

**THE CORRELATION BETWEEN ENGLISH GRAMMAR
MASTERY AND ENGLISH SPEAKING MASTERY OF THE
ELEVENTH GRADE STUDENTS IN SMK CORDOVA
MARGOYOSO**

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements to Obtain the (*Sarjana
Pendidikan*) Degree in English Education



MOHAMMAD ABDUL BARRI

31801700021

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ELEVENTH GRADE STUDENTS IN SMK CORDOVA
MARGOYOSO**

Prepared and Presented by:

MOHAMMAD ABDUL BARRI

31801700021

Defended before the Board of Examiners

On December 20th 2021

And Declared Acceptable

Board of Examiners

Chairman :Choiril Anwar, M.Pd.

Secretary :Kurniawan Yudhi N., M.Pd.

Member :Elok Widiyati, M.Pd.



Semarang, December 2021



Kurniawan Yudhi N., S.Pd., M.Pd.
NIK. 210813021

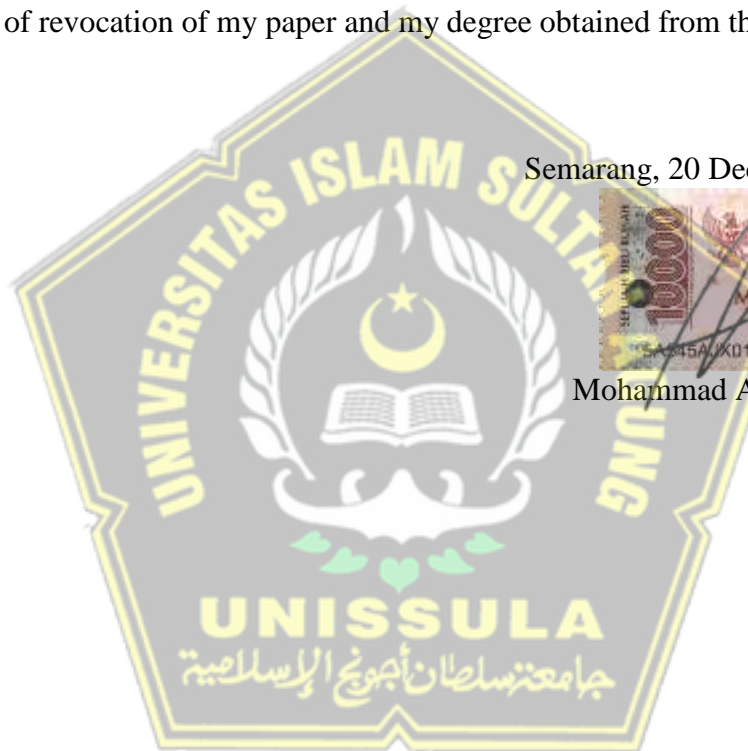
STATEMENT OF WORK'S ORIGINALITY

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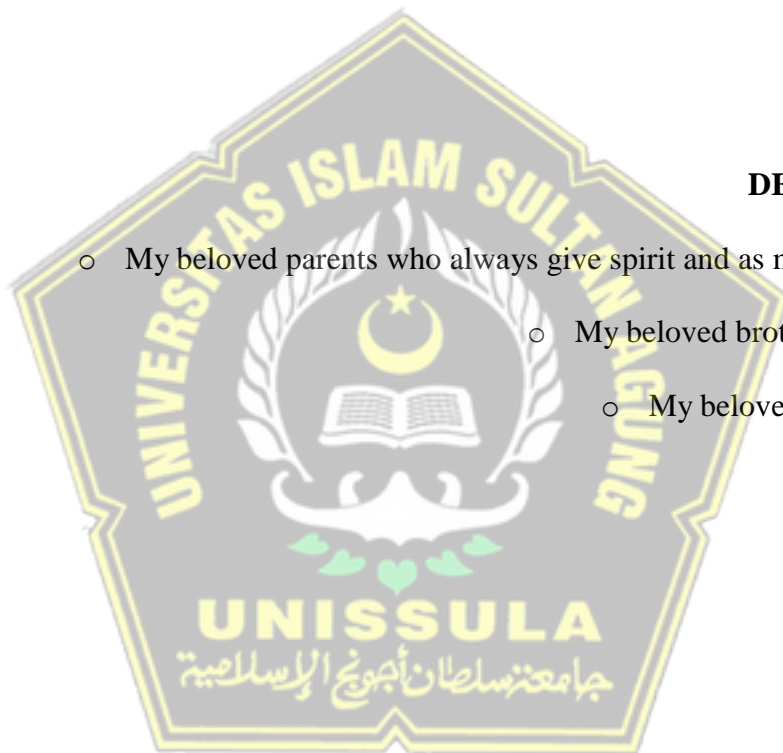
MOTTO AND DEDICATION

MOTTO:

- Everything need a process cause with that process we know what we exactly do.
- Create the best, do the best, and for the best.

DEDICATION:

- My beloved parents who always give spirit and as my inspiration.
- My beloved brother and sister.
- My beloved best friends.



ABSTRACT

Barri, Mohammad Abdul. 2021. *“The Correlation Between English Grammar Mastery And English Speaking Mastery Of The Eleventh Grade Students In SMK Cordova Margoyoso”* A Final Project English, Sultan Agung University. English Language Education Study Program. College of Language.

The final project is about the correlation between English grammar mastery and English speaking mastery of the eleventh grade students in SMK Cordova Margoyoso. The objective of this study is to find out whether there is any correlation between English grammar mastery and English speaking mastery of the eleventh grade students in SMK Cordova Margoyoso. The population of this research was all of the eleventh student (299 students) in SMK Cordova Margoyoso who were registered in academic year 2021/ 2022. The design of this study was correlational research. The sample of the study is divided into two groups, they are non-sample comes from the eleventh grade students of Chemistry1 and the sample class taken from the eleventh grade students of Multimedia 1. The data were collected by using a written test and oral test. The written test is used to determine the students' English mastery by giving some questions dealing with grammar consist of 20 multiple choices about tenses. The oral test was done to measure the students' ability in speaking by showing a performance in speaking in a specific topic. The result of this study showed that there was a positive correlation between the students' English grammar mastery and the students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso in the academic year of 2021 /2022. The value of correlation coefficient obtained 6.125 which is higher than rcritical of product moment ($6.125 > 1.400$) and the criteria of correlation of ≥ 1.00 are considered very high correlation. It means that the correlation is a very high positive correlation between students' English grammar mastery and students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso in the academic year 2021/ 2022.

Keyword: *Correlation, Mastery, Grammar and Speaking*

INTISARI

Barri, Mohammad Abdul. 2021. *“The Correlation Between English Grammar Mastery And English Speaking Mastery Of The Eleventh Grade Students In SMK Cordova Margoyoso”* A Final Project English, Sultan Agung University. English Language Education Study Program. College of Language.

