/he may also get high score in the second test.

So the correlation exists between two or more quantifiable variables. The linguist expressed it as a correlation coefficient.

#### **2. Description of Ability**

The students’ ability is related to the students’ efforts of getting something in their cognitive system, the ability is the result of learning process which

involves teacher and students which the knowledge that students have as reflection. The realization of students' ability achieved is generally in the form of score. It can be acknowledge from certain position of the students in the class because scores have function of learning process reflection. It is appropriate to the opinion of Nawawi (1998: 3) states "kemampuan adalah tingkat keberhasilan siswa dalam bentuk skor dari hasil tes mengenai sejumlah materi pelajaran tertentu".

The term "ability" in this study is the power of the students to understand the materials given by the teacher in the classroom. The ability of the students is learning can be seen from the result of learning itself after the students learn about the material, of course there is a change in behavior and knowledge.

The students' ability is related to the students. The ability is the result of process which involves teachers with student which is reflected from the knowledge the students' have. Ability which is achieved by the students then it is realized in the form of the score, so that it will be acknowledge by the certain position of the students in the classroom because the score they reflected their ability in learning process.

**a. The original ability (natural ability)**

The original ability is a set of basic ability and it is called holly ability (basic ability that can be developed automatically). The basic ability will be developed by integral that can move all off its aspects. So that, all of the aspects can influence each other to get special aims mechanically. Some factors can

improve original ability are talent, instinct, hereditary, intuition, and human characters. It means that human being have the original ability that they have got since they were born. Commonly this ability will how when we were babies.

### **3. The Concept of Grammar**

#### **A. A Grammar of Functions**

People who study and use a language are mainly interested in how they can do things with the language, how they can meanings, get attention to their problem and interestd, influence their friends and colleagues and create a rich social life for themselves. They are only interested in the grammatical structure of the language as a means to getting things done.

A grammar which puts together the patterns of the language and the things you can do with them is called a function grammar.

The function of grammar is built around a major function of language, such as: concept building, making up messages, and reporting what someone said. Each of these functions is regularly expressed in English by one particular structure. For example, concept building is usually expressed by structures built around a noun, called noun groups; messages are very often expressed in clauses; and reports typically involve a pair of clauses.

#### **B. A Grammar of Classes**

The actual words and phrases that are regularly used in each structure are printed in the grammar in a series of lists. Instead of just a few illustrative examples, this grammar gives information about the grammar of a large number

of words. The student can get a good idea of how large or small a grammatical class is, how many words a certain rule applies to. The teacher has raw material for up exercises that suit a particular group of students, and can point to general features of a grammatical class.

Most of these lists, as far as we know, have never been available before. They are worth detailed investigation by student and teacher, because these lists provide the main link between the abstractions of grammar and the realities of texts.

In grammar lists of this kind are called 'classes'; a class is grouping together of words and phrases which all behave in the same way. Hence this grammar is very much a grammar of classes because it features so many lists of words and phrases.

### **C. A Grammar of Meanings**

In translation, an understanding of grammatical structure of the source language, adequate to identify the inflected the form of words and their implications for the meaning, to draw conclusions from agreement or otherwise in gender, number, case and to understand the significance of abnormal words order in conveying emphasis or tone.

This research will be focus on students' mastery tenses which have been learned by them in high school. Furthermore, students' ability in transiting depend on their knowledge of tenses.

#### **D. A Grammar for Access**

When using a grammar, it is often difficult to find the information that you want. This is often the biggest single problem for users of grammars, and a good reason why grammars are often unpopular with students. This grammar makes a special effort to support the user, and there are several interlocking systems of access.

The well known grammatical terms are all used here. Subject and object, present and past tense, and so on. New terms are kept to a minimum and are only used where there is no obvious alternative. A glossary of terms is provided and they are also, of course, all listed in the index.

#### **E. A Grammar for Production**

Collins Cobuild (1990 :iiix ) stated that the main purpose of grammar is to help students to choose structures which accurately express the meanings they want to create. In particular, we set out many productive features to guide the student towards confidence in personal expression. In some areas of grammar the rules are very flexible. Rather than giving a definite class, we feel it is better to give guidance so that the user can make individual choices, with no serious risk of error. By describing the language in this way, we give plenty of scope for creativity and innovation, a feature which is not commonly found in grammars. There are many productive features in current English.

A productive feature invites and encourages us to use our imagination. The list of words and phrases that will fit a structure is often impossible to define

completely. There may be a number of words in regular use, but in addition to that many other possibilities, offering the user a safe place to experiment.

Although there are many potential productive features, in this grammar we have only introduced the main and most obvious ones. If we find that this approach is popular with teachers and learners, it may be possible gradually to sift the whole perspective away from grammar as a list of arbitrary problems, and towards grammar as a means of free expression.

#### **F. Tenses in Grammar**

Drs. J. Waluyo & Hariyanto M. S. Pd (2011: 201) stated that the term 'tense' can be defined as a secondary grammatical category which serve to locate an event or a situation in time. Tenses is defined as that form in verb which expresses the time (past, present, future) in which the action take place. Tenses mean that talking about time that shows when an act happens. Generally, an action can be happen in the present, past or future. Therefore, English adverb of time very determines the usage of verb. So, verbs can be referring to the present, past or future tense. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tense, in actual usage refers consistently to grammatical forms.

According to grammar in general, the tenses has 16 different forms of application, where twelve tenses are real and 4 other are conditional. But tenses cannot be learned block by block, as in daily communication activities, one sentence may consist of many different tenses. Therefore, learning types of tenses

entirely must be treated as if we the globe of earth, where we can see clearly the correlation of one tense among other.

The following is the explanation about sixteen tenses:

### 1. Simple Present Tense

Simple present tense used to denote something that is fixed, habitual or an essential truth. Because it is often related to the incident at about past, present and future, this at least has the Tenses description for a certain time.

