# THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND STUDENTS' SPEAKING ABILITY AT THE FIFTH SEMESTER STUDENTS OF UNISMUH MAKASSAR
## (*A Descriptive Study of English Education Department*)



## A THESIS

*Submitted to the Faculty of Teachers Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the requirement for the degree of Education of English department*

**PUSPA AMELIA**
**NIM 10535 5683 13**

**ENGLISH EDUCATION DEPARTMENT**
**FACULTY OF TEACHERS TRAINING AND EDUCATION**
**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**
**2018**

# UNIVERSITAS MUHAMMADIYAH MAKASSAR
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

### LEMBAR PENGESAHAN

Skripsi atas nama **PUSPA AMELIA**, NIM **10535 5683 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **018 Tahun 1439 H/2018 M**, tanggal 24 Jumadil Awal 1439 H/10 Februari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Senin tanggal 12 Februari 2018.

Makassar, 26 Jumadil Awal 1439 H
12 Februari 2018 M

### Panitia Ujian

Pengawas Umum ...: Dr. H. Abdul Rahman Rahim, S.E., MM       (..........................)

Ketua               : Erwin Akib, M.Pd., Ph.D               (..........................)

Sekretaris          : Dr. Khaeruddin, S.Pd., M.Pd           (..........................)

Dosen Penguji       : 1.  Dra. Hasnawati Latief, M.Pd        (..........................)

                      2.  Ratu Yulianti Natsir, S.Pd., M.Pd   (..........................)

                      3.  Dr. Ratna Dewi, SS., M.Hum          (..........................)

                      4.  Ardiana, S.Pd., M.Pd                (..........................)

Disahkan oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

## APPROVAL SHEET

Title : **The Correlation between Students' Grammar Mastery and Students' Speaking Ability at the Fifth Semester Students of Unismuh Makassar (*A Descriptive Study of English Education Department*)**

Name : **PUSPA AMELIA**

Reg. Number : 10535 5683 13

Department : English Education Department. Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar,    Februari 2018

Approved By,

Consultant I                                    Consultant II

<u>Dra. Hasnawati Latief, M.Pd</u>            <u>Nunung Anugrawati, S.Pd.,M.Pd</u>

Dean of FKIP                              Head of English
Makassar Muhammadiyah University          Education Department

<u>Erwin Akib, M.Pd., Ph.D.</u>                <u>Ummi Khaerati Syam, S.Pd., M.Pd</u>
NBM: 860 934                              NBM: 977 807

Terakreditasi Institusi
BAN-PT

**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

| | | |
|---|---|---|
| Nama | : | **PUSPA AMELIA** |
| NIM | : | **10535 5683 13** |
| Jurusan | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **The Correlation between Students' Grammar Mastery and Students' Speaking Ability at the Fifth Semester Students of Unismuh Makassar** *(A Descriptive Study of English Education Department)* |

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,     Januari 2018

Yang membuat perjanjian

**PUSPA AMELIA**

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

| | | |
|---|---|---|
| Nama | : | **PUSPA AMELIA** |
| NIM | : | **10535 5683 13** |
| Jurusan | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **The Correlation between Students' Grammar Mastery and Students' Speaking Ability at the Fifth Semester Students of Unismuh Makassar** *(A Descriptive Study of English Education Department)* |

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataaan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar,    Januari 2018

Yang Membuat Pernyataan

**PUSPA AMELIA**

Do The Best and Pray

God Will Take Care of The Rest

"Lakukan yang terbaik, kemudian berdoalah. Tuhan yang

akan mengurus sisanya."

# ABSTRACT

**PUSPA AMELIA, 2017. The Correlation between Students' Grammar Mastery and Students' Speaking Ability at the Fifth Semester Students of Unismuh Makassar** *(A Descriptive Study of English Education Department)* under the thesis of English Education Department, The Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Hasnawati Latief and Nunung Anugrawati.

This research aimed at finding out the correlation between students' grammar mastery and students' speaking ability. This research used a descriptive method. The population of this research was the fifth semester students of Unismuh Makassar. The number of sample was 35 students and it used random sampling technique. There were two kinds of instruments, grammar test and interview test. The grammar test was used to find out the students grammar mastery in comprehending any provided item of test, while the interview test was used to find out how the students' vocabulary and fluency in speaking English.

The research finding was found that the grammar mastery of the fifth semester students of Unismuh Makassar was categorized into poor. It was indicated by the mean score (68.57) and the students speaking ability was categorized into fair. It was indicated by the mean score (70.28). The rate of the correlation between students' grammar mastery and speaking ability was in 'substantial' level correlation with (*rxy* was 0.615) where *rxy* (0.615) > *r* table (0.344). It indicated that there was a positive and significant correlation between students' grammar mastery and students' speaking ability at the fifth semester students of Unismuh Makassar.

**Keywords: Grammar mastery, speaking ability.**

# ACKNOWLEDGMENT



*In the name of Allah, Most gracious, Most Merciful.*

Alhamdulillah Rabbil A'lamin, the researcher expresses thank you very much for the gratitude Allah *Subhaanahu Wa Ta'ala* for blessing and mercy on the researcher during the process until the finished this thesis. Shalawat and Salam are addressed to the final, chosen, religion, messenger the prophet Muhammad *Sallalahu Alaihi Wasallam,* who has given him the best everything to complete the whole process of this work.

The researcher would like to profound and gratitude to her beloved parents, her father Syahlan Sinring, S.Pd and her mother St. Maryam, also for her lovely elder sister and brother Idayanti Syahlan, S.Pd.,M.Pd and Rusdiyanto Syahlan, S.Si for their blesses, prayers, financial, motivation and sacrificed and also for all of his big Family for their support, love and care.

The researcher realized that many people had given their helped and useful suggestion for the finishing of this thesis. Without the assistance of them, this thesis would never have existed. Therefore, the researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the researcher to the write as follows:

1. Dr. H. Abd Rahman Rahim, SE.,MM. The Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd.,P.Hd. The Dean of  the Faculty of Teacher Training and Education.
3. Ummy Khaeraty Syam, S.Pd.,M.Pd. The Head of English Education Department FKIP Muhammadiyah University of Makassar.
4. The researcher high appreciation and great thankfulness to Dra. Hasnawati Latief, M.Pd, as first consultant and Nunung Anugrawati , S.Pd.,M.Pd, as the second consultant who have given their valuable time and guidance to finish this thesis.

*Billahi Fii Sabilil Haq Fastabiqul Khaerat*

Makassar,      January 2018

The Researcher

**Puspa Amelia**

# TABLE OF CONTENTS

**Page**

# LIST OF TABLES

# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

## A. Background

Grammar is one part in learning English which should get priority especially in teaching and learning process. Grammar has an important role in English because grammar permeates all language skills like speaking, reading, writing, and listening. Grammar informs the students to develop the skills because Grammar is structure of language which guides students to understand about language. Azar (1993:13) said that grammar promotes the development of all language skills in a variety of ways.

Knowing grammar means understanding what the text means correctly. It's because when they study about grammar, they are taught about subjects, predicates, part of speech, etc. Besides that, grammar gives language users the control of expression and communication in everyday life. The students who speak English are able to communicate because they intuitively know the grammar system of the language and the rules of making meaning. However, no matter how good the students in English, they still need to learn how to transfer their knowledge of grammatical concept to spoken language.