Skripsi ini mengenai hubungan antara penguasaan grammar dalam bahasa Inggris dengan penguasaan berbicara dalam bahasa Inggris pada siswa kelas sebelas di SMK Cordova Margoyoso. Tujuan dari penelitian ini adalah untuk menemukan data empiris tentang hubungan antara penguasaan grammar dalam bahasa Inggris dengan penguasaan berbicara dalam bahasa Inggris pada siswa kelas sebelas di SMK Cordova Margoyoso. Populasi dari penelitian ini adalah seluruh siswa kelas sebelas (299 siswa) di SMK Cordova Margoyoso yang terdaftar pada tahun ajaran 2021/ 2022. Desain penelitian ini adalah penelitian korelasional. Dengan mengambil data responden yang terbagi dua, yaitu non-sample dan sample. Kelas non-sample diambil dari kelas XI jurusan Kimia Industri dengan total siswa 30 siswa, sedangkan kelas sample diambil dari kelas XI jurusan Multimedia 1. Data yang dikumpulkan dengan menggunakan 2 cara yaitu dari hasil tes tertulis dan tes lisan. Pada tes tertulis digunakan untuk mengukur kemampuan penguasaan grammar (tata bahasa) siswa dalam bahasa Inggris dengan cara memberikan pertanyaan sebanyak 20 pertanyaan pilihan ganda tentang tenses. Sedangkan tes tertulis dilakukan untuk mengukur kemampuan siswa dalam berbicara menggunakan bahasa Inggris dengan cara praktek berbicara “public Speaking” berbentuk video dengan tema yang sudah penulis tentukan. Hasil dari penelitian ini menunjukkan bahwa terdapat hubungan yang cukup negatif antara penguasaan grammar bahasa Inggris siswa dan penguasaan berbicara bahasa Inggris siswa kelas sebelas di SMK Cordova Margoyoso pada tahun ajaran 2021/ 2022. Dengan rincian bahwa nilai analisis korelasi menghasilkan 6.125 dimana nilai ini lebih rendah dari r_{table} ($6.125 > 1.400$) yang artinya sangat kuat. Oleh karena itu hasil kriteria hubungan ini menunjukkan bahwa hipotesis penelitian “terdapat hubungan yang positif antara penguasaan grammar bahasa Inggris siswa dan penguasaan berbicara Bahasa Inggris siswa kelas sebelas di SMK Cordova Margoyoso pada tahun ajaran 2021/ 2022.

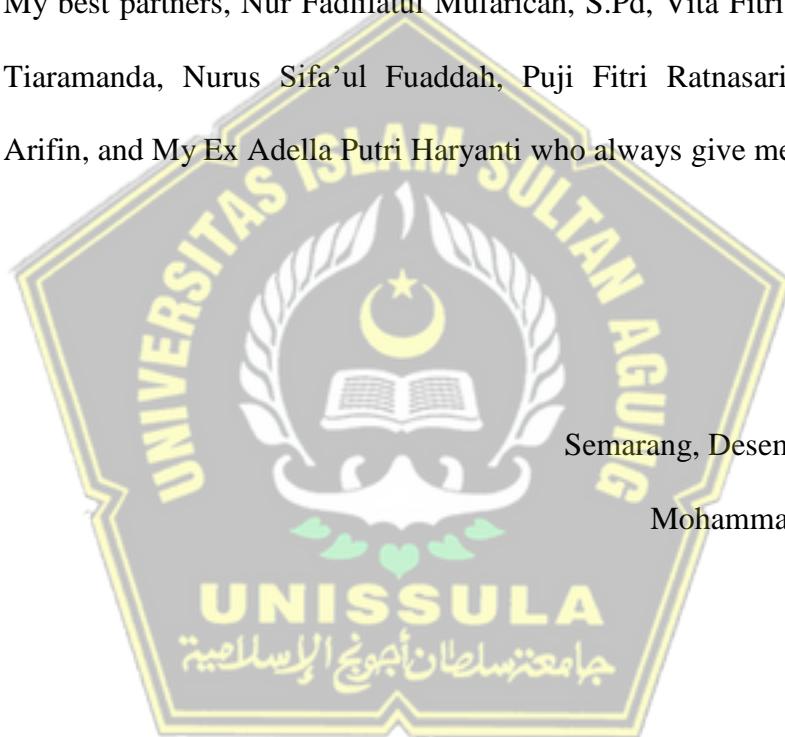
Kata Kunci: *Hubungan, Penguasaan, Tata Bahasa dan Berbicara,*

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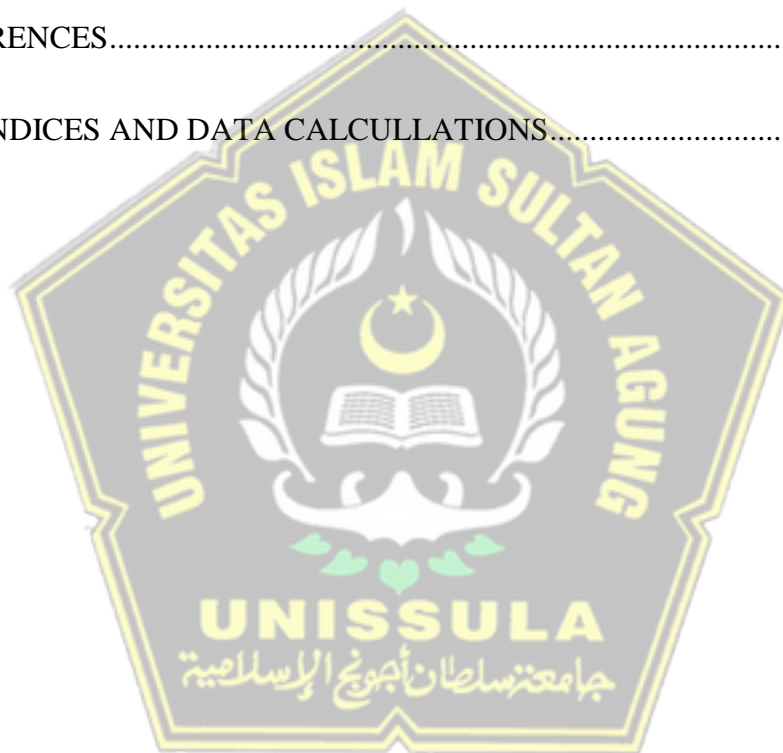
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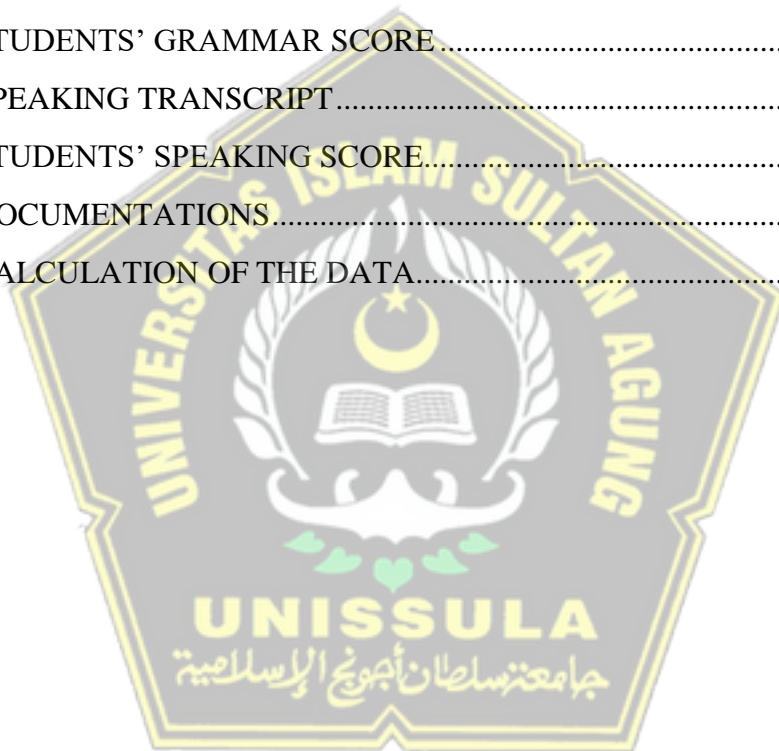
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CHAPTER 1

INTRODUCTION

This first chapter provides the background of study, the statement of the problems, the objective of study, the limitation of study, the significance of study, the hypothesis, and the criteria of testing hypothesis.