#### 1. (+) Affirmative Sentence

Subject + Verb 1 +s/es

Example:

- She goes to school every morning
- They visit their mother once a week

#### 2. (-) Negative Sentence

For Subject :**I, You, We, They**

Subject + do +not +verb 1

For Subject :**He, She, It**

Subject + does + not +verb 1

Example:

- She does not go to school every morning
- They do not visit their mother once a week

#### 3. (?) Interrogative Sentence

For Subject :**I, You, We, They**

Do + subject +verb 1?

For Subject :**He, She, It**

Does + subject + verb 1?

Example:

- Does she go to school every morning?
- Do they visit their mother once a week?

## **2. Present Continuous Tense**

Present Continuous tense used to talk about present situations which we see as short term or temporary. We use the present simple to talk about present situations which we see as long term or permanent.

### **1. Affirmative Sentence**

Subject + to be + verb 1 + ing

Example: Laura is reading a magazine

### **2. Negative Sentence**

Subject + to be + not + verb 1 + ing

Example : Laura is not reading a magazine

### **3. Interrogative Sentence**

To be + subject + verb 1 + ing?

Example : Is Laura reading a magazine?

## **3. Present Perfect Tense**

Present Perfect tense is an aspect of the verb expressing an action that began in the past and that has recently been completed or continues into the present.

### 1. Affirmative Sentence

For Subject : **I, You, We, They**

Subject + have + verb 3

For Subject : **He, She, It**

Subject + has + verb 3

Example :

- He has lived here for ten years
- They have taught us for twenty years

### 2. Negative Sentence

For Subject : **I, You, We, They**

Subject + have + not + verb 3

For Subject : **He, She, It**

Subject + has + not + verb 3

Example :

- She has not lived here for ten years
- They have not taught us for twenty years

### 3. Interrogative Sentence

For Subject : **I, You, We, They**

Have + subject + verb 3?

For Subject : **He, She, It**

Has + subject + verb 3?

Example :

- Has she lived here for ten years?
- Have they taught us for twenty years?

#### **4. Present Perfect Continuous Tense**

Present Perfect Continuous Tense is used to show that something started in the past and has continued up until now. "for two hours", "for two weeks", "since yesterday" are all durations which can be used with this sentence. Without the durations, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

##### **1. Affirmative Sentence**

For Subject : **I, You, We, They**

Subject + have + been + verb 1 + ing

For Subject : **He, She, It**

Subject + has + been + verb 1 + ing

Example

- They have been walking for six hours
- He has been studying since five o'clock

##### **2. Negative Sentence**

For subject : **I, You, We, They**

Subject + have + not + been + verb 1 + ing

For subject : **He, She, It**

Subject + has + not + been + verb 1 + ing

Example

- They have not been walking for six hours
- He has not been studying since five o'clock

### 3. Interrogative Sentence

For subject : **I, You, We, They**

Have + subject + been + verb 1 + ing

For subject : **He, She, It**

Has + subject + been + verb 1 + ing

Example

- Have they been walking for six hours?
- Has he been studying since five o'clock?

## 5. Simple Past Tense

Simple Past tense is a verb tense indicating action that occurred in the past and which does not extend into the present. The simple past tense also known as the past simple or preterite of regular verbs is marked by ending *-d*, *-ed* or *-t*.

### 1. Affirmative Sentence

For subject : **I, You, We, They, He, She, It**

Subject + verb 2

Example

- She studied English last night
- They went to Jakarta last week

## 2. Negative Sentence

For subject : **I, You, We, They, He, She, It**

Subject + did + not + verb 1

Example

- She did not study English last night
- They did not go to Jakarta last week

## 3. Interrogative Sentence

For subject : **I, You, We, They, He, She, It**

Did + subject + verb 1?

Example

- Did she study English last night?
- Did they go to Jakarta last week?

## 6. Past Continuous Tense

Past Continuous tense is a verb construction made up of a past form of the verb to be “was” or “were” plus a present participle that conveys a sense of ongoing action in the past.

### 1. Affirmative Sentence

For subject : **I, You, We, They, He, She, It**

Subject + was/were + verb 1 + ing

Example

- They were having breakfast when the phone rang
- He was watching television all day yesterday

## 2. Negative Sentence

For subject : **I, You, We, They, He, She, It**

Subject + was/were + not + verb 1 + ing

Example

- They were not having breakfast when the phone rang
- He was watching television all day yesterday

## 3. Interrogative Sentence

For subject : **I, You, We, They, He, She, It**

Was/were + subject + verb 1 + ing

Example

- Were they having breakfast when the phone rang?
- Was he watching television all day yesterday?

## 7. Past Perfect Tense

Past perfect tense is an aspect of the verb that designates an action which has been completed before another past action. Formed with the auxiliary had and the past participle of a verb, the past perfect indicates a time further back in the past than the present perfect or the simple past tense.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + had + verb 3

Example

- We had cooked the rice before we left
- She had made a cake before I came home

## 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + had + not + verb 3

Example

- We had not cooked the rice before we left
- She had not made a cake before I came home

## 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Had + subject + verb 3

Example

- Had we cooked the rice before we left?
- Had she made a cake before I came home?

## 8. Past Perfect Continuous Tense

Past Perfect Continuous is a verb construction made up of had been and a present participle that points to an activity or situation that was ongoing in the past.

### 1. Affirmative Sentence

For Subject : **I, We, You, They, He, She, It**

Subject + had + been + verb 1 +ing

Example

- She had been learning at university when my father worked at this company

- They had been living in this town for ten years when reformation began

## 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + had + not + been + verb 1 +ing

Example

- She had not been learning at university when my father worked at this company
- They had not been living in this town for ten years when reformation began

## 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Had + subject + been + verb 1 + ing

Example

- Had she been learning at university when my father worked at this company?
- Had they been living in this town for ten years when reformation began?