One of the skills which have a strong effect of grammar is speaking. Speaking is oral communication that usually used in daily activity. Speaking can be used to give information, idea, opinion, and feeling to the other people. It means that by speaking, the students can communicate each others to achieve

certain goals or to express their opinions, intentions, hopes, and viewpoints. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Speaking is productive skill in oral mode. It is like the other skill, more complicated that it seems at the first and involves more than just pronouncing words. Speaking ability is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account the ability to keep going when speaking spontaneously. Some aspects that can make success students' ability on speaking are using grammar accurately, assessing characteristic of the target audience, selecting vocabulary that is appropriate, applying strategy to enhance comprehensibility, and paying attention to the success interaction.

Based on the observation at the fifth semester students of English Department Unismuh Makassar, there were three types of students at the classroom. Those three types were the students who have good grammar can speak well, the students who have good grammar cannot speak fluency, and the students who did not have more skill on grammar can speak fluency.

From the statement above, we can conclude that grammar and speaking have a relation. Grammar guides the students in constructing English sentence to communicate with other people. Grammar also helps students to maintain the use of formal language. If the students have better knowledge about grammar, they feel confidence to speak and write. The students can speak well if they have

sufficient knowledge of grammatical structure because they know the patterns of English sentences.

At the other case when students perform speaking, grammar is usually neglected. Some students think that grammar can impede their speaking. Speak by considering grammar rule will make their speaking limited. It causes they have to think the grammar's rule because they are afraid produce a wrong sentences.

Based on the case and explanation above, the researcher interested to find the correlation between the students' grammar and speaking skill ability to know the significance correlation of the two variables, it was have a positive or negative impact. So the researcher conducted a research titled **"The correlation between Students' Grammar Mastery and Speaking Ability at the fifth Semester Students of English Department Unismuh Makassar."**

## B. Research Problem

Based on the previous background above, the researcher formulated the following research questions as follows:

"Is there any correlation between students' grammar mastery in term of tenses and speaking ability in term of vocabulary and fluency at the fifth semester students of English Department Unismuh Makassar?"

## C. Research Objectives

Related to the research problem above, the objectives of this study was to find out the correlation between students' grammar mastery and speaking ability at the at the fifth semester students of English Department Unismuh Makassar

**D. Significance of the Research**

The benefits of this research are:

1. For writer, this research could find whether there was a significant correlation between grammar mastery and speaking ability.

2. For English teachers and learners, the finding of the research could inform them about the relation between grammar and speaking. The researcher also hoped that the result of this study became input to English teachers and also English learners for their teaching and learning. The students knew whether the grammar would help them much or not in making good speaking.

**E. The Scope of the Research**

This research used descriptive research method. At this research, the researcher focused on the correlation between grammar mastery and speaking ability. In order to avoid misunderstanding about this research later, the researcher limited English grammar that only focused on tenses (simple present tense, simple past tense and present future tense) and speaking ability focused on vocabulary, and fluency.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Research Findings

There are some previous related of the research as the following.

Priyanto and Amin from Surabaya State University in 2012 about "The Correlation between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Siduarjo" found that there was a correlation between English grammar competence and speaking fluency of eleventh grade students in SMAN 1 Sidoarjo. While it did not signify a causal relationship, it could still be inferred that good competence tended to go with good speaking fluency and so the otherwise.

A descriptive study by Afidatun from State Islamic Studies Institute (STAIN) Salatiga in 2009 about "Grammar Mastery and Speaking Skill of the Fifth Year English Department Students of STAIN Salatiga" found that there is a correlation between grammar mastery and speaking abiity so they could do exercises given by the lecturer.

A journal of Japan Association for Language Teaching written by Lockley and Farell in 2011 about " Is Grammar Anxiety Hindering English Speaking in Japanese Students?" They conclude that there would be at least some correlation between confidences in easier grammar and speaking proficiency, even this was not significant.

Kianiparza and Vali (2010) in their article "The Effect of Grammar Learning on Speaking Ability of EFL Learners" stated that learning grammar is effective in speaking English as foreign language. In order to speak a foreign language fluently it is necessary to learn grammatical rules. It has been suggested that grammatical knowledge is complementary for speaking a language.

Based on the explanation above, the researchers concludes that there is correlation between grammar mastery and speaking ability because students who want to speak English well must speak with a good language, sentence, and structure.

## B. Theory of Grammar

### 1. Definition of Grammar

Grammar is one of knowledge that informs the students to construct a sentence becomes a paragraph. Language cannot be separated from grammar because grammar is one of the basic in the study language. Besides that, grammar is the structural foundation of our ability to express ourselves. Chowdhury (2014) defines that grammar as the rules in a language for changing the form of words and joining them into sentences.

In classical Greek and Latin, the word grammatical referred to "the general study of literature and language" (Jackson, 1985). In learning a language, people have to concern with its grammar because it will help them a lot to perform better in listening, speaking, reading and writing.

On the other hand, Jonson wrote "Grammar is the art of true and well speaking al language". It means that grammar can be defined as a science and technique of speaking well.

In addition, Kolln and Funk (2010: 4) point out three definitions of grammar. First, grammar is the system of rules in our heads. Second, grammar is the formal description of the rules. And the third, grammar is the social implication of usage.

Grammar guides the students to create communication. With grammar, students create some messages with the others and express their thoughts and ideas. Students need some sentences to express their opinion about anything, and some aspects of grammar guide and inform them to make it correct to communicate in foreign language. Hornby (1990: 107) defines that sentence is the largest unit of grammar. All of sentences will be perfect if they are arranged based on the grammatical rules.

Fareed (2015) said that English tenses in grammar are tools to help speakers to express time in the language. They are of great use and importance in both ways of communication, verbal and Written. Tenses help the speaker to construct the correct sentence based on the sentence pattern.

Borjars and Barridoe (2010:12) said that knowledge of grammatical structure is helpful when you are learning the grammatical structure they are skills which students use in daily activity. Students need knowledge of grammar to completing the four skills in order to make communication with other in the classroom and out door of class of another language. Thus, grammar has vital

position in learning English in four skills of language; listening, speaking, reading, and writing.

Swam (2005: 19) states that grammar is the rules which show how to combine, arrange, and change the words in order to show particular kinds of meaning.

From definition above, the researcher concludes that grammar is a system of rules that show words, arrange, or combine in order that the students can speak and understand their language fluently.

## 2. The Importance of Studying Grammar

According to Penny Ur (1991: 76) "Grammar does not only affect how units of language are combined in order to 'look right', it also affect their meaning". Supporting his opinion, Knap and Watkins state that "Grammar is one of the important things in English because it not just to make the sentence good but also it will refers to its meaning". Therefore, to write or speak in a clearer and more effective manner, students have to study grammar.

From the explanation above, we can underline many advantages, for instance:

a. Great grammar will make someone becomes a better listener, speaker, reader, writer, and communicator. Words are just words until we learn how to organize them. With excellent grammar, we will learn to say what we mean. There will be less misunderstanding and better communication.

b. Great grammar build up our own style

Someone becomes more advanced in English when she/he can develop her/his own unique style of communicating, which can lead to rewarding career as a writer or public speaker.

c. Logic and reasoning

Understanding and using grammar properly will help people think logically. Without logic and organization, speaking and all other communication skills will be much disorganized. The more we understand grammar, the more clearly, meaningfully, and freely we will be able to organize and communicate our own ideas as well as comprehend the ideas of others.

**3. The types of Grammar**

Grammar has many patterns that depend on situation and condition, generally called by "tenses". Tenses are an important material in learning English, because it helps us to compose sentence well, especially in using verb. There are three forms of English grammatical rules and each form is appropriate in usage. Tenses are any of the forms of a verb used to indicate the time of the action of state expressed by the verb.