1.1 Background of the Study

Mastering a foreign language is one of the important things that are needed in a modern society and a globalization era. Because language is one of the important ways for making some communication. The importance can be seen from some side of life, for example in social media spaces, a foreign language has become the dominant language, so when people of different background meet, a foreign language is needed to communicate. For a job requirement, one of requirement is also language competence, both spoken and written form. And then, there are a lot of education books that are written in foreign languages so it can be said that mastering foreign language is very important to survive in life (Fatsah, 2014). Therefore, it is helpful to anyone who wants to speak with people in another language and useful for self-improvement to understand other cultures.

As it is known, there are so many kinds of foreign language. English is one of the important foreign languages. It has a function as a bridge for all aspects of human life, such as trade, communication, education, science, technology, society, and culture (Fauziati, 2018). We can imagine if we don't have this

capability and the information we get from other countries is just rubbish. In addition, learning a foreign language can strengthen relation between countries.

Language is a very important role in life human. Because language is the essence of human communication, either in oral communication as well as in written communication. Language itself is a system of arbitrary sound symbols used by members of social groups to cooperate, communicate, and self-identification. Rabiah (2018) states that if there is no language then humans will experience difficulty in communicating and socializing to each other. It may seem hard to start making a society to convey ideas, thought and impression between two or more individuals. It means that a language is the actual ability to express concept in anyway without limitations.

Suedden (2003) states Indonesia has a variant of regional languages. Difference in language exist in Indonesia causes various difficulties whensociety from a region will communicate with people from other areas. However, this can be overcome by having a language that becomes the national language namely Indonesian. Meanwhile, in countries around the world English is a solution and communication strategy in conveying the information easily. English is a universal language that is widely spoken by some major countries around the world.

In education, English is one of the foreign languages used to improve students' ability. This term is generally used to describe English courses taught in a country where English is not generally spoken or used as an official

language (Hafernik, 2012). As quoted in Undang-Undang Sistem Pendidikan Nasional (2011) "Foreign language can be used as the language of instruction in a particular educational unit to support foreign language learners". That is the most important reason why English is learned at school.

Actually, teaching English is extremely important because it is still the basis for the higher level. Brewster et al (1992) define some reasons for starting to learn a foreign language earlier. First, teaching English to young students is aimed at increasing the total number of years spent learning language. Second, the indisputable fact those young learners have a greater facility for understanding and imitating what they hear than adult. Third, the aim of early foreign language learning is to prepare young learner linguistically, psychologically, and for language learning culturally. In addition, by learning a foreign language earlier can support the students' academic achievement. This is true for English-speaking students studying a foreign language as well as English language learners in bilingual and immersion programs. It also boots the academic outcome at the college level.

Learning English at the senior high school level includes several skills namely listening, speaking, reading, and writing. Apart from that the language elements other English is also taught in elementary schools, including vocabulary, grammar, and pronunciation (Williams, 2018). Teachers have to introduce the students and improve their abilities to develop their skills. They can create the condition for their students to manage the skills in learning

processes and learn collaboratively with their peers in order to become more independent learners.

Among the four language skills, learning of speaking skills is not yet running as it should. Speaking ability is an important aspect for vocational high school students in learning English because after graduated they are required to master English in facing the business world according to their expertise. Speaking well will be the basis for the students to master English well. The students must be guided from an early age in order to have perfect speaking skills. Otherwise, students will make mistakes over and over again. Because, when students have adopted a way of speaking that is irregular or not good, they always remember it and repeat. Hossain (2015) states that is even worse, this error in speaking will cause a misunderstanding when students speak in English formally or informally. Richard et al (1998) state that language helps learner makes a sense of the world, understand, and be understood. It can be restated that every language has meaning. From those meanings which are structured in a good pattern, it will make a human understand what is being spoken. When the structure is not structured well, it can raise a misunderstanding between the communicators. If the pattern of language is structured well, the information can be delivered well.

Many cases, students cannot use English well, because they are confused to use the patterns of good sentences. To support that, every students graduated from their school especially from vocational high school that are required to master English in facing the business world according to their

expertise must adequate English language skill. Their ability must be synergized with the needs of the business world that employ them. In addition, many students cannot use the formula of tenses, because it different from grammar in Indonesian language. Therefore, that student's ability in grammar still low. Therefore, by studying grammar and mastery them in good way, especially tenses, the researcher believes that it would help them to be able in using English orally or even in writing (Williams, 2018). In this way, the student have a foundation to develop their ability as they enter and progress through school.

Based on the statement above, grammar competence is very important. It is important to improve the speaking competence as one of the influencing factors in communicating using English as a foreign language. It is clear that mastery of grammar or structure in English is an important role for the students in trying English communication as a foreign language.

Besides getting mastery in grammar competence, the students of vocational high school level also have problem in speaking competence. The problems that most students faced in speaking was having a lack of vocabulary, not being confident to speak, not being used to talk in class, and difficulty expressing words or sentences. Based on the description above, the researcher would like to conduct a research to analyze and to know the correlation between English grammar mastery and their speaking mastery faced by the eleventh-grade students of SMK Cordova Margoyoso. The research is define as a quantitative method of data collection that aims to

survey the correlation and make the finding more accurate.

The result must be useful for teachers of English in improving students' grammar and their speaking competence. The problems are necessary to be investigated and the result will be written in a scientific report in the form of thesis entitled "The Correlation between English Grammar Mastery and English Speaking Mastery of the Eleventh Grade in SMK Cordova Margoyoso".

1.2 Statement of the Problem

This study is about the correlation between English grammar and English speaking mastery of the eleventh grade in SMK Cordova Margoyoso. The problem is formulated as follow: Is there any correlation between English grammar mastery and English speaking mastery of the eleventh grade in SMK Cordova Margoyoso?

1.3 Objective of the Study

The objective of the study is to find out whether there is any correlation between English grammar mastery and English speaking mastery of the eleventh grade in SMK Cordova Margoyoso.

1.4 Limitations of the Study

The problems are limited to:

- 1) The subject of this investigation is only for the eleventh grade in SMK Cordova Margoyoso.
- 2) The theme of the grammar mastery is about the basic of Tenses (Simple

Present Tense, Simple Past Tense, and Simple Future Tense)

- 3) The theme of the speaking mastery investigated is making a Public Speaking

1.5 Significances of the Study

The researcher hopes that this final project has some significances:

1.5.1. Practical Significance

The specific objectives were useful, particularly for the following individuals:

a. The Teacher

This research is expected to provide the eleventh grade students the information about grammar and speaking mastery, in which the teachers will help their students facing some problems in mastering both of them.

b. The Students

By mastering grammar, the students can take some information to identify their problems in speaking practice and making some communication using English confidently.

c. The School

The school can provide some English Programs followed by students to develop their competence in speaking.

d. The Next Researcher

The next researcher can enrich his ability in speaking by mastering

grammar structure. Therefore, the researcher knows the benefit of the correlations between mastering grammar competence and speaking competence.