## 9. Simple Future Tense

Simple Future tense is a form of the verb that refers to an action or event that has not yet begun. The simple future is also used to make a prediction or to show ability, intention, or determination. The simple future is expressed by placing the helping verb will or shall in front of the base form of a verb.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + verb 1

Example

- I shall visit their home tomorrow night
- They will go to Surabaya tomorrow

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + not + verb 1

Example

- I shall not visit their home tomorrow night
- They will not go to Jakarta tomorrow

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Shall/will + subject + verb 1

Example

- Shall you visit their home tomorrow night?
- Will they go to Jakarta tomorrow?

## 10. Future Continuous Tense

Future Continuous tense is often used to stress an event that someone is excited about that will take place in the future. In other words, the future continuous is used to imagine the future, often as something that will be better than the present moment, or as something that is of tremendous import.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + be + verb 1 + ing

Example

- She will be sleeping if you come at nine o'clock to night
- They will be playing football if I come to his house at Sunday morning

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + not + be + verb 1 + ing

Example

- She wont be sleeping if you come at nine o'clock tonight
- They wont be playing football if I come to his house at Sunday morning

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Shall/will + subject + be + verb 1 + ing

Example

- Will she be sleeping if I come at nine o'clock tonight?
- Will they be playing football if I come to his house at Sunday morning?

## 11. Future Perfect Tense

Future Perfect tense is used to talk about an activity that will be in progress at a specific point in time in the future.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + have + verb 3

Example

- I shall have finished my work tomorrow
- She will have returned to Jakarta next Friday

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + not + have + verb 3

Example

- I shall not have not finished my work tomorrow
- She will not have returned to Jakarta next Friday

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Shall/will + subject + have + verb 3

Example

- Shall you have finished your work tomorrow?
- Will she have returned to Jakarta next Friday?

## 12. Future Perfect Continuous Tense

Future Perfect Continuous tense is used to express situations that will last for a specified period of time at a definite moment in the future. We also use this tense to express certainty about the cause of some future situation.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + have + been + verb 1 + ing

Example

- I shall have been visiting you by seven o'clock tonight
- She will have been living here for ten years by next May

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + shall/will + not + have + been + verb 1 + ing

Example

- I shall not have been visiting you by seven o'clock tonight
- She will not have been living here for ten years by next May

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Shall/will + subject + have + been + verb 1 + ing

Example

- Shall I have been visiting you by seven o'clock tonight?
- Will she have been living here for ten years by next May?

### 13. Past Future Tense

Past Future tense used to explain about activities which will happen in the past when there is another activity in the past.

#### 1. Affirmative Sentence

For subject : **I, You, We, They, He, She, It**

Subject + should/would + verb 1

Example

- We should buy a new car last year, but we hadn't money
- They would take me to the party last night, but I went out

#### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would + not + verb 1

Example

- We should not buy a new car last year
- They would not take me to the party last night

#### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Should/would + subject + verb 1

Example

- Should you buy a new car last year, if you had money?
- Would they take me to the party last night, if I didn't go out?

## 14. Past Future Continuous Tense

Past Future Continuous Tense is used to explain an activity will going happen in the past but, because there is another thing that activity not be done.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would + be + verb 1 + ing

Example

- We should be fetching you at home when we got a car yesterday
- He would be working hard when his director came

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would + be + verb 1 + ing

Example

- We should not be fetching you at home
- He would not be working hard

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Should/would + subject + be + verb 1 + ing

Example

- Should we be fetching you at home when we got a car yesterday?
- Would he be working hard when his director came?

## 15. Past Future Perfect Tense

Past Future Perfect Tense is the tense refers to a time that is in the future, relative to another point in the past, but is in the past relative to a point in its future.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would + have + verb 3

Example

- I should have visited my uncle if I had gone to Jakarta
- She would have passed the exam if she had studied more seriously

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would +not + have + verb 3

Example

- I should not have visited my uncle if I had not gone to Jakarta
- She would not have passed the exam if she had not studied more seriously

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Should/would + subject + have + verb 3

Example

- Should I have visited my uncle if I had gone to Jakarta?

- Would she have passed the exam if she had studied more seriously?

## 16. Past Future Perfect Continuous Tense

Past Future Perfect Continuous Tense emphasizes on the course and the duration of the action. Past Future Perfect Continuous Tense is used to tell an action which would have been happening until a certain time (period) in the past.

### 1. Affirmative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would + have been + verb 1 + ing

Example

- She would have been teaching us for ten years by June last week
- I should have been celebrating my birthday next Sunday

### 2. Negative Sentence

For Subject : **I, You, We, They, He, She, It**

Subject + should/would + not + have been + verb 1 + ing

Example

- She would not have been teaching us for ten years by June last week
- I should not have been celebrating my birthday next Sunday

### 3. Interrogative Sentence

For Subject : **I, You, We, They, He, She, It**

Should/would + subject + have been + verb 1 + ing

### Example

- Would she have been teaching us for ten years by June last week?
- Would you have been celebrating your birthday next Sunday?

## **G. Speaking**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997)

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the topdown approach. Explaining the bottom up view, Bygate (1987: 5-6) points out that traditionally the focus on speaking was on motor perceptive skills. Within the context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units-sounds-and move through mastery of words and sentences to discourse (Cornbleet and Carter, 2001 : 18)

Alternatively, Bygate (1998: 23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top-down view of speaking.

Adopting this view, Eckard and Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas information and feelings. This top down view considers the spoken text the product of cooperation between two or more interactions in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then-putting this to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989, 32).

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004 : 2) define speaking that interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, opened-ended, and involving. However speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

It is this latter approach that is adopted in the current study, and speaking as defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

## **H. Aspects of Speaking**

Eventually aspects of the speaking need to be closely scrutinized and put into consideration . These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

### **a. Speaking is Face to Face**

Most conversations take place face to face which allows speakers to get immediate feedback (Cornbleet and Carter 2002 :16). Thus communication through speaking has many assets, such as facial expression, gestures and even body movements. Speaking also occurs, most of the time in situations where participants or interlocutors are present. Such factor facilitate communication (El Fayoumy, 1997:10, Widdowson,1998& Burns, 1998).