Khrisna (2012) divide tenses into four parts based on its time happened. They are:

a) Present tense      : The time is going on

b) Past tense        : The time is already happening

c) Future Tense      : The time will happen

d) Past Future Tense : The time will happen in the past

Based on the event, tenses is divided into four parts, they are:

a) Simple tense : Refers to the events that are not being in the process.

b) Continuous tense : Refers to the events that are being on the process.

c) Perfect tense : Refers to the events that had been happened.

d) Perfect continuous tense : Refers to the events that is happened in a while, and still happen in a certain time.

From the both elements above, there will be formed sixteen tenses as follows:

a) Present Tense

1) Simple present

2) Present continuous tense

3) Present perfect tense

4) Present perfect tense

b) Past Tense

1) Simple past tense

2) Past continuous tense

3) Past perfect

4) Past perfect continuous tense

    c) Future Tense

        1) Simple future tense

        2) Future continuous tense

        3) Future perfect tense

        4) Future perfect continuous tense

    d) Past future tense

        1) Past future tense

        2) Past future continuous tense

        3) Past future perfect tense

        4) Past future perfect continuous tense

Those are the division of tenses, but at this part the researcher only explains about three tenses that will be used on this research; they are Simple Present Tense, Simple Past Tense, and Simple Future Tense. The researcher chooses these tenses because they are often used in daily conversation beside that these tenses are easier to understand than the other tenses. It based on Seely (2007) who said in everyday use – especially for those who are studying foreign language there are three basic tenses that have to be learnt; simple present tense, simple past tense, and future tense because these tenses has covered all time and event (present,past,future).

**1) Present Tense**

Present Tense is used to talk about something in general. And it is also used to talk about something which is happened repeatedly or habitually activities.

Form:

> (+) S + Verb(s/es) + Object
>
> (-) S + do/does not+ Verb1 +O
>
> (?) Do/Does + S + Verb1 + O ?

Example:

(+)I get up at 8 o'clock every morning

(-)I don't get up at 8 o'clock every morning

(?) Do you get up at 8 o'clock very morning?

## 2) Simple Past Tense

This tense are used to talk about actions or situations in the past

Form:

> (+) S + Verb2 + O
>
> (-) S + did + not + Verb1
>
> (?) Did + S + verb1 + O ?

Example:

(+)She studied math last night

(-)She did not studied math last night

(?)Are they riding the bicycle?

## 3) Simple Future Tense

To declare an act or event that will be done at the time will come.

Form:

> ( + ) S + shall/will + V1
>
> ( − ) S + shall/will + not + V1
>
> ( ? ) Shall/will + s + V1 ?

Example:

(+)I will go to Surabaya tomorrow.

(-)My mother shall not follow me.

(?)Will you follow me?

## C. Theory of Speaking

## 1. Definition of Speaking

Speaking is one of the skills that have to be mastered by student in learning English. Speaking is the way to express the ideas or feelings. Many experts define speaking in different ways.

According to Widdowson (1978: 58), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others. In addition Byrne (1976: 8), states that speaking is a means of oral communication, giving ideas or information to others. It is the most essential way in which the speaker can express himself through language.

Nematovna (2016), defines speaking is an active skill. Speakers think of everything themselves, the ideas, the words, and the grammar. Finally, all of the words and grammar must be pronounced clearly. This is much more difficult than listening.

Brown (2001: 271) says that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Febriyanti (2008) states that Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts.

Heaton (1988) defines that speaking ability as the ability to communicate ideas appropriate. In order words, speaking ability is the ability to speak appropriate and effectively in a real communicative situation in order to communicate ideas to others. Derakhshan (2016) state that speaking is a part of daily life that everyone should develop in subtle and detailed language.

Based on the definition above about speaking, the researcher can conclude that speaking is always related to communication. Speaking is one of the four language skills that should be mastered by the students or the people to communicate orally with the other people.

## 2. The Elements of Speaking

### a. Accuracy

Accuracy is a manner of people in using appropriate word and the pattern of sentence. In this case, accuracy is divided into three elements. They are pronunciation, vocabulary, and grammar.

1) Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation, vowel formation accent, and inflection. Certainly

we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Therefore, English teacher should have good standard of pronunciation in order that the students can imitate the teacher in teaching and learning process.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Richards and Renandya (2002: 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In Addition, according to Penny Ur, vocabulary can be defined, roughly, as the words we teach in foreign language. Based on the definition above, the researcher define sand limit vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language in expressing ideas, delivering speech, and describing things or people.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. It is impossible to speak without mastering vocabulary. Therefore, this element is the essential thing to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary which they have known because they lack of practicing and use them. Thus they need to practice more to keep them in mind.

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills. Vocabulary mastery deals with words and meaning.

Furthermore, Cameron (2002:72) believes that building a useful vocabulary is central to the learning of a foreign language of the primary level. Vocabulary is fundamental to using the foreign language as discourse, since it is both learnt from participating in discourse and is essential to participating in it.

Allen and Valet (1977:149) stated that mastering vocabulary is the most important thing when the people study about second and foreign language where the vocabulary used is an element which carries a structure and language function besides speaking skill. Besides that Tarigan (2001), says that the quality skill of speaking depends on the quality and quantity of the vocabulary that someone has. In other words, the more vocabulary one has, the better the quality of his speaking.

3) Grammar

Grammar is the main part of this research because at this research the researcher wants to know the correlation between Students' grammar mastery and students' speaking ability. As we know that there are three types of students at the classroom, where there are some students who have master grammar cannot speak well, in addition there are some

students did not master grammar but can speak well, or even there are some students who master the grammar and also can speak well.

Grammar is one of the important things in English because it not just to make the sentence good but also it will refers to its meaning. Therefore, to write or speak in a clearer and more effective manner, students have to study grammar.

Simon and Schuster (1976: 792) define grammars as follows:

a) The study of language which deals with the forms and the structure of words (phonology) and with the customary arrangement in phrase and sentence (syntax).

b) The system of words structure and words arrangement of a given language at a given time.

c) The system of rules for speaking and writing a given language.

d) A book containing such rules.

e) One manner of speaking and writing. It has to be learnt because the valuable transmission in speech through the understanding of structural pattern.

**b. Fluency**

Richard, Platt and Weber in McCarthy (2005: 3) state that fluency is the features which give speech the qualities of being natural and normal including native like use of pausing, rhythm, intonation, stressing, rate of speaking, and use of interjection and interruptions. In refers to how well you communicate in a natural manner, in this case fluency refers to self-

confidence, smoothness and content. Nuan (2002) also said that speaking in a foreign language is difficult for foreign learners because effective oral communication requires the good fluency besides vocabulary to use the language appropriately in social interaction.

1) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

2) Self Confidence

According to Brown (2001:62), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity.

In some context, Adalikwu (2012) proposed another definition, "Self - confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past ". So, when students are self-confident about their abilities regardless to their past experiences, they will succeed in their learning.

As Cole et al. (2007: 20) argued, "Confidence was as important as competence in speaking and listening". Dr. Abdallah and Dr. Ahmed (2015) also pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance.

In addition, Kakepoto (2012: 71) said "Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively". So, confidence is basic part which can help students to speak and communicate their ideas effectively.

3) Content

Oral communication is two ways process between speaker and listener. It involves the productive skill understanding. Both speaker and listener have positive function to perform in simple terms. The speaker has encoded the message he/she wish to convey in appropriate language, while the listener has encoded interpret the message. So content in speaking skill is ability to interpret the message in appropriate language.

In the second foreign language teaching, some experts explain that fluency describes a level of proficiency in communication, which includes:

1) The capability to produce written of spoken language with easy.

2) The capability to speak well.