1.5.2. Pedagogical Significance

Aside from the theoretical significance, pedagogical significance is also needed to:

a. The Teacher

English teacher can use the result of the study as feedback on teaching grammar activities to enhance the quality of teaching. Therefore, the objective of the English teaching program (especially speaking goals) can be achieved.

b. The Students

The students can improve their ability by understanding the error and the problems while making some communication.

c. The School

The school can encourage teacher and students to develop their skill in making communication in English.

d. The Next Researcher

The next researcher can get some information to accomplish the theory and make next research to improve the skill of students'

mastery in speaking.

1.6 Hypotheses

According to Arikunto (2010) that hypothesis is a tentative answer to research problem. The hypothesis of this research consist of two hypotheses: they are the null hypothesis (Ho) and the alternative hypothesis (Ha). The hypotheses are stated below:

Ho: There is a negative correlation between English grammar mastery and English speaking mastery of the eleventh grade in SMK Cordova Margoyoso.

Ha: There is a positive correlation between English grammar mastery and English speaking mastery of the eleventh grade in SMK Cordova Margoyoso.

1.7 Definitions of Key Terms

1. Grammar

Grammar is the study or use of the rules about how word change their forms and combine with other words to express meaning. Combley et al., (2011).

2. Tenses

Tenses are the changes of in the form of the verbs based on the adverb of time or the nature of the activity or events. Tenses play a crucial role in the English language. It denotes the time and action takes place, whether sometime in the past, in the present or will take some time in the future. (Louise, 2019)

Here are the differences of the tenses based on the time and action takes place:

e. Present Tense

The present tense is the simplest tense in English. This tense is used to show an action that happens all the time, for it looked at the finite verbal group without auxiliaries. The present tense is also the only tense that still uses form of distinction for person and number. The distinction is that the third person singular has 's' or 'es' to the form used in other person and number. To form the negative sentence it has auxiliary verb 'does not' for the third person singular subject (He, She, It), and 'do not' for the subject (I, You, We, They). For the verb to be, do not use an auxiliary verb, even for questions and negatives. For example 'She is not a student'.

f. Past Tense

The past tense is formed with the past form of the verb which may be either regular, by adding -ed to infinitive form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case. This tense serves to express something that happened at a certain time in the past and a habit that is no longer done. Frank (1995) said simple past tense represent definite time, it refers to event that were completed before the statement is made. It is often accompanied by such expression or definite past as yesterday, last year, two years ago.

g. Future

The simple future tense is formed with the future form by adding auxiliary modal to infinitive form. It is often accompanied by such expression or definite future as tomorrow, the day after tomorrow, next, this coming (Frank, 1995).

3. Public Speaking

Public Speaking is the process and act of speaking or giving a lecture to a group of people in a structured, deliberate manner intended to inform, influence, or entertain a listening audience. Public Speaking is commonly understood as face to face speaking between individuals and an audience for the purpose of communication. It is closely allied to “presenting”, although the latter is more often associated with commercial activity. Most of the time, public speaking is to persuade the audience. (Cameron, 2001).

1.8 Outlines of The Study

In order to make the study is easy to follow. The writer organized this thesis into five chapters. The first chapter is introduction which consist of background of the study, statement of the problems, objective of the study, limitations of the study, significance of the study, hypothesis, criteria of testing hypothesis, definition of key terms, and outline of the study.

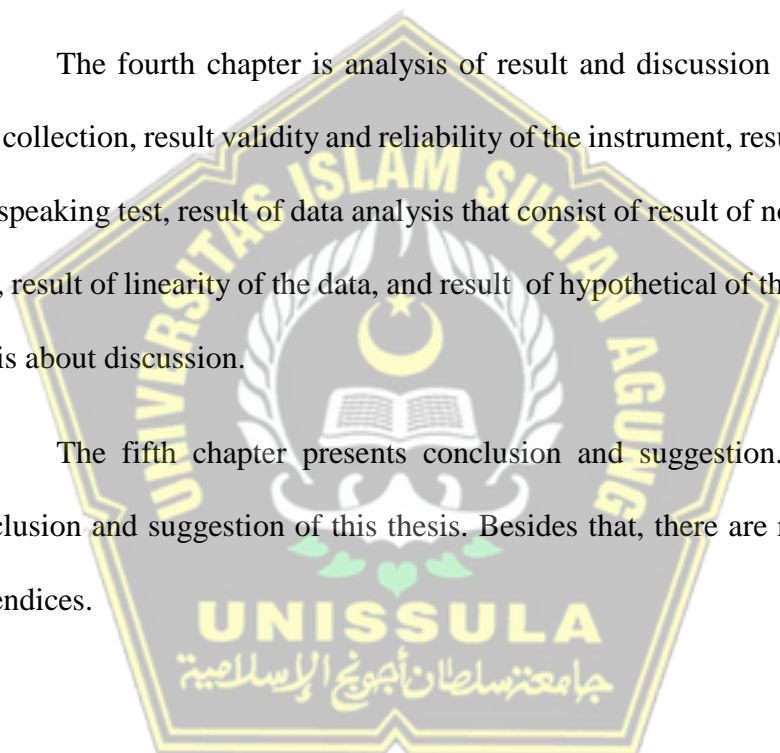
The second chapter concern review of related literature which cover of grammar, the definition of grammar, the importance of grammar, grammar

mastery, speaking, the definition of speaking, speaking mastery, the problems in speaking mastery, grammar and speaking and previous study.

The third chapter is methodology of the study which consist of design of the study, variable of the study, population and sample, instrument of the study, validity and reliability testing, the data analysis techniques that consist of normality test, linearity test and hypothesis test.

The fourth chapter is analysis of result and discussion which explain data collection, result validity and reliability of the instrument, result of grammar and speaking test, result of data analysis that consist of result of normality of the data, result of linearity of the data, and result of hypothetical of the data, and the last is about discussion.

The fifth chapter presents conclusion and suggestion. It consist of conclusion and suggestion of this thesis. Besides that, there are references and appendices.





CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview of the definition of grammar, the importance of grammar, grammar mastery, the definition of speaking, the importance of speaking, the process of speaking mastery, grammar and speaking, the previous studies.

2.1 Grammar

2.1.1 Definition of Grammar

In the context of education especially in the learning and teaching of a foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system or pronunciation which students should acquire. Knowing grammar means understanding what the communication and the text means correctly. By using grammar people can arrange word to be a proper sentences (Combley et al., 2011). It means, to arrange a good word, we have to understand grammar well.

Grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different languages cannot understand one to another, because they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essential systems (Murphy, 2013). It is the structure that conveys precise meaning from the writer and the speakers' information to

their audience and their reader comprehension.

Combley et al., (2011) state the rules of grammar as the dictionary suggest, are about how words and how they are put together into sentences. For example, our knowledge of grammar tell us that the word walk changes to walked in the past tense. This is an example of the word changing its form. Grammar then is the way in which words change themselves and group together to make sentences. The grammar of the language is what happens to words when they become plural or negative, or what word order is used when we make question or join two clauses to make one sentence.