### **b. Speaking is Interactive**

Whether we are speaking face to face or over the telephone, to one person or a small group, the weels of conversation usually turn smoothly, with participants offering contribution at appropriate moment s with no undue gaps or everyone talking (Bygate 1998:30).

Turn taking, a main feature in interaction, is an unconscious parf of normal conversation. Turn taking are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (McDonough& Mackey 2004 : 84).

### **c. Speaking Happens in real time**

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this.

These time constraints affect the speakers's ability to plan, to organized the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a dales start. The speaker's sentence also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller 2001 : 27)..

#### **A. Speaking is Productive Skill**

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

#### **B. Assessing Speaking**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown, 2003:4).

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

### **1. Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

### **2. Intensive**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

### **3. Responsive**

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

## **B. Conceptual Framework**

In this research, the researcher would like to know how the students' ability in mastering grammar, how the students' achievement in speaking and the correlation between students' ability in mastering grammar and students' achievement in speaking. In this research the data will collected by using spoken test.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location and Time**

This research was conducted at SMP Muhammadiyah 1 Jl. Demak No. 3 Medan. This research was conducted at VIII class academic years students 2015/2016. The reason for chose this school because most of students in this location who spoke English without caring grammar.

**B. Population and Sample**

**1. Population**

The population of this research was the students at VIII class in SMP MUHAMMADIYAH-1 Medan, academic year 2015/2016. There were 7 class; They were TERPADU I, class TERPADU II, class REGULER I, class REGULER II, class REGULER III and class UNGGULAN .

**Table 3.1**  
**Population of the Research**

<b>NO</b>	<b>Classes</b>	<b>Population</b>
<b>1</b>	<b>Terpadu I</b>	<b>33</b>
<b>2</b>	<b>Terpadu II</b>	<b>31</b>
<b>3</b>	<b>Reguler I</b>	<b>31</b>
<b>4</b>	<b>Reguler II</b>	<b>30</b>
<b>5</b>	<b>Reguler III</b>	<b>31</b>
<b>6</b>	<b>Reguler IV</b>	<b>30</b>
<b>7</b>	<b>Terpadu</b>	<b>30</b>

## **2. Sample**

The researcher chose Cluster Random Sampling Technique because the population was homogeneous, they use the same materials, syllabus, and curriculum. In selecting the sample, the researcher wrote the name of each class on small pieces of papers and put them into the box, where piece of paper was given the name Class TERPADU I, Class TERPADU II, Class REGULER I, Class REGULER II, Class REGULER III, Class UNGGULAN. The researcher shake the box and took two of the papers in the box with close eyes and Class TERPADU II and Class REGULAR I were selected as sample class. The members of a sample were 62 students.

## **C. Variable**

There are two kinds of variable in this research; the first variable is the Students' ability in mastering grammar score which is taken by how far students understanding function of grammar from the test given; it is considered as independent variable (variable X). The second variable is their achievement in speaking score which is taken from their ability in speaking test; We considered it as dependent variable (variable Y).

So, this research was conducted to find out the correlation between variable X and variable Y.

#### **D. Research Design**

This research was conducted with correlation design. The design used to investigate the correlation between students' ability in mastering grammar and the students' achievement in speaking.

The correlation examined in this study was students' ability in mastering grammar as independent variable and the students' achievement in speaking as dependent variable.

This research used the correlation method, with the analysis of Product Moment according to Karl Pearson. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y.

#### **E. Instrument of the Research**

To collect the data, the researcher used an instrument. The researcher hopes by using that instrument, the researcher would be able to collect and analyze the data in order to get a good result.

There are so many instruments, that the researcher can select and choose. But, in this study the researcher would use Essay test of grammar and Written test for speaking.

### 1. Scoring of speaking

According to Brown (2001: 406-407) in scoring the students' speaking achievement, there are five components to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency and grammar. To know students ability in speaking there is doing the test.

**Table. 3.2**  
**The Components to Evaluate Speaking Ability**

A. Vocabulary (20)	
Level	Explanation
16-20	Very good : rarely has trouble
11-15	Good: sometimes user inappropriate term about language
6-10	Fair: frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult
B. Comprehension (20)	
Level	Explanation
16-20	Very good : few noticeable errors
11-15	Good : occasionally grammatical errors which do not obscure meaning
6-10	Fair : error of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase construction or district himself to basic structure.
C. Pronunciation (20)	
Level	Explanation
16-20	Very good : understand able
11-15	Good : few noticeable errors
6-10	Fair : error of basic pronunciation
1-5	Unsatisfactory : hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

D. Fluency (20)	
Level	Explanation
16-20	Very good : understand able
11-15	Good : speech is generally natural
6-10	Fair : some define stumbling but manager to rephrase and continue
1-5	Unsatisfactory : speed of speech and length of utterances are for below normal, long, pauses, utterances left unfinished.
E. Grammar (20)	
Level	Explanation
16-20	Very good : errors in grammar are quite rare
11-15	Good : control of grammar is good
6-10	Fair : construction quite accurately but does not have through or confident control of the grammar
1-5	Unsatisfactory : errors in grammar frequent to speak language.

#### **F. Technique for Collecting Data**

To get the best result and accurate data, the writer applied the data collection procedure on the following steps:

1. Giving the test of grammar
2. Scoring the students' answer of grammar
3. Giving the test of speaking
4. Scoring the students' answer of speaking

#### **G. Technique of Data Analysis**

After the researcher collect the data she needs, the researcher should to process and analyze it in order to get information and a good result. The percentage of the students scores in the data from the test which is given to the

students and know to percentage of the students right and wrong answer, the formula below was apply:

1. Having finish the scoring steps, the researcher will measure the correlation between the two variables it is from the students' answer in grammar test and speaking test by applying Pearson Product Moment formula as follows (Sudijono, 2004:2006).