3) The capability to communicate ideas effectively, and

4) The capability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. Richards (1992:141) defines fluency as "the features which gives speech the qualities of being natural and normal." More specifically, Thornbury (2005) points out the criteria for assessing fluency. They are as follows:

1) Lack of hesitation     : Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

2) Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task.

3) Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.

At the other hand Hedge (2000) defines it as the ability to respond coherently within the turn of conversation, to link the words and phrases of the questions, to pronounce the sounds clearly with appropriate stress and intonation and to all these quickly in 'real time' and it is called 'fluency'.

He also includes fluency as a component of communicative competence. In the classroom, particularly grammatical errors are tolerated during fluency-based activities. However, it does not mean that CLT does not aim for a high

standard of formal correctness. According to Larsen-Freeman (2000), the teacher will note the errors during fluency activities and return to the learners later with an accuracy based activity.

## D. Conceptual Framework

| Grammar Mastery | | Speaking Ability |
|---|---|---|

```
┌──────────────────┐        ┌──────────────────┐
│  Grammar Mastery │ ◄────► │  Speaking Ability│
└────────┬─────────┘        └────────┬─────────┘
         │                           │
         ▼                           ▼
┌──────────────────┐        ┌──────────────────┐
│   Grammar Test   │        │   Interview Test │
└────────┬─────────┘        └────────┬─────────┘
         │                           │
         ▼                           ▼
┌──────────────────────────────────────────────┐
│ Correlation : Students' Grammar Mastery and   │
│ Students' Speaking                            │
└──────────────────────────────────────────────┘
```
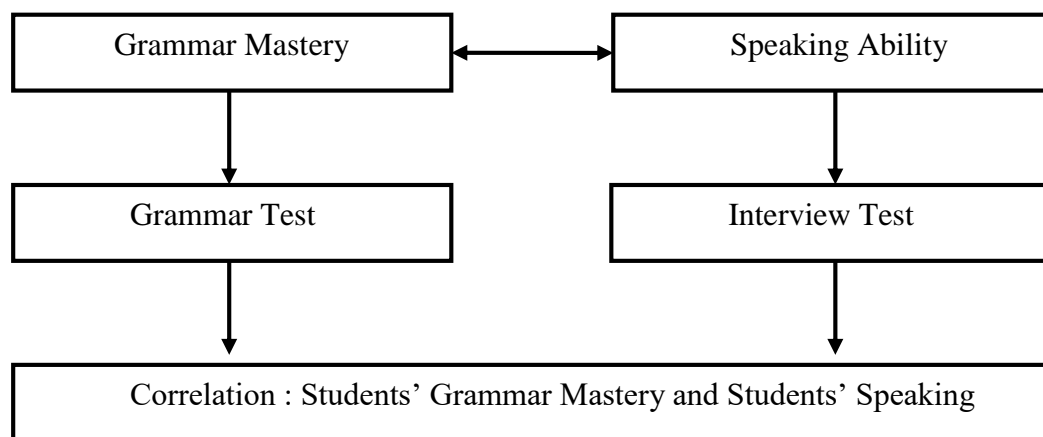
The variable of this study are students' grammar mastery and their speaking ability. Grammar mastery of the students will be analyzed by grammar test and students' speaking ability will be analyzed by interviewing test. Next, the researcher will correlate the result of grammar test and interview test to get the result of this research.

## E. Research Hypothesis

Ha: There is a significant correlation between students' grammar mastery and their speaking ability at the fifth semester students of English Department Unismuh Makassar.

Ho: There is no significant correlation between students' grammar mastery and their speaking ability at the fifth semester students of English Department Unismuh Makassar.

# CHAPTER III

# RESEARCH METHOD

## A. Research Method

This research applied a correlational research. According to Gay (2006), correlational research is one of the ex-post facto researches because at this research the researcher doesn't manipulate the variable and find directly a correlation and level of correlation from the variable that is stated in the correlation coefficient.

This research aimed to give description quantitatively about the correlation between students' grammar mastery and students' speaking ability. This research employed grammar test and interview test. Grammar test was aimed to find out the students grammar mastery and interview test was aimed to find out the students' speaking ability.

## B. Research Variables

There were two variables in this research, namely "X" variable and "Y" variable. Those variables were as follows:

1. "X" variable in this study was students' grammar mastery.
2. "Y" variable referred to students' speaking ability.

## C. Population and Sample

## 1. Population

This research was conducted at the Muhammadiyah University of Makassar. The study population was taken from the fifth semester students of

English Department Unismuh Makassar, in the academic year of 2017/2018. The number of population at the fifth semester of English Department students was 382 students from ten classes.

## 2. Sample

In this research, the researcher used random sampling technique to make the each member of the population had the same opportunity to be the sample of this research. The samples were 35 students of 382 students at the fifth semester of English Education Department Muhammadiyah University of Makassar

## D. Research Instrument

Instrument was tools that were required to get information. At this research, the researcher used two kind of test as follows:

1. Grammar test

The researcher used grammar test to determine the level of students' grammar mastery. This test consisted of 20 questions that was divided into 10 numbers of multiple choice questions, 5 numbers of true false questions, and 5 of rearrange words into a good sentences.

2. Interview test

The researcher used interview test to determine the students' ability to speak English. The students were given one topic that have been available then the researcher recorded the students' voice for speaking test as data to know in detail about the level of students' ability in speaking.

**Table 3.1 Indicator of Speaking Assessment**

| Aspect | Score | Criteria |
|---|---|---|
| Vocabulary | 5 | Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. |
| | 4 | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. |
| | 3 | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. |
| | 2 | Has speaking vocabulary sufficient to express him simply with some circumlocutions. |
| | 1 | Speaking vocabulary inadequate to express anything but the most elementary needs. |
| Fluency | 5 | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. |
| | 4 | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency. |
| | 3 | Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words. |
| | 2 | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information. |
| | 1 | (No specific fluency description refer to other four language areas for implied level of fluency) |

**(Source:** Brown : 2004**)**

## E. Procedure of Collecting Data

1. Grammar Test Procedure

Based on the instrument of data collection, the researcher did some

procedures:

a) The researcher gave more information about each item of grammar test and the way to do it.

b) The researcher gave some explanation about English grammar.

c) The researcher gave grammar test to students.

d) The students were given 30 minutes to answer the test.

e) The researcher collected the students' worksheet.

2. Interview Test

The procedure of collecting data in this test as follows:

a) The researcher examined each student face to face about 3 until 5 minutes. The student was on the researcher left side.

b) The researcher asked students to tell about their best experience in their life.

**F. Technique of Data Analysis**

The result of data used analyzed by using the data percentage technique from following steps:

1. Calculating the mean score

To calculate the mean score of each test, the researcher used the following formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where :

$\overline{X}$ : The mean score

$\sum X$ : The number of all scores

$N$    : The number of sample

(Gay, 2006: 320)

2. After collecting the data, the researcher classified the score of the students. In classifying the students' grammar and speaking score, there were five classifications which used as the following.

**Table 3.2 Grammar and Speaking Scoring**

| Score | Category |
|-------|----------|
| 90 – 100 | Excellent |
| 80 – 89 | Good |
| 70 – 79 | Average |
| 50 – 69 | Poor |
| 0 – 49 | Very Poor |

3. Calculating The Correlation

To know the degree of correlation between grammar mastery and speaking ability of students, the formula of Person Product moment was used as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

where:

N    : Number of participants

X    : Students' grammar scores

Y    : Students' speaking scores

$\sum X$    : The sum scores of grammar

$\sum Y$    : The sum scores of speaking

$\sum X^2$ : The sum of the squared scores of grammar

$\sum Y^2$ : The sum of the squared scores of speaking

$\sum XY$ : The sum of multiplied score between X and Y

(Sugiyono, 2010: 206)

This formula was used in finding index correlation "r" product moment between X variable and Y variable ($r_{xy}$).