Further, grammar is thought to complete the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language. Grammar is a set of structural constraints on speakers' or writers' composition of clauses, phrases, and words (Widodo, 2015). It means, grammar is important because it provides information that helps the readers' comprehension. It is the structure that convey precise meaning from the writer to the audiences and reward the readers with a clear communication.

In speaking, grammar is the system and structure of a language. The rules of grammar help us decide the order we put words in and which form of a word to use. Grammar enables learners to comprehend sentence

interrelationship in a communication. In the context of speaking, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a spoken form. Grammar also provides a way to learners how words should be combined into a good sentences, meaningful and communicative statements or expressions. In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Knowing more about grammar will enable the students to build better sentences in speaking and writing performance because grammar skills will help the students to organize words and messages and make them meaningful.

Considering those definitions and explanation, the researcher showed that grammar is a set of rules derived from a language that enable people to understand what they speak or what they construct in some expressions when they make some communication. Grammar is the way of word are used, classified and structured together to form spoken communication. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure.

2.1.2 The Importance of Grammar

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each

sentence, a learner should know the grammar of the target language. According to Ur (1991) “Grammar does not only affect how units of language are combined in order to ‘look right’, it also affects their meaning”. Supporting his opinion, Knapp and Watkin (2005) state that grammar is a name for the resources available to users of a language system for producing texts. By knowing a good knowledge of grammar will help users and learners to build better sentences and produce the texts to be clear enough to understand.

From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refer to its meaning. Therefore, to speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

2.1.3 Grammar Mastery

Grammar is one of the components to develop skills, so people who want to master the language skills, they have to master the vocabulary and then grammar and pronunciation. Grammar can be said as a complicated component of English (Dykes, 2007). Therefore, the students must do efforts as well as to increase their mastery especially on grammar. According to Morenberg (2009), if the students had been good mastery of grammar so that

the students can manage words becoming meaningful sentences. Therefore, the mastery of grammar must be developed by all learners if they want to mastery all skills in order to make the sentences more structured.

2.2 Tenses

2.2.1 The Definition of Tenses

Lyons (1995) says that the word 'tense' is derived ultimately from the Latin word 'tempus' meaning 'time'. Tense is a form of verb used to indicate the time. In discussing tense and time Hornby (1995) states that "the words 'time' and 'tense' must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state. Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment of the speaking. For example, the commonest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (John is singing); the situation described in the past as related prior to the moment of the speaking (John was singing); while the situation described in the future as related subsequent to the moment of speaking (John will sing). Since tense refers to the time of the situation which relates to the situation of the utterances, it can be described as 'deictic' (Comrie 1995). It means that it is a tense traditional refers to an interval or period of the time

which contains the moment of utterance. It can be expressed by some words: yesterday, now and tomorrow. English verbs have only two simple tenses, the tenses called the simple present (e.g he writes) and the simple past (e.g he wrote). The English tense that would be discussed are simple present, present continuous, and simple past (Klein, 1994). Each tense indicates the connections between the exact times an activity occurred. They can be used to create different meaning from the same verbs and help to anchor the listener understand the meaning behind our story.

2.2.2 Kinds of Tenses

There are simple and compound tenses in English verbs. Theoxford dictionary of English grammar states some linguist define tense narrowly by form which gives English only two tenses: the present tense, which is lexical verb is the same as the last (except for the –s ending in the third person singular); and the past tense, which in regular lexical verbs has the –ed inflection (Frank, 1992). It means there are two tenses based on the form. There are the present tense and the past tense.

English has also many compound tenses. According to Hornby (1995) the compound tenses are made by combining two or more verb forms and these combinations may be concerned with time. It can be seen that there are many compound tenses other two tenses (the present tense and the past tense). Frank (1992) says that there are three past tenses and two future tenses, and then the past perfect is tied in time to the past

tense, the present perfect to the present tense, and the future perfect tense to the future tense. It shows there are many kinds of tenses based on the time.

The researcher concludes if simple and compound tense are mixed together, there are twelve kinds of tenses. They are simple present, simple past, simple future, present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, and future perfect progressive.

2.2.3 Simple Present Tense

1) Definition

The present tense is the simplest tense in English. The simple present tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries. The present tense is also the only tense that still uses form of distinction for person and number. The distinction is that the third person singular has 's' or 'es' to the form used in other person and number. To form the negative sentence it has auxiliary verb 'does not' for the third person singular subject (He, She, It), and 'do not' for the subject (I, You, We, They). For the verb to be, do not use an auxiliary verb, even for questions and negatives. For example 'She is not a student'.

2) The Sentence Pattern of Simple Present Tense

a. Affirmative:

Subject + Verb 1 (s/es)

E.g. Their classes begin at seven

She sends the letter to her mother every month.

Subject + Verb be (are, am, is) + Complement

E.g. You are a teacher.

b. Negative:

Subject + Auxiliary verb (do/does) + Not + Verb 1

E.g. Their classes don't begin at seven.

She doesn't send the letter to her mother every month.

Subject + Verb be (are, am, is) + Not + Complement

E.g. You are not a teacher.

c. Interrogative:

Auxiliary verb (do/does) + Subject + Verb 1

E.g. Do their classes begin at seven?

Does she send the letter to her mother every month?

Verb be (are, am, is) + Subject + Complement

E.g. Are you a teacher?

Based on the example above, the word “sends” in a positive form of whose base form is “send” is added by “s” in the end of the word because the sentence use the third person singular (He, She, It). It

adds either _es or ies. To create a negative sentence, use “do not + (base form of the verb)” and use “does not” with third person singular (He, She, It). If we need to ask a question, we can use “do” or “does” followed by the subject and base form of the verb.

2.2.4 Simple Past Tense

1) Definition

The simple past tense is formed with the past form of the verb which may be either regular, by adding –ed to infinitive form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case. Frank (1995) said simple past tense represent definite time, it refers to event that werecompleted before the statement is made. It is often accompanied by such expression or definite past as yesterday, last year, two years ago.

2) The Sentence Pattern of Simple Past Tense

a. Affirmative :

Subject + verb 2

E.g. I played football in the yard

Andrew found his pen two days ago.

Subject + Was/were + Complement

E.g. They were in the class at 7 o'clock a.m.

b. Negative :

Subject + Auxiliary Verb (did) + Not + V 1

E.g. I did not play football in the yard

Andrew did not find his pen two days ago.

Subject + Was/were + Not + Complement

E.g. They were not in the class at 7 o'clock a.m

c. Interrogative :

Auxiliary Verb (did) + Subject + Verb 1

E.g. Did Andrew find his pen two days ago?

Was/were + Subject + Complement

E.g. Were they in the class at 7 o'clock a.m.?

Based on the example, to form the simple past is relatively simple for most verbs. Typically, we would form the past by taking the root form of the verb and add ed to the end when we run into regular verbs. However, the simple past tense gets a lot trickier when run into irregular verbs. There is no general rule for how to form the simple past tense in irregular verb because we will simply need to learn these verbs forms by using dictionary to figure out the verbs form of simple past tense. It will be easier to create a negative and interrogative form of simple past tense, use “did not” and followed by base of the verb. If we need to ask a question, we can use “did” followed by the subject and base form of the verb.

2.2.5 Simple Future Tense

1) Definition

The simple future tense is formed with the future form by adding auxiliary modal to infinitive form. It is often accompanied by such expression or definite future as tomorrow, the day after tomorrow, next, this coming (Frank, 1995).