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$r_{xy}$  : Correlation between grammar mastery(x) and students' achievement in speaking skill(y)

n : Number of sample

x : The students' ability in mastering grammar

y : The students' achievement in speaking

$\sum x$  : The sum of mastering grammar

$\sum y$  : The sum of achievement in speaking

$\sum xy$  : Total sum of x and y

In giving the interpretation of correlation index 'r' product moment ( $r_{xy}$ ) were as the following.

**Table 3.3**  
**The Interpretation of Correlation Index**

Value	Interpretation
0.000-0.200	Very low
0.210-0.400	Low
0.410-0.700	Medium
0.710-0.900	High
0.910-1.000	Very high

2. After interpreting the value of coefficient  $r_{xy}$ , the it needs to find how was the percentage of the correlation between two variable by using the following formula:

$$KD = R_{xy}^2 \times 100\%$$

Where:

KD: Percentage of the Correlation

$R_{xy}$ : The coefficient correlation

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Description of The Data**

The data were collected from the students' achievement in two test. The test was set in essay and spoken form. They were answer of 20 questions and spoken test. The following answer shows the students' score for every test.

**Table 4.1**  
**The Score of Students' Grammar Test**

<b>NO</b>	<b>STUDENTS' NAME</b>	<b>SCORE</b>
<b>1</b>	<b>AI</b>	<b>85</b>
<b>2</b>	<b>AD</b>	<b>75</b>
<b>3</b>	<b>AP</b>	<b>85</b>
<b>4</b>	<b>AS</b>	<b>65</b>
<b>5</b>	<b>AP</b>	<b>80</b>
<b>6</b>	<b>AR</b>	<b>70</b>
<b>7</b>	<b>AZ</b>	<b>85</b>
<b>8</b>	<b>AA</b>	<b>75</b>
<b>9</b>	<b>CP</b>	<b>85</b>
<b>10</b>	<b>DD</b>	<b>80</b>
<b>11</b>	<b>DA</b>	<b>85</b>
<b>12</b>	<b>DS</b>	<b>85</b>
<b>13</b>	<b>DW</b>	<b>85</b>
<b>14</b>	<b>DG</b>	<b>80</b>
<b>15</b>	<b>DR</b>	<b>85</b>
<b>16</b>	<b>ER</b>	<b>80</b>
<b>17</b>	<b>FA</b>	<b>85</b>
<b>18</b>	<b>FZ</b>	<b>85</b>

<b>19</b>	<b>IM</b>	<b>80</b>
<b>20</b>	<b>JF</b>	<b>85</b>
<b>21</b>	<b>KR</b>	<b>60</b>
<b>22</b>	<b>AR</b>	<b>85</b>
<b>23</b>	<b>AM</b>	<b>85</b>
<b>24</b>	<b>BP</b>	<b>85</b>
<b>25</b>	<b>FA</b>	<b>65</b>
<b>26</b>	<b>HA</b>	<b>85</b>
<b>27</b>	<b>MR</b>	<b>80</b>
<b>28</b>	<b>AN</b>	<b>80</b>
<b>29</b>	<b>RA</b>	<b>65</b>
<b>30</b>	<b>RI</b>	<b>65</b>
<b>31</b>	<b>RH</b>	<b>85</b>
<b>32</b>	<b>RG</b>	<b>65</b>
<b>33</b>	<b>RP</b>	<b>80</b>
<b>34</b>	<b>SA</b>	<b>80</b>
<b>35</b>	<b>TH</b>	<b>65</b>
<b>36</b>	<b>AP</b>	<b>70</b>
<b>37</b>	<b>BA</b>	<b>75</b>
<b>38</b>	<b>AS</b>	<b>65</b>
<b>39</b>	<b>HP</b>	<b>70</b>
<b>40</b>	<b>YC</b>	<b>65</b>
<b>41</b>	<b>AA</b>	<b>65</b>
<b>42</b>	<b>RW</b>	<b>70</b>
<b>43</b>	<b>RJ</b>	<b>80</b>
<b>44</b>	<b>JS</b>	<b>65</b>
<b>45</b>	<b>SA</b>	<b>70</b>
<b>46</b>	<b>MQ</b>	<b>70</b>
<b>47</b>	<b>RT</b>	<b>65</b>
<b>48</b>	<b>RA</b>	<b>70</b>

<b>49</b>	<b>SA</b>	<b>65</b>
<b>50</b>	<b>JN</b>	<b>70</b>
<b>51</b>	<b>AI</b>	<b>65</b>
<b>52</b>	<b>AM</b>	<b>65</b>
<b>53</b>	<b>AR</b>	<b>75</b>
<b>54</b>	<b>DF</b>	<b>65</b>
<b>55</b>	<b>FE</b>	<b>75</b>
<b>56</b>	<b>FA</b>	<b>85</b>
<b>57</b>	<b>AF</b>	<b>75</b>
<b>58</b>	<b>MH</b>	<b>65</b>
<b>59</b>	<b>AS</b>	<b>80</b>
<b>60</b>	<b>MT</b>	<b>75</b>
<b>61</b>	<b>SZ</b>	<b>85</b>
<b>62</b>	<b>TS</b>	<b>75</b>
	<b>TOTAL</b>	<b>4670</b>

The test above consist of 20 items, based on the data of the test above, the highest score was 85 and the lowest score was 60. Then, the second test was a test of speaking test. In speaking, the cumulative of score of each student is based on five indicators:

V : Vocabulary

C : Comprehension

P : Pronunciation

F : Fluency

G : Grammar

**Table 4.2**  
**The Students' Speaking Score**

NO	STUDENTS' NAME	ASPECT OF SPEAKING					TOTAL
		V	C	P	F	G	
1	AI						91
2	AD						85
3	AP						85
4	AS						70
5	AP						85
6	AR						85
7	AZ						91
8	AA						85
9	CP						85
10	DD						75
11	DA						85
12	DS						80
13	DW						91
14	DG						85
15	DR						80
16	ER						85
17	FA						91
18	FZ						85
19	IM						85
20	JF						91
21	KR						70
22	AR						85
23	AM						85
24	BP						70
25	FA						75
26	HA						85
27	MR						85

<b>28</b>	<b>AN</b>						<b>85</b>
<b>29</b>	<b>RA</b>						<b>70</b>
<b>30</b>	<b>RI</b>						<b>75</b>
<b>31</b>	<b>RH</b>						<b>80</b>
<b>32</b>	<b>RG</b>						<b>75</b>
<b>33</b>	<b>RP</b>						<b>75</b>
<b>34</b>	<b>SA</b>						<b>85</b>
<b>35</b>	<b>TH</b>						<b>70</b>
<b>36</b>	<b>AP</b>						<b>75</b>
<b>37</b>	<b>BA</b>						<b>80</b>
<b>38</b>	<b>AS</b>						<b>80</b>
<b>39</b>	<b>HP</b>						<b>75</b>
<b>40</b>	<b>YC</b>						<b>70</b>
<b>41</b>	<b>AA</b>						<b>75</b>
<b>42</b>	<b>RW</b>						<b>80</b>
<b>43</b>	<b>RJ</b>						<b>85</b>
<b>44</b>	<b>JS</b>						<b>70</b>
<b>45</b>	<b>SA</b>						<b>65</b>
<b>46</b>	<b>MQ</b>						<b>75</b>
<b>47</b>	<b>RT</b>						<b>75</b>
<b>48</b>	<b>RA</b>						<b>75</b>
<b>49</b>	<b>SA</b>						<b>70</b>
<b>50</b>	<b>JN</b>						<b>65</b>
<b>51</b>	<b>AI</b>						<b>75</b>
<b>52</b>	<b>AM</b>						<b>70</b>
<b>53</b>	<b>AR</b>						<b>80</b>
<b>54</b>	<b>DF</b>						<b>70</b>
<b>55</b>	<b>FE</b>						<b>70</b>
<b>56</b>	<b>FA</b>						<b>80</b>
<b>57</b>	<b>AF</b>						<b>80</b>

<b>58</b>	<b>MH</b>						<b>70</b>
<b>59</b>	<b>AS</b>						<b>91</b>
<b>60</b>	<b>MT</b>						<b>70</b>
<b>61</b>	<b>SZ</b>						<b>85</b>
<b>62</b>	<b>TS</b>						<b>80</b>
	<b>TOTAL</b>						<b>4901</b>

From the data above, it showed that the highest score of the students' speaking skill was 91 and the lowest score was 65. Next, it would easier to make the conclusion of total score between the first and second test, so the total scores were as the following table.

**Table 4.3**  
**Score of Both Test**

<b>NO</b>	<b>STUDENTS' NAME</b>	<b>GRAMMAR SCORE</b>	<b>SPEAKING SCORE</b>
<b>1</b>	<b>AI</b>	<b>85</b>	<b>91</b>
<b>2</b>	<b>AD</b>	<b>75</b>	<b>85</b>
<b>3</b>	<b>AP</b>	<b>85</b>	<b>85</b>
<b>4</b>	<b>AS</b>	<b>65</b>	<b>70</b>
<b>5</b>	<b>AP</b>	<b>80</b>	<b>85</b>
<b>6</b>	<b>AR</b>	<b>70</b>	<b>85</b>
<b>7</b>	<b>AZ</b>	<b>85</b>	<b>91</b>
<b>8</b>	<b>AA</b>	<b>75</b>	<b>85</b>
<b>9</b>	<b>CP</b>	<b>85</b>	<b>85</b>
<b>10</b>	<b>DD</b>	<b>80</b>	<b>75</b>
<b>11</b>	<b>DA</b>	<b>85</b>	<b>85</b>
<b>12</b>	<b>DS</b>	<b>85</b>	<b>80</b>
<b>13</b>	<b>DW</b>	<b>85</b>	<b>91</b>

<b>14</b>	<b>DG</b>	<b>80</b>	<b>85</b>
<b>15</b>	<b>DR</b>	<b>85</b>	<b>80</b>
<b>16</b>	<b>ER</b>	<b>80</b>	<b>85</b>
<b>17</b>	<b>FA</b>	<b>85</b>	<b>91</b>
<b>18</b>	<b>FZ</b>	<b>85</b>	<b>85</b>
<b>19</b>	<b>IM</b>	<b>80</b>	<b>85</b>
<b>20</b>	<b>JF</b>	<b>85</b>	<b>91</b>
<b>21</b>	<b>KR</b>	<b>60</b>	<b>70</b>
<b>22</b>	<b>AR</b>	<b>85</b>	<b>85</b>
<b>23</b>	<b>AM</b>	<b>85</b>	<b>85</b>
<b>24</b>	<b>BP</b>	<b>85</b>	<b>70</b>
<b>25</b>	<b>FA</b>	<b>65</b>	<b>75</b>
<b>26</b>	<b>HA</b>	<b>85</b>	<b>85</b>
<b>27</b>	<b>MR</b>	<b>80</b>	<b>85</b>
<b>28</b>	<b>AN</b>	<b>80</b>	<b>85</b>
<b>29</b>	<b>RA</b>	<b>65</b>	<b>70</b>
<b>30</b>	<b>RI</b>	<b>65</b>	<b>75</b>
<b>31</b>	<b>RH</b>	<b>85</b>	<b>80</b>
<b>32</b>	<b>RG</b>	<b>65</b>	<b>75</b>
<b>33</b>	<b>RP</b>	<b>80</b>	<b>75</b>
<b>34</b>	<b>SA</b>	<b>80</b>	<b>85</b>
<b>35</b>	<b>TH</b>	<b>65</b>	<b>70</b>
<b>36</b>	<b>AP</b>	<b>70</b>	<b>75</b>
<b>37</b>	<b>BA</b>	<b>75</b>	<b>80</b>
<b>38</b>	<b>AS</b>	<b>65</b>	<b>80</b>
<b>39</b>	<b>HP</b>	<b>70</b>	<b>75</b>
<b>40</b>	<b>YC</b>	<b>65</b>	<b>70</b>
<b>41</b>	<b>AA</b>	<b>65</b>	<b>75</b>
<b>42</b>	<b>RW</b>	<b>70</b>	<b>80</b>
<b>43</b>	<b>RJ</b>	<b>80</b>	<b>85</b>