4.  To interpret result of the correlation analysis, the researcher used the "r table value" as follows:

**Table. 3.3 The interpretation between "r" product moments**

| No. | Standard | Interpretation |
| --- | --- | --- |
| 1 | 0,00 – 0,20 | Very low |
| 2 | 0,20 – 0,40 | Low |
| 3 | 0,40 – 0,60 | Moderate |
| 4 | 0,60 – 0,80 | Substantial |
| 5 | 0,80 – 1,00 | High |

(Arikunto, 2002: 279)

To find out the correlation between two variables of this study are significance or not, the r analysis is compared with the r table above.

a.  If $r_{xy} >$ r table analysis, the correlation is positive

b.  If $r_{xy} <$ r table analysis, the correlation is negative

c.  If $r_{xy} =$ r table analysis, the correlation is zero

# CHAPTER IV

# FINDINGS AND DISCUSSIONS

This chapter presents the finding and discussion of the research. The finding consists of students' grammar mastery and speaking ability and the correlation of both. In the discussion part, the researcher described the findings detail as follows.

## A. The Findings

In this section, the researcher described the result of data analysis based on the problem statement. The result of data analysis indicated that there is the correlation between students' grammar mastery and students' speaking ability at the fifth semester students of Unismuh Makassar. The outline of two variables could be seen clearly in the following explanation:

## 1. The Students' Grammar Mastery

Grammar is a system of rules that show, arrange, or combine words in order to make the students can speak and understand their language clearly. The students' grammar mastery of the fifth semester students of Unismuh Makassar, based on the data obtained from the grammar test, the score of students' grammar mastery had been determined. The mean score of the students' grammar mastery was presented in the following table:

**Table 4.1: The Mean Score of the Students' Grammar Mastery**

| Sample | Mean Score | Classification |
|--------|------------|----------------|
| 35 | 68.57 | Poor |

The table 4.1 shows that the mean score of the students' grammar mastery was 68.57 and based on the standard classification of grammar mastery, it was classified as "poor" category where 68.57 is in between 60 – 79 score and it can be stated that the students of the fifth semester Unismuh Makassar had "poor" in grammar mastery.

Based on the data obtained from the grammar test, the score was determined 0 - 100. The frequency and the percentage rate of the students' grammar mastery could be seen in the following table.

**Table 4.2: The Frequency and the Percentage Rate of Students' Grammar Mastery**

| No | Classification | Score | Frequency | Percentage |
|----|----------------|-------|-----------|------------|
| 1. | Excellent | 90 – 100 | 5 | 14.2% |
| 2. | Good | 80 – 89 | 8 | 22.9% |
| 3. | Fair | 70 – 79 | 7 | 20.0% |
| 4. | Poor | 50 – 69 | 11 | 31.4% |
| 5. | Very Poor | 0 - 49 | 4 | 11.4% |
| | | | 35 | 100% |

The table 4.2 shows that there were 5 students (14.2%) were classified excellent, 8 students (22.9%) were classified good, 7 students (20%) were classified fair, 11 students (31.4%) were classified poor, and 4 students (11.4%)

are classified very poor. It means that most of the students were poor in grammar mastery.

## 2. The Students' Speaking Ability

Speaking is oral communication that can be used to give information, idea, opinion, and feeling to the other people. Based on the data collected from the interview test, the score of student's speaking ability had been determined. The mean score of the students' speaking ability was presented in the following table.

**Table 4.3: The Mean Score of Students Speaking Ability**

| Sample | Mean Score | Classification |
|--------|-----------|----------------|
| 35 | 70.28 | Fair |

The table 4.3 shows that the mean score of the students' speaking ability was 70.28 and based on the standard classification the mean score was classified "fair" where 70.28 is in between 70 – 79 scores. So, it was stated that he students' speaking ability that focus on their vocabulary and fluency at the fifth semester students of Unismuh Makassar was "fair".

The students' score which have been tabulated and classified according to the rate percentage could be seen at the table below:

**Table 4.4: The Frequency and the Percentage Rate of Students' Speaking Ability**

| No | Classification | Score | Frequency | Percentage |
|-----|---------------|----------|-----------|------------|
| 1. | Excellent | 90 – 100 | 3 | 8.5% |
| 2. | Good | 80 – 89 | 8 | 22.9% |
| 3. | Fair | 70 – 79 | 14 | 40% |
| 4. | Poor | 50 – 69 | 10 | 28.6% |

| 5. | Very Poor | 0 - 49 | - | 0% |
|----|-----------|--------|---|-----|
| | | | 35 | 100% |

The table 4.4 shows that there were 3 students (8.5%) were classified excellent, 8 students (22.9%) were classified good, 14 students (40%) were classified fair, 10 students (28.6%) were classified poor, and no one students (0%) were classified very poor. It means that most of the students were fair in speaking ability

Furthermore, the presentation of two mean score could be seen as follows:

**Table 4.5: The Mean Score of Students Speaking Ability**

| Variable | Mean Score |
|----------|------------|
| Grammar Mastery (X) | 68.57 |
| Speaking Ability (Y) | 70.28 |

The table 4.5, it was shown that the mean score of grammar mastery (68.57) was lower than the mean score of speaking ability (70.28).

## 3. The Correlation between Students' Grammar Mastery and Students' Speaking Ability

The main goal of this research was to find out whether or not there was a correlation between students' grammar mastery and students' speaking ability at the fifth semester students of Unismuh Makassar.

To find out the correlation between two variables above, the researcher used person product moment formula to compute the data. There were two variables, grammar mastery as variable X and speaking ability as variable Y. Based on the data from the grammar mastery and speaking ability, the degree of

index correlation between variable X and variable Y was presented in the following table:

**Table 4.6: The Mean Score and the Sum of rxy Squared of the Students' Grammar Mastery and Speaking Ability**

| Sample | x | y | Rxy |
|---|---|---|---|
| 35 | 68.57 | 70.28 | 0.615 |

Table 4.6 shows that the *rxy* = 0.615 that was classified "substantial" correlation where the standard correlation between 0.60 – 0.80 which the data have been calculated by using *r* person product moment formula. Based on the data above, it showed that there was a substantial correlation between variable X and variable Y. It was interpreted that there was positive and substantial correlation between students' grammar mastery and students' speaking ability at the fifth semester students of Unismuh Makassar.

**B. Discussion**

**1. Students' Grammar Mastery**

Chowdhury (2014) defines that grammar as the rules in a language for changing the form of words and joining them into sentences. The grammar test that had been given to the students to find out their grammar mastery focused on simple present tense, simple past tense, and present future tense. The test was consisted of three parts where the first part was multiple choice that consisted of 10 numbers, the second part was true-false questions that consisted of 5 numbers and the last part was rearrange the word into a good sentence that consisted of 5 numbers.

The data analysis of students' grammar mastery shows that the students' grammar mastery at the fifth semester students' of Unismuh Makassar was categorized poor. It based on the mean score was 68.57 where from 35 students there were 11 students (31.4%) was categorized poor, 8 students (22.9%) was categorized good, 7 students (20%) students was categorized fair, 5 students (14.2%) was categorized excellent and 4 students (11.4%) was categorized very poor.

Based on the result of students' grammar test, most students were difficult in part of rearrange the words into a good sentence. It because there were some words that had to be arranged into a good sentence while they were still difficult to analyze the tenses of each questions and the meaning of each words. There were only two students who answered all questions at this part with a correct answer.