2) The Sentence Pattern of Simple Future Tense

a. Affirmative :

Subject + Auxiliary modal (will/ shall) + verb 1

E.g. I will go to the Cafe tomorrow morning

Subject + Auxiliary modal (will/ shall) + be + Complement

E.g. I will be there at 07.00 p.m. next week.

b. Negative :

Subject + Auxiliary modal (will/ shall) + Not + V 1

E.g. I will not go to the Cafe tomorrow morning

Subject + Auxiliary modal (will/ shall) + Not + be + Complement

E.g. I will not be there at 07.00 p.m. next week

c. Interrogative :

Auxiliary modal (will/ shall) + Subject + Verb 1

E.g. Will you go to the Cafe tomorrow morning?

Be + Auxiliary modal (will/ shall) + Subject + Complement

E.g. Will you be there at 07.00 p.m. next week?

The simple future tense is quite simple to form. Based on the example above, to form the simple future tense, all we need to do is add the word “will” before the base form of the verb. Sometimes, the word “will” is swapped with the word “shall” in the simple future tense. This form is not commonly used in regular writing and speech in English, “shall” is most often used in formal writing or legal document and court orders (Murphy, 2018). The simple future tense doesn’t get much more complicated when we want to make it into negative. In order to make the simple future tense negative, all we need to do is put the word “not” after the word “will” followed base form of the verb. If we need to ask a question, we can use “will” followed by the subject and base form of the verb.

2.3 Speaking

2.3.1 The Definition of Speaking

In learning English, there are four skills that should be mastered by the students, such as listening, speaking, reading and writing. Among the four skills, speaking is a skill for the speaker to convey his message in a passionate, thoughtful, and convincing manner. When the others can understand what has been talked, it means that the speaker get the meaning across. Cameron (2001) mentions that speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language. A speaker needs to find

the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand.

Chaney (1998) in Kayi (2006) states that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech express meanings to the other people, Spratt et al (2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Actually, speakers of English have to be able to speak in different genres and situation (Harmer, 2007). Therefore, by speaking we can create sounds to connect people to convey the target information in a communication.

In addition, Thornbury (2005) suggests four other speaking genres that is interactive, non-interactive, planned and unplanned speaking. The example of interactive speaking is when people buy a food at a shop, whereas when the people leave a message on an answer machine can be categorized as non- interactive speaking because there is no interaction between two people or more. The examples of planned speaking genres are such as a lecture, sermon, and speech. Meanwhile, the unplanned speaking is when people meet and do a conversation with somebody in the

street.

2.3.2 Types of Speaking

Brown (2004) the basic types of speaking are divided into five categories, they are:

a. Imitative

Imitative is the skill to imitate a word, a phrase or possibly a sentence. Imitative is not only part of phonetic level and oral production, but also includes a number of prosodic, lexical, and grammatical properties of language. It is simply the ability to parrot back a word or phrase or in a sentence. For example, in imitative speaking we can make a directed response task, reading aloud, sentence and dialogue completion.

b. Intensive

Intensive is the production of short tense of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as, prosodic elements- intonation, stress, rhythm, and juncture. It involves producing a limit amount of language in highly control context. For example of this when we read a passage or give a direct response to a simple question.

c. Responsive

Responsive includes a short conversation, standard greetings, small talk, and simple request and comments. On the other hand, responsive is the interaction and the test of comprehension. For example of this type is

after listening, the students is expected to develop an appropriate short response.

d. Interactive

Interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and or multiple participants. The situation include face to face conversation and telephone calls in which we are alternately listening and speaking, and in which we have a chance to ask for a clarification, repetition, or a slower speech for our conversation partner. Some speaking situation are partially interactive such as when giving a speech to alive audiences where the convention is that the audiences do not interrupt the speech.

e. Extensive (monologue)

Extensive type includes speeches, oral presentations, and storytelling during which opportunity for oral interaction from listener is either highly limited or ruled out together. This type needs more action and interaction to the listener. It is a normal some sort monolog, involves a great deal of preparation and one thing to survive having a conversation with someone in a second language. For example include speech, storytelling, etc.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students are ready and prepared for

the activity, they can use the language appropriately.

2.3.3 Public Speaking

Public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech (Slagell, 2009). Furthermore, Astuti (2011) states that public speaking is technique to communicate a message or idea in front of people in order to make them understand the information or alter someone's view or opinion. According to Cambridge Advance Learners Dictionary (2008), public is relating to or involving people in general, rather than being limited to a particular group of people, and speaking is to say words, to use the voice, or to have a conversation with someone else. Steele (2010) attains that public speaking is the process of speaking to a few or many people with the purpose of informing, motivating, persuading, educating or entertaining the listeners. In fact, public speaking is a speaking is a process that involves two or more people, and it can actually be interactive.

Based on explanation above the writer can conclude that public speaking is a technique to communicate or have conversation with a group of people in purpose to transfer ideas or information, persuade, influence, motivate, educate and entertain the listeners.

2.3.3.1. Types of Public Speaking

Kudooski (2013) classifies the different types of public speaking into two categories. First is The Basic of Public Speaking and second is The Other Types of Public Speaking

A. The Basic Types of Public Speaking

a. Informative Public Speaking

Informative public speaking comprises speeches that are meant to inform the audience. Speaker is passing a new body of knowledge to listeners. Audience intention is not to change their view on the subject nor to persuade or convince them to take side with your point of view. Speaker is simply passing valuable information to them. These types of public speaking are usually used at business seminars, technology and scientific conferences, school presentations etc. They most times include facts and statistics and follow the introduction-body conclusion structure.

b. Persuasive Public Speaking

Unlike informative speeches, persuasive speeches are intended to influence or convince the audience to agree with a particular point of view and to take specific action(s). To be successful, the speaker must be able to appeal to the listeners emotions and move them to accept speaker view of the matter. These types of public speaking are usually used by sales executives, politicians, in debates and religious sermons.

c. Ceremonial Public Speaking

As the name implies, these are speeches given at ceremonies to mark important occasions. They include graduation talks, wedding toasts, anniversary speeches, funeral talks etc.

Ceremonial speeches can be funny or sober depending on the occasion. In other words, it must be made to suit the occasion at hand.

d. Demonstrative Public Speaking

These kinds of public speaking employ the use of demonstrations to convey a message. They often use visual aid to show how certain things are done. These are mostly used at workshops and sales presentations.

e. Motivational Public Speaking

Motivational public speaking, such as persuasive public speaking, involves making a connection with the emotions of your listeners. However, motivational public speaking involves the use of stories, anecdotes (short amusing stories), illustrations and real-life experiences to captivate your listeners, inspire them and uplift their spirits. These kinds of public speaking are usually intended to boost the power of self-will in the audience. To awaken their passion, fire up their determination and ultimately move them to action. They are mostly used in self-development seminars.

f. Extemporaneous or Impromptu Public Speaking

This type of public speaking is speech that is given with little or no preparation. This type speech is never planned by speaker but circumstances demand which wants speaker to deliver it. Because this kind extemporaneous or impromptu is presented

without preparation it enables the speaker become nervous.

Based on the various types above, we can find speeches in many different in many different purposes. Knowing the various types of speaking can help our determine which best suits with our needs the next times we speak publicly. It is also allow us to communicate with others and express our thoughts and feelings in a variety of contexts throughout life.