44	JS	65	70
45	SA	70	65
46	MQ	70	75
47	RT	65	75
48	RA	70	75
49	SA	65	70
50	JN	70	65
51	AI	65	75
52	AM	65	70
53	AR	75	80
54	DF	65	70
55	FE	75	70
56	FA	85	80
57	AF	75	80
58	MH	65	70
59	AS	80	91
60	MT	75	70
61	SZ	85	85
62	TS	75	80
	<b>TOTAL</b>	<b>4670</b>	<b>4901</b>

Based on the table above, it could be calculated the mean of the students' score, as the following:

- a. The mean of grammar score

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{4670}{62} = 75.32$$

- b. The mean of speaking score

$$M_x = \frac{\sum y}{N}$$

$$M_x = \frac{4901}{62} = 79.04$$

The calculating above showed the students' achievement from both of the test, it showed the average of grammar was 75.32 and the average score of students' achievement in speaking was 79.04. Based on data above, this research tried to analyze the correlation between the students' ability in mastering grammar and the students' achievement in speaking .

## **B. Data Analysis**

By consulting the description of the data, and the calculation mean of the score it can be concluded that this research had the tendency to the research variable. By the Mean of score for the variables of the research. It was the students' grammar mean which was 75.32 and the students' achievement in speaking English was 79.04. The average of the score showed that there was no much differences between the two variables. So, it was shortly explained that there was a correlation between the student' ability in mastering grammar and the students' achievement in speaking.

In testing the hypothesis, the researcher should move forward to the previous chapter. In the first chapter mention the formulation and the objective of the study. It consisted of one point, it was (a) to find out the correlation between the students' ability in mastering grammar and the students' achievement in

speaking. So, it testing the hypothesis, used one main point of calculations as the following:

### **1. The Correlation between Students' Ability in Mastering Grammar and The Students' Achievement in Speaking**

The students' achievement could be analyzed by using correlation formula. Before analyzing the correlation, the researcher summarized the students' achievement both of grammar and speaking test. The data of students' achievement in writing test was shown below.

**Table 4.4**  
**The Students' Ability in Mastering Grammar and Achievement in Speaking**

<b>NO</b>	<b>STUDENTS' NAME</b>	<b>X</b>	<b>Y</b>	<b>X2</b>	<b>Y2</b>	<b>X.Y</b>
1	AI	85	91	7225	8281	7735
2	AD	75	85	5625	7225	6375
3	AP	85	85	7225	7225	7225
4	AS	65	70	4225	4900	4550
5	AP	80	85	6400	7225	6800
6	AR	70	85	4900	7225	5950
7	AZ	85	91	7225	8281	7735
8	AA	75	85	5625	7225	6375
9	CP	85	85	7225	7225	7225
10	DD	80	75	6400	5625	6000
11	DA	85	85	7225	7225	7225
12	DS	85	80	7225	6400	6800
13	DW	85	91	7225	8281	7735
14	DG	80	85	6400	7225	6800
15	DR	85	80	7225	6400	6800
16	ER	80	85	6400	7225	6800
17	FA	85	91	7225	8281	7735
18	FZ	85	85	7225	7225	7225
19	IM	80	85	6400	7225	6800
20	JF	85	91	7225	8281	7735
21	KR	60	70	3600	4900	4200
22	AR	85	85	7225	7225	7225
23	AM	85	85	7225	7225	7225
24	BP	85	70	7225	4900	5950
25	FA	65	75	4225	5625	4875
26	HA	85	85	7225	7225	7225
27	MR	80	85	6400	7225	6800

28	AN	80	85	6400	7225	6800
29	RA	65	70	4225	4900	4550
30	RI	65	75	4225	5625	4875
31	RH	85	80	7225	6400	6800
32	RG	65	75	4225	5625	4875
33	RP	80	75	6400	5625	6000
34	SA	80	85	6400	7225	6800
35	TH	65	70	4225	4900	4550
36	AP	70	75	4900	5625	5250
37	BA	75	80	5625	6400	6000
38	AS	65	80	4225	6400	5200
39	HP	70	75	4900	5625	5250
40	YC	65	70	4225	4900	4550
41	AA	65	75	4225	5625	4875
42	RW	70	80	4900	6400	5600
43	RJ	80	85	6400	7225	6800
44	JS	65	70	4225	4900	4550
45	SA	70	65	4900	4225	4550
46	MQ	70	75	4900	5625	4250
47	RT	65	75	4225	5625	4875
48	RA	70	75	4900	5625	5250
49	SA	65	70	4225	4900	4550
50	JN	70	65	4900	4225	4550
51	AI	65	75	4225	5625	4875
52	AM	65	70	4225	4900	4550
53	AR	75	80	5625	6400	6000
54	DF	65	70	4225	4900	4550
55	FE	75	70	5625	4900	5250
56	FA	85	80	7225	6400	6800
57	AF	75	80	5625	6400	6000