At multiple choices part, there were some students who difficult to choose the correct answer of the answer available. It was caused the meaning of each words were same, so they had to analyze the tenses that was used at each questions. Nonetheless, the students' error at this part was a little more than a rearrange part. The last part at students' grammar test was true false questions. At this part most students answered the questions with a correct answer because at this part they only chose or analyzed the structure of the sentences was true or false.

2.   **Students' Speaking Ability**

Derakhshan (2016) state that speaking is a part of daily life that everyone should develop in subtle and detailed language. The speaking test that was given to the students to find out their speaking ability focused on students' vocabulary and fluency. At this test he students were asked to tell about their best experience in their life. The data analysis of students speaking ability showed that the students' speaking ability at the fifth semester students of Unismuh Makassar was categorized fair. It based on the mean score was 70.8. It was seen from the student who categorized excellent was 3 students, good was 8 students, fair was 14 students, poor was 10 students and there was no students categorized very poor.

Based on the finding of the research in speaking ability, the researcher found that the students' ability in speaking was different. It was caused by their habitual in speaking at daily life. Beside that some students had different skill in used or chose vocabulary. Based on the speaking test, there were some types of students in speaking. There were some students could speak fluency ant their vocabulary was good. At the same time there were some students could speak fluency but used a general or inappropriate vocabularies and there were some students had a good diction and used appropriate vocabularies but couldn't speak fluency.

3.   **The Correlation between Students' Grammar Mastery and Students' Speaking Ability**

After analyzing data, the result of data analysis showed that the correlation coefficient between variable X and variable Y was 0.61. It means that there was a

positive correlation between two variables. To see whether the correlation between students' grammar mastery and students' speaking ability was significant or not, the researcher concluded the result by applying the following comparison between the $r_{xy}$ analysis and $r_{table}$.

If $r_{xy} > r\ table$. The correlation is positive

If $r_{xy} < r\ table$. The correlation is negative

If $r_{xy} = r\ table$ is Zero correlation.

The value of correlation coefficient obtained was 0.61, while the criteria of the correlation between 0.60 – 0.80 were considered substantial. It means that the level of relationship of the correlation coefficient of the two variables was substantial. In this research the variable Y was influenced high by the variable X.

By noting to the table of degree of freedom (df) = N – nr = 35-2 = 33, by consulting to "r" $_{table}$ product moment, it was found in the table of significant of 5%= 0,344 and 1% = 0.442. By comparing the values of $r_{xy}$ = 0.615 and "r"$_{table}$ = 0.344 and 0.442, so that $r_{xy}$ was bigger than "r"$_{table}$ or in short 0.344<0.615>0.442. It means that there was a significant correlation between students' grammar mastery (X) and students' speaking ability (Y) at the fifth semester students of Unismuh Makassar. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) is rejected.

This research result finding was similar with the previews research finding of Priyanto and Amin (2012) from Surabaya State University about "The Correlation between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Siduarjo" stated that there was a correlation

between English grammar competence and speaking fluency of eleventh grade students in SMAN 1 Sidoarjo while it was not significance.

Another research with similar of this research was from Afidatun from State Islamic Studies Institute (STAIN) Salatiga in 2009 about "Grammar Mastery and Speaking Skill of the Fifth Year English Department Students of STAIN Salatiga" faound that there is a correlation between grammar mastery and speaking abiity so they could do exercises given by the lecturer.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion of the finding and the second one deals with suggestions.

## A. Conclusion

The conclusion of this study deals with "The Correlation between Students' Grammar Mastery and Students' Speaking Ability at the Fifth Semester Students of Unismuh Makassar. The students' mean score of grammar mastery is 68.57 in which the highest score is 100 and and the lowest is 40. It means that students' grammar mastery is categorized poor. Meanwhile the students' mean score in speaking ability is 70.28 in which the highest score is 90 and the lowest score is 50. It means that the students' speaking ability is categorized fair.

The result of coefficient correlation (*rxy*) was 0.61 with the degree of freedom was 33. The result of $r_t$ on the table of the degree of significance 5% = 0.344 and in 1% = 0.442. So $r_{xy} > r_t$ (0.344<0.61>0.442). The result means that students' grammar mastery was positively correlated with students' speaking ability.

Based on the research analysis, the researcher concludes that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The researcher then inferred that this thesis answered the research question was "Is there any correlation between students' grammar mastery and students' speaking ability at the fifth semester students of Unismuh Makassar?".

The answer was there is a substantial correlation between students' grammar mastery and students' speaking ability at the fifth semester students of Unismuh Makassar.

## B. Suggestion

Based on the conclusion above, the researcher would like to offer some suggestions to be considered in learning process to improve grammar mastery and speaking ability:

1. For English Lecturer/Teacher

   The lecturer should explain both grammar and speaking material and give some exercises to try the students to improve their proficiency in English grammar and speaking.

2. For Students

   The students should do more exercises about grammar to make them more understand and could construct a good and clear sentence. Besides that the students should practice speaking every time to make their speaking is better.

3. The Next Researcher

   For the next researchers who are interested in doing a research related to this case, they can use this thesis as literature of their research.

# BIBLIOGRAPHIES

Adalikwu, C. 2012. *How to build self confidence, happiness and health*. Bloomington: Author House.

Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta. Rineka Cipta.

Azar, Betty Schramfer. 1993. *Understanding and Using English Grammar*. Jakarta: Binarupa Aksara

Afidatun. 2009. *Grammar Mastery and Speaking Skill of the Fifth Year English Department Students of STAIN Salatiga*. A Skripsi of STAIN Salatiga.

Borjars, Keristi and Kate Burridge. 2010. *Introducing English Grammar*. London United Kingdom: Routledge

Brown, H. Douglas. 2001. *Teaching by Principles*: *An Interactive Approach to Language Pedagogy*. Longman.

Byrne, Donn. 1976. *Teaching Speaking Skill*. New Edition. London and New York: Longman

Chowdhury, MD. 2014. *Teaching Grammar in the English Language Classroom in Saudi Universities*. An International Journal of Multi Disciplinary Research Vol. 1, Issue 1 January 2014.

Cole, et al. 2007. *Teaching Speaking and Listening: a toolkit for practitioners*. Bristol: Portishead press.

Derakhshan, et.al. 2016. *Developing EFL Learner's Speaking Ability, Accuracy and Fluency*. English Language and Literature Studies Vol. 6, No. 2, 2016.

Dr. Abdallah, Salih and Dr. Gasm Alseed Ahmed. 2015**.** *The Impact of Self-Confidence on EFL Sudanse Tertiary Level Students*. An International Journal of Information Research and Review Vol. 2, Issue, 09, September, 2015

Fareed, Siddiqui. 2015. *The Important of English Tenses*. An Article of British Council.

Febriyanti, Emma. (2008) *Teaching Speaking of English As a foreign language: Problems and solutions*. An Article of Lambung Mangkurat University.

Gay, L.R. 2006. *Educational Research; Competence for Analysis and Application Third Edition*. Ohio: Merhil Publishing Company

Heaton, J.B. 1988. *Writing English Language Test(New Ed)*. USA : Longman Group UK Limited.

Hornby. 1990. *Definition of Speaking Skill*. New York: Publisher

Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal volume XII, No. 11, November 2006. University of Nevada.

Krishna, Nien. 2012. *Hafalan Tenses : 16 Tenses Sistem 16 Jam*. Jakarta: Cakrawala

Kianiparza, Parnaz and Sara Vali. 2010. *The Effect of Grammar Learning on Speaking Ability of EFL Learners*.

Kolln, Martha and Robert Funk. 2010. *Understanding English Grammar*. Pearson Education. Inc.