B. The Other Types of Public Speaking

a. Debate

Debate is combination of persuasive and extemporaneous speeches. The main aim is to persuade the audience to agree with a particular view point. Also, short extemporaneous speech is added at intervals to further buttress speaker points or rebut the other person's arguments. Debate is popular in schools and politics.

b. Broadcasting

This public speaking type too may be either any or a combination of any of the previous types. The type which is used by speaker may be informative, persuasive, motivational or even demonstrative. The type involves the use of such media as television, radio, Internet, newspaper and magazines.

Debate and broadcasting is a kinds of speech. However,they have some differences in situation. For example, in debate is including moderator and audiences in a formal situation,

broadcasting is the distribution of audio or video content to a dispersed audience via any electronic mass communications medium (Peter, 1999). Therefore, to be an effective public speaking in debate and broadcasting needs to be confident to get information across while also keep the audiences entertained and engaged.

2.3.4 Speaking Mastery

According to Nunan (1999) there are two main aspects of speaking; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important, Nunan (1999) that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language on the spot. There will be a desire to communicate on the part of the students and they will also have a communicate purpose. Where they must be involved to add their motivation in improving the ability in speaking English fluently.

Harmer (2001) proposes four special language features in speaking. The

first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should involve the students in activities which are designed to improve their connected speech. The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices. The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions. The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speaker's words. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some

factors in speaking that are regarded as being difficult as Brown (2001) has identified them. The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction. The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as “*Cup of coffee?*” instead of “*Would you like a cup of coffee?*” Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as *here’s* and *that’s*, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like *here is* and *that is*. Finally, some words in writing are used

differently in speaking. For example, the word “however” is more common in writing than in speaking, and “started” is much more common than “began” in speaking (Harmer, 2001). In fact, we learn to speak almost automatically. It is natural. But somebody must teach us to write. It is not natural. This is perhaps, everybody could speak but only a few people could write.

Based on the explanation all experts above, it conclude that speaking mastery is the ability to useful activity in which one person need to use and to communicate each other. Speaking is one of the component of the language. The existence of speaking is important and cannot be separated by the existence of a language. It means that there is no interaction exist without speaking. Speaking is the most important element for learners when their learning English language.

2.3.4 The Problems in Speaking Mastery

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill mastery (Munjayanah, 2004).

1. Inhabitation.

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhabited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say

Even they are not inhibited, they often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use

The term “mother tongue” refers to a persons’ native language. It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the processes.

Based on the problems above, Lestari (2019) contributes that doing more practice and increase the motivation to get an interesting strategy is one of the ways to overcome the problems in speaking English. Therefore, the one and the important solution for the students to deal with the problems in speaking English is more practiced English. How they can speak English well if they never practiced. Once more, language is a practice. If the students want to speak English clearly and fluently, they must practice as often as possible.

2.4 Grammar and Speaking

Moreover, this also implies that in order to master the four language skills i.e., listening, speaking, reading and writing, mastering language components is a must. That is why the teaching of language components, namely grammar, vocabulary and sound system (pronunciation, intonation, etc) should be targeted as much as possible to enhance the mastery of language skills (Nunan, 1998). If the students show mastery of a particular skill or language, they show that they have learned or understand it completely and no difficulties to practice.

Again, the researcher here would like to point out that in order to be able to speak well, meaning that we can convey our ideas and opinions to the listener well without leaving misunderstanding and misinterpretation. In some way, this indicates the relation between grammar mastery and speaking mastery does exist. Therefore, in the second language speaking classroom, grammar is a source to make effective communication. The students will automatically be able to transform input received through explicit grammar instruction into productive output.

Murphy (2018) states one of components of speaking, grammar takes an important role in speaking and clearly it effects one's communication. The better one's grammar mastery, the better his or her conveying in making some communication. The connection between grammar mastery and speaking skill is very important. Grammar helps

students and learners to understand what the speaker and listener speak well. Some people may be have an ability in speaking by using some gestures to enhance their speaking, using some symbolic gesture to communicate their expressions, ideas, and words to other people but if they lack of grammar knowledge, they will have such a trouble in communicating those ideas to other people orally.

Hence, grammar and speaking are depended each other. The speaking teachers need to be aware in making decision about grammar in the classroom. Nevertheless, it seems that, in some form, the role of grammar remains as an essential component of effective spoken communication. Therefore, grammar and speaking have a strong correlation because if students have a good ability in grammar, they are able to show their speaking orally (Viet, 1989). Developing grammar and speaking skills are two important facets of learning a language. Using incorrect grammar can lead to speaking being meaningless and the message unclear, which in turn can lead to misinterpretation by a communication partner.

2.5 Previous Studies

Several studies were conducted by some experts about grammar mastery and speaking skill. Moreover, the researcher made a correlation between students' grammar competence and their achievement in speaking competence. And the research findings of them can be elaborated briefly to give foundation and support for this research.

First, the study entitled “The Contribution of Grammar Mastery toward Speaking Ability of Second Year Students at MAN 2 Model Pekanbaru”. It had been written by Soraya (2012) trying to find out the contribution of grammar to English speaking ability. The writer took 30 students of second year as research subjects. In collecting data, the writer used a grammar test and oral test. The writer used SPSS 16 to analyze the data. From result of data analysis, it could be concluded the students’ grammar mastery was enough and their speaking ability was less. The value of coefficient correlation (r) = 0.616. And it showed that there was significance contribution of grammar mastery to speaking ability which was showed by the result of t - computed bigger than t - table. From the result above, it could be concluded that there was positive contribution of Grammar Mastery toward Speaking Ability of Second Year Students at MAN 2 Model Pekanbaru.

Another research was conducted by Adib (2012) entitled “Grammatical Error Analysis of Speaking of English Department Students” (A study at 2010 Speaking Class of ELT Department of IAIN Walisongo Semarang). This final project primarily deals with grammatical error analysis. It describes the grammatical errors on speaking competence made by 2010 Speaking Class of ELT Department of IAIN Walisongo Semarang. The writer used the qualitative approach of which the data were obtained from the students’ monolog speaking. These writings were then analyzed. The grammatical errors were classified as in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in noun

pluralization, errors in the use of pronouns, and errors in the use of conjunctions.

The methods will be used by the researcher to get the data in this research is as follows: Observation; can be defined as the systematic noting and recording of events, behaviors, and artifacts (object) in the social setting chosen for the study.

Interview; in this research, researcher will do the interview with the students to show their errors and ask them to find the correct one. Documentation; by this method, researcher seeks the data about the grammatical errors of ELT department students of IAIN Walisongo Semarang. From the result, the writer can conclude that the analysis with eight students, Azis made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Nila made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Jannah made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Desi made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Heni made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. Eras made 14 sentences in 2 minute 55 seconds. She made seven errors in six sentences. Muna made sixteen sentences in 3 minute 3 seconds. She made ten errors in eight sentences. Vina made seventeen sentences in 2 minute 57 seconds. She made thirteen errors in ten sentences. And about the percentages of errors, here is the data; Azis: 27% of errors; Nila: 81.8% of errors; Jannah: 66.6% of errors; Desi: 53.8% of errors; Heni: 27.7% of errors; Eras: 42.8% of errors; Muna: 50% of errors; Vina: 58.8% of errors. From the result, the writer can conclude that the possible

causes of errors are Interlingua transfer and intralingua transfer. It is suggested that the students still need more practices dealing with verb forms since they were the basic knowledge needed for grammatical.