<b>58</b>	<b>MH</b>	<b>65</b>	<b>70</b>	<b>4225</b>	<b>4900</b>	<b>4550</b>
<b>59</b>	<b>AS</b>	<b>80</b>	<b>91</b>	<b>6400</b>	<b>8281</b>	<b>7280</b>
<b>60</b>	<b>MT</b>	<b>75</b>	<b>70</b>	<b>5625</b>	<b>4900</b>	<b>5250</b>
<b>61</b>	<b>SZ</b>	<b>85</b>	<b>85</b>	<b>7225</b>	<b>7225</b>	<b>7225</b>
<b>62</b>	<b>TS</b>	<b>75</b>	<b>80</b>	<b>5625</b>	<b>6400</b>	<b>6000</b>
	<b>TOTAL</b>	<b>4670</b>	<b>4901</b>	<b>355850</b>	<b>390611</b>	<b>370805</b>

Based on the data above, the correlation was calculated as the following

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Which :

$$n = 62$$

$$\sum x = 4670$$

$$\sum y = 4901$$

$$\sum xy = 370805$$

$$\sum x^2 = 355850$$

$$\sum y^2 = 390611$$

$$r_{xy} = \frac{62(370805) - (4670)(4901)}{\sqrt{(62 \cdot 355850 - (4670)^2)(62 \cdot 390611 - (4901)^2)}}$$

$$r_{xy} = \frac{102240}{\sqrt{(22062700 - 21808900)(24217882 - 24019801)}}$$

$$r_{xy} = \frac{102240}{\sqrt{(253800)(198081)}}$$

$$r_{xy} = \frac{102240}{224216.32}$$

$$r_{xy} = 0.455$$

Based on the interpretation of rxy value of 0.455, it showed that there was a medium correlation between student' ability in mastering grammar and the students' achievement in speaking.

### **C. Testing Hypothesis**

From the finding, it can be seen that the value of r- calculated in this research was 0.455. The value of r- table in the degree of freedom (df=n-2) or (df=60-2) was 0.254. To test the hypothesis, researcher compared the r- calculated with r- table (0.455 > 0.254) if r- calculated was bigger than r- table. It mean that there is significant correlation between students' ability in mastering grammar and the students' achievement in speaking.

### **D. Research Finding**

By consulting to the data and the analyzing of the data, it was clearly explained that there was a correlation between students' ability in mastering grammar and the students' achievement in speaking. Firstly it was showed by differences of Mean score of the grammar test and speaking test. They were 75.32 and 79.04. From the data, it was a showed that both of the test had a correlation.

The value of rxy consulting to the table interpretation of correlation was 0.455, it means that there was a medium correlation between students' ability in mastering grammar and students' achievement in speaking. r- calculated in this

research was 0.4555. The value of r- table in the degree of freedom ( $df=n-2$ ) or ( $df=62-2$ ) was 0.254. If r- calculated was bigger than r- table, the correlation is significant. So the result, r- calculated was bigger than r- table. It mean that there is significant correlation between student' ability in mastering grammar and students' achievement in speaking.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### **A. Conclusion**

After analyzing the data, some conclusion can be drawn as the following:

1. To test the hypothesis, researcher compared the  $r$ -calculated with  $r$ -table ( $0.455 > 0.254$ ) if  $r$ -calculated is bigger than  $r$ -table, the correlation is significant. So the result,  $r$ -calculated was bigger than  $r$ -table. It mean that there is significant correlation between students' ability in mastering grammar and the students' achievement in speaking.

#### **B. Suggestion**

This research has clearly shown that students' ability in mastering grammar has related to the students' achievement in speaking. Based on the conclusions above, some suggestions are stated as follow:

1. Students' ability in mastering grammar has a contribution to the students' achievement in speaking.
2. English teacher should conduct or teach speaking study to the students in order to make students often practice their English, as a stimulus to the students in order to facilitate them teaching and learning process of English as the second language.

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## APPENDIX -I

### I. Fill the blank with do or does!

1. How often \_\_\_\_\_ you go to the market?
2. What time \_\_\_\_\_ the announcement is announced?
3. What language beside English \_\_\_\_\_ your teacher speak?
4. What time \_\_\_\_\_ you go to school every morning?
5. Why \_\_\_\_\_ Fika want to go to the supermarket?
6. What time \_\_\_\_\_ the rest of your families get up?
7. How good \_\_\_\_\_ Mika speak English?
8. Where \_\_\_\_\_ you usually meet Himawan after lesson?
9. How much \_\_\_\_\_ it cost to fly from Solo to Jakarta?
10. How often \_\_\_\_\_ it rain during the month of April in your city?

### II. Fill the blank bellow with suitable to be in simple past tense!

1. I \_\_\_\_\_ in America last summer.
2. My sister \_\_\_\_\_ so hungry last night.
3. Tara \_\_\_\_\_ so beautiful when I saw at the first time.
4. We \_\_\_\_\_ in France when the football word cup was held.
5. I \_\_\_\_\_ happy because of the gift last morning

### III. Change the following sentences to interrogative!

Example: They'll arrive on Wednesday

Will they arrive on Wednesday?

1. I'll be back at three o'clock.
2. The stores will be open until six o'clock.
3. They'll spend two months in france.
4. She'll meet us in the supermarket.
5. The meeting will begin at eight o'clock.

## **KEY ANSWER**

### **I**

- |         |          |
|---------|----------|
| 1. Do   | 6. Does  |
| 2. Does | 7. Does  |
| 3. Does | 8. Do    |
| 4. Do   | 9. Does  |
| 5. Does | 10. Does |

### **II.**

1. Was
2. Was
3. Was
4. Were
5. Was

### **III**

1. Will I back at three o'clock?
2. Will the store be open until six o'clock?
3. Will they spend two months in France?
4. Will she meet us in the supermarket?
5. Will the meeting begin at eight o'clock?

## **APPENDIX-II**

1. Write down your present, past and present activities and after that tell it in front of the class.