Lockley, Thomas and Farell Stephanie. 2011. *Is Grammar Anxiety Hindering English Speaking in Japanese Students?*. JALT Journal volume 33. No.22. November 2011. Kanada University.

Nematovna, Fazildinova. 2016. *Activities To Promote Speaking In A Second Language.* The Apriori-Journal 2016. Jizakh Polytechnical Institute, Uzbekistan

Penny, Ur. 1991. *A Practical Guide for Teachers*. ELT Journal, Volume 45. Oxford University Press.

Priyanto, Agus and Lies Amin. 2012. *The Correlation between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Siduarjo*. Surabaya State University Press.

Richard, Jack C and Willy A. Renandya. 2002. *Research Method in Language Learning*. Cambridge: Cambridge University Press.

Simon and Schuster. 1979. *Western Students New Twentieth Century Dictionary*. Unabridged. USA: New World.

Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D,* Bandung: CV. Alfabeta.

Swam, M. 2005. *Grammar, Meaningn and Pragmatics*. Hemel Hempstead: Prentice Hall.

Thornbury, Scott. 2005. *How to Teach Speaking.* United Kingdom: Pearson Education Limited

Widdowson, H.G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.

**APPENDIX A**

**INSTRUMENT OF GRAMMAR TEST**

**Instruction**

Answer the questions about the *simple present tense, simple past tense, and present future tense* below by choosing the correct answer!

**A. MULTIPLE CHOICES**

1.  Gillian did not like to read, for she . . . . not very good at it.
    a.  is
    c.  was
    b.  did
    d.  does

2.  She . . . .  a cat run in front of her, so she fell down while roller-skating.
    a.  sees
    c.  is seing
    b.  see
    d.  saw

3.  There was a meteor shower in space, but the crew did not. . . . how to avoid the meteors.
    a.  know
    c.  knows
    b.  knowing
    d.  knew

4.  I . . . . to buy a new house, so I started to save my money.
    a.  wants
    c.  wanted
    b.  want
    d.  am want

5.  I didn't do my homework, so my parents . . . . me.
    a.  punished
    c.  punishes
    b.  punish
    d.  punishs

6. The black dog. . . .  won many prizes, but he doesn't know many tricks.

    a.  has                         c.  had

    b.  have                        d.  is

7. Let's go to the swimming pool, for . . . . hot inside the house.

    a.  It was                      c.  It will

    b.  It is                       d.  It has

8. I. . . .  to own my own company, and I want to pay all my workers a lot of money.

    a.  am want                     c.  wants

    b.  want                        d.  wanted

9. Rabbits make good pets, for they. . . . make too much noise and they are clean.

    a.  Doesn't                     c.  Don't

    b.  Did't                       d.  Aren't

10. You can. . . .  a big poster, or you can make a little clay statue.

    a.  maked                       c.  make

    b.  makes                       d.  making

## B.  TRUE FALSE QUESTIONS

**Instruction**

Based on the text about *simple present tense, simple past tense, and present future tense* above, please choose the best answer by giving the cross mark in the letter **"T"** if the sentence is true and the letter **"F"** is the sentence is false.

11. The teacher will doing a meeting to decide when the exam will be started     **(T/F)**

12. The people will be donate some amount of money for the natural disaster victims **(T/F)**

13. He will look for another job in the metropolitan city because he has lost his job **(T/F)**

14. I will not asked any more questions, I already understand the material **(T/F)**

15. Prince Harry will visit Malaysia for business purpose next month **(T/F)**


**C. Rearrange these words into correct and meaningful sentences!**

16. Soup – eat – My mother – So – don't – cooks – at – I – a restaurant.

17. Made - home - after - a dinner - my father - came – we.

18. Students - proud - to be - make - try - my parents - will – to – I -  the best.

19. Attend - miss - my brother's - never - concert - to - I – piano.

20. Money - other - will - ? - help - to - spend - your - you - each

**APPENDIX B**

**SPEAKING TEST**


Please tell about your best experience that have you passed in your life.

**APPENDIX C**

**KEY ANSWER**

**A. MULTIPLE CHOICES**

1. c) was

2. d) saw

3. a) know

4. c) wanted

5. a) punished

6. a) has

7. b) It is

8. b) want

9. c) don't

10. c) make

**B. TRUE FALSE QUESTIONS**

11. F

12. F

13. T

14. F

15. T

**C. Rearrange these words into correct and meaningful sentences**

16. My mother cooks soup, so I don't eat at a restaurant.

17. We made a dinner after my father came home.

18. I will try to be the best student to make my parents proud.

19. I never miss to attend my brother's piano concert.

20. Will you spend your money to help each other?

**APPENDIX D**

The row data of the students' grammar mastery (X) and their speaking ability (Y)

at the fifth semester students of Unismuh Makassar.

| Sample | Grammar | Categories | Speaking | Categories |
|--------|---------|------------|----------|------------|
| S – 1 | 90 | Excellent | 80 | Good |
| S – 2 | 55 | Poor | 60 | Poor |
| S – 3 | 20 | Very Poor | 50 | Poor |
| S – 4 | 50 | Poor | 50 | Poor |
| S – 5 | 85 | Good | 80 | Good |
| S – 6 | 65 | Poor | 70 | Fair |
| S – 7 | 55 | Poor | 70 | Fair |
| S – 8 | 45 | Very Poor | 60 | Poor |
| S – 9 | 60 | Poor | 60 | Poor |
| S – 10 | 75 | Average | 80 | Good |
| S – 11 | 55 | Poor | 70 | Fair |
| S – 12 | 75 | Average | 70 | Fair |
| S – 13 | 90 | Excellent | 70 | Fair |
| S – 14 | 85 | Good | 80 | Good |
| S – 15 | 80 | Good | 70 | Fair |
| S – 16 | 70 | Average | 60 | Poor |
| S – 17 | 50 | Poor | 50 | Poor |
| S – 18 | 85 | Good | 80 | Good |
| S – 19 | 90 | Excellent | 60 | Poor |
| S – 20 | 75 | Average | 80 | Good |
| S – 21 | 100 | Excellent | 90 | Excellent |
| S – 22 | 70 | Average | 60 | Poor |
| S – 23 | 80 | Good | 70 | Fair |
| S – 24 | 85 | Good | 90 | Excellent |
| S – 25 | 70 | Average | 70 | Fair |
| S – 26 | 70 | Average | 70 | Fair |
| S – 27 | 45 | Very Poor | 60 | Poor |
| S – 28 | 80 | Good | 70 | Fair |
| S – 29 | 90 | Excellent | 90 | Excellent |
| S – 30 | 65 | Poor | 70 | Fair |
| S – 31 | 80 | Good | 70 | Fair |
| S – 32 | 40 | Very Poor | 80 | Good |

| S – 33 | 55 | Poor | 80 | Good |
|--------|------|------|------|------|
| S – 34 | 60 | Poor | 70 | Fair |
| S – 35 | 55 | Poor | 70 | Fair |
| Total | 2400 | | 2460 | |
| Average | 68.57 | **Poor** | 70.28 | **Fair** |

**APPENDIX E**

Recapitulation of Person Product Moment

| Sample | X | Y | X² | Y² | XY |
|--------|-----|-----|-------|------|------|
| S - 1 | 90 | 80 | 8100 | 6400 | 7200 |
| S - 2 | 55 | 60 | 3025 | 3600 | 3300 |
| S - 3 | 20 | 50 | 400 | 2500 | 1000 |
| S - 4 | 50 | 50 | 2500 | 2500 | 2500 |
| S - 5 | 85 | 80 | 7225 | 6400 | 6800 |
| S - 6 | 65 | 70 | 4225 | 4900 | 4550 |
| S - 7 | 55 | 70 | 3025 | 4900 | 3850 |
| S - 8 | 45 | 60 | 2025 | 3600 | 2700 |
| S - 9 | 60 | 60 | 3600 | 3600 | 3600 |
| S - 10 | 75 | 80 | 5625 | 6400 | 6000 |
| S - 11 | 55 | 70 | 3025 | 4900 | 3850 |
| S - 12 | 75 | 70 | 5625 | 4900 | 5250 |
| S - 13 | 90 | 70 | 8100 | 4900 | 6300 |
| S - 14 | 85 | 80 | 7225 | 6400 | 6800 |
| S - 15 | 80 | 70 | 6400 | 4900 | 5600 |
| S - 16 | 70 | 60 | 4900 | 3600 | 4200 |
| S - 17 | 50 | 50 | 2500 | 2500 | 2500 |
| S - 18 | 85 | 80 | 7225 | 6400 | 6800 |
| S - 19 | 90 | 60 | 8100 | 3600 | 5400 |
| S - 20 | 75 | 80 | 5625 | 6400 | 6000 |
| S - 21 | 100 | 90 | 10000 | 8100 | 9000 |
| S - 22 | 70 | 60 | 4900 | 3600 | 4200 |
| S - 23 | 80 | 70 | 6400 | 4900 | 5600 |
| S - 24 | 85 | 90 | 7225 | 8100 | 7650 |
| S - 25 | 70 | 70 | 4900 | 4900 | 4900 |
| S - 26 | 70 | 70 | 4900 | 4900 | 4900 |
| S - 27 | 45 | 60 | 2025 | 3600 | 2700 |
| S - 28 | 80 | 70 | 6400 | 4900 | 5600 |
| S - 29 | 90 | 90 | 8100 | 8100 | 8100 |
| S - 30 | 65 | 70 | 4225 | 4900 | 4550 |
| S - 31 | 80 | 70 | 6400 | 4900 | 5600 |
| S - 32 | 40 | 80 | 1600 | 6400 | 3200 |
| S - 33 | 55 | 80 | 3025 | 6400 | 4400 |

| S - 34 | 60 | 70 | 3600 | 4900 | 4200 |
|--------|------|------|------|------|------|
| S - 35 | 55 | 70 | 3025 | 4900 | 3850 |
| N=35 | $\sum X=2400$ | $\sum Y=2460$ | $\sum X^2=175200$ | $\sum Y^2=176800$ | $\sum XY=172650$ |

**APPENDIX F**

The significant correlation of students' grammar mastery and students' speaking ability:

1. The Mean Score of Students' Grammar Mastery

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2400}{35}$$

$$= 68.57$$

2. The Mean Score of Student' Speaking Ability

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{2460}{35}$$

$$= 70.28$$

3. The significant correlation between students' grammar mastery and students' speaking ability.

$\sum N = 35$          $\sum XY = 172650$

$\sum X = 2400$         $\sum X^2 = 175200$

$\sum Y = 2460$         $\sum Y^2 = 176800$

Person product moment coefficient:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{35\,(172650) - (2400)\,(2460)}{\sqrt{\left[35 \times 175200 - (2400)^2\right]\left[35 \times 176800 - (2460)^2\right]}}$$

$$r = \frac{6042750 - 5904000}{\sqrt{\left[6132000 - 5760000\right]\left[6188000 - 6051600\right]}}$$

$$r = \frac{138750}{\sqrt{(372000)\,(136400)}}$$

$$r = \frac{138750}{\sqrt{50740800000}}$$

$$r = \frac{138750}{2252571863}$$

$$r = 0.615$$

# APPENDIX G

## 'r' table of product moment

| N | Taraf Signifikan | | N | Taraf Signifikan | | N | Taraf Signifikan | |
|---|---|---|---|---|---|---|---|---|
| | 5% | 1% | | 5% | 1% | | 5% | 1% |
| 3 | 0.997 | 0.999 | 27 | 0.381 | 0.487 | 55 | 0.266 | 0.345 |
| 4 | 0.950 | 0.990 | 28 | 0.374 | 0.478 | 60 | 0.256 | 0.330 |
| 5 | 0.878 | 0.959 | 29 | 0.367 | 0.470 | 65 | 0.244 | 0.317 |
| 6 | 0.811 | 0.917 | 30 | 0.361 | 0.463 | 70 | 0.235 | 0.306 |
| 7 | 0.754 | 0.874 | 31 | 0.355 | 0.456 | 75 | 0.227 | 0.296 |
| 8 | 0.707 | 0.834 | 32 | 0.349 | 0.449 | 80 | 0.220 | 0.286 |
| 9 | 0.666 | 0.798 | 33 | 0.344 | 0.442 | 85 | 0.213 | 0.278 |
| 10 | 0.632 | 0.765 | 34 | 0.339 | 0.436 | 90 | 0.207 | 0.270 |
| 11 | 0.602 | 0.735 | 35 | 0.334 | 0.430 | 95 | 0.202 | 0.263 |
| 12 | 0.576 | 0.708 | 36 | 0.39 | 0.424 | 100 | 0.195 | 05.56 |
| 13 | 0.553 | 0.684 | 37 | 0.325 | 0.418 | 125 | 0.176 | 0.230 |
| 14 | 0.532 | 0.661 | 38 | 0.320 | 0.413 | 150 | 0.159 | 0.210 |
| 15 | 0.514 | 0.641 | 39 | 0.316 | 0.408 | 175 | 0.148 | 0.194 |
| 16 | 0.497 | 0.623 | 40 | 0.312 | 0.403 | 200 | 0.138 | 0.181 |
| 17 | 0.482 | 0.606 | 41 | 0.308 | 0.398 | 300 | 0.113 | 0.148 |
| 18 | 0.468 | 0.590 | 42 | 0.304 | 0.393 | 400 | 0.098 | 0.128 |
| 19 | 0.456 | 0.575 | 43 | 0.301 | 0.389 | 500 | 0.088 | 0.115 |
| 20 | 0.444 | 0.561 | 44 | 0.384 | 0.384 | 600 | 0.080 | 0.105 |
| 21 | 0.433 | 0.549 | 45 | 0.394 | 0.380 | 700 | 0.074 | 0.097 |
| 22 | 0.423 | 0.537 | 46 | 0.291 | 0.376 | 800 | 0.070 | 0.091 |
| 23 | 0.413 | 0.526 | 47 | 0.288 | 0.372 | 900 | 0.065 | 0.086 |
| 24 | 0.404 | 0.525 | 48 | 0.284 | 0.368 | 1000 | 0.062 | 0.081 |
| 25 | 0.396 | 0.505 | 49 | 0.281 | 0.364 | | | |
| 26 | 0.388 | 0.496 | 50 | 0.279 | 0.361 | | | |

# DOCUMENTATION

# CURRICULUM VITAE

**Puspa Amelia,** Was born on Jei 31th, 1994 in Rappang Sidrap regency. She is the third child of Syahlan Sinring, S.Pd and St. Maryam.

In 2000 the researcher resisted as a student of elementary school in SDN 2 Rappang in Sidrap regency and graduated in 2006. At in the same year the researcher then registered in junior high school as a student in SMP Negeri 1 Panca Rijang and Graguated in 2009. Then the researcher resisted to the vocational school, at SMA Negeri 1 Panca Rijang and graduated in 2012. In 2013 the researcher resisted to study of English Education Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title "*The Correlation between Students' Grammar Mastery and Students' Speaking Ability at the Fifth Semester Students of Unismuh Makassar (A Descriptive Study of English Education Department).*