The third research was conducted by Persada (2019) entitled “The Influence of Students’ Grammatical Competence Toward Their English Speaking Fluency in Public Speaking Program Of BCS Class At The Tenth Grade Students Of MAN 2 Kudus in the Academic Year of 2018/ 2019”. The research discusses students’ grammatical competence and its influence on their English speaking fluency. The objectives of this research are to identify the students’ grammatical competence in public speaking program of Bilingual Class System (BCS class), to identify the students’ English speaking fluency in public speaking program of BCS class, and to explain whether there are either significant influence between the students’ grammatical competence and their English speaking fluency in public speaking program of BCS class or not. This research used quantitative approach with correlation of product moment and simple linier regression to calculate two variables. The measurement of grammatical competence is multiple choice test of structure, and the measurement of English speaking fluency is interview using the theme given before with 90 respondents of Bilingual Class System (BCS Class) at the tenth grade of Islamic Senior High School 2 Kudus (MAN 2 Kudus) in the academic year of 2018/2019. The result of grammatical competence is “average” in the interval 17-18 with the mean 18.26, and the result of English speaking fluency is “average” in interval 38-30 with the mean 29.42. The quality of students’

grammatical competence on their English speaking fluency gives 79.2%, and another aspects give 20.8%. The researcher has found out that grammatical competence is the important aspect in English speaking fluency, and the researcher suggested that the learners should not ignore the structure because it can connect with another skill of English.

There were differences between three previous studies above with this research. In this research, the researcher took place as the object of the research in vocational high school and the sample from eleventh grade students. It was different from those previous studies because those previous studies took place in senior high school and English department students of a University as the sample. In vocational high school of SMK Cordova Margoyoso, the students just get the English material once time in a week, it different with senior high school. In senior high school, the students can get three times in a week. And in a University, the English department students must be have more time to study English. So, the researcher want to know how the achievement of the students with the less get the theory. The similarity is to find the correlation between their grammar competence and their speaking competence.



CHAPTER III

METHOD OF THE STUDY

In this chapter the researcher describes the method of the study that used in this research. It consist of design of the study, population and sample, instrument of the study, subject of the study, data for the study,

3.1. Design of the Study

This research was conducted through a quantitative approach. According to Muijs (2002), quantitative research is ‘Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In another definition according to Tanzeh (2011) states that quantitative research is a research which basically uses deductive-inductive approach, meaning that departs from a theoretical framework, the notion of experts.

This research include a correlation design. Lodico (2006) states that correlational research was a quantitative method design to show the relationship between two or more variables. Another opinion from Sukardi (2003) states that correlation research is to investigate the extent to which variations in one factor correspond with variation in one or more other factor based on correlation coefficients.

The purpose of correlational research may be to determine relationship between variables or to use relationship in making predictions. Here, the researcher wants to find whether there is any positive correlation between

students' grammar competence and students' achievement in speaking competence by describing and interpreting the data.

Correlation design is quantitative research in which investigators measure the degree of relation between two or more variables use the statistical procedure of correlation analysis. This degree of association, expressed as a number, indicates whether the two variables are related or whether one can predict another. In this research, the researcher uses correlation between two variables.

Thus, the most appropriate research design used in order to answer whether or not students' grammar competence had a correlation to their achievement in speaking competence.

3.2. Variable of the Study

According to Cresswell (2012), a variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. In this research there will be two variables, they are dependent and independent variable. A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.

1. Independent variable of the research is the students' grammar mastery symbolized by X.
2. Dependent variable of the research is the students' speaking mastery symbolized by Y.

3.3 Population and Sample

3.3.1. Population

Arikunto (2010) said the overall population is the subject of the research. Agreeing with this notion, Sugiyono (2010) states that population is a generalization region involves an object or a subject that has quality and special characteristics in which chosen by the researcher to investigate and make conclusion. It means that population refers to large group. In this research the population was all the students come from the eleventh grade students in SMK Cordova Margoyoso about 299 students in academic year 2020/ 2021. They are divided into 9 classes and 4 majors. The majors are pharmacy, multimedia, motorcycle business engineering and industrial chemistry. The total list of the students can be seen on appendix.

3.3.2. Sample

Sugiyono (2015) explains that sample is a small part of the number and attribute that is possessed by the population that the researcher collects and analyze to make inferences. In this research, it was necessary for the research to gather the data take from part of the population involving in this research. It is because several factors such as limited meeting in the class because of Covid 19, and limited time most of the students become the internship students (PRAKERIN) in a workplace. Therefore, the researcher decided that the sample of this study was divided into two groups they are sample group and non-sample group. The sample group taken from the

eleventh grade of students of Multimedia 2 and the non-sample group from the eleventh grade of students of Chemistry 1.

Therefore, in this study there will be 30 students as a sample and 30 students as non-sample from the eleventh grade students in SMK Cordova Margoyoso. (see table 4.2)

3.3.3. Sampling Technique

Sugiyono(2015) states that sampling technique is the technique to determine the sample used in the study. He also explains that there are two types of sampling techniques, they are probability sampling and non-probability sampling. Probability sampling is a sampling technique which have equal opportunity on each element (member) of the population to be selected as a sample member. Whereas non-probability sampling technique that does not provide the same opportunity for each element or member of the population to be selected as a sample.

In this study, the researcher applied purposive sampling that is included in the non-probability sampling. According to Sugiyono (2015) states that purposive sampling is determining samples of population that have certain characteristic. The reason for choosing purposive sampling as the sampling technique is the students are not numerous number and the limited time that would be given by the school.

3.4 Instrument of the Study

After the design of the study was designed, the next step was draw up to the instrument. The instrument of the study occupies the most important position

on the field to obtain the data. It was defined as tool to measure the nature of social phenomena being observed, Sugiyono (2010). Here, it is purpose as tool to get the data. It is used to measure the students' grammar competence and their achievement in speaking competence for getting the data to prove the theory.

This research used a test as an instrument for grammar and speaking competence. According to Ary (2010) "Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned."

In this case, the researcher used a test as an instrument to collect data. The test was used to find out the students' grammar mastery and their speaking mastery. So the researcher used this two kinds of test:

1. Written test

Written test used to determine the students' English grammar mastery by giving some question dealing with grammar. The grammar test consist of 20 multiple choice. The allocation of time is for about 35 minutes. To give the score for the answer, every numbers have same score i.e 1 point. So every correct answer gets 1 point to each number and gets zero for incorrect answer.

The test was in multiple choices. It can be showed from following table:

TABLE 3. 2**ENGLISH GRAMMAR MASTERY TEST**

No	Tense	Item	Total
1.	Simple Present Tense	1,2,3,4,5,6,7	7
2	Simple Past Tense	8,9,10,11,12,13,14	7
3	Simple Future Tense	15,16,17,18,19,20	6

2. Oral test

The researcher got the data of the students' English speaking mastery by oral test. The test was a speaking form to measure their ability. In this case, the students will perform their ability in making a type of public speaking in a broadcasting by video. The video contained 10 sentences consist of three tenses in a specific topic.

It can be showed from the following table.

TABLE 3. 3**ENGLISH SPEAKING MASTERY TEST**

No	Tense	Theme	Total
1.	Simple Present Tense	Describing People/ Thing	10 Sentences
2	Simple Past Tense	Telling My Last Story	10 Sentences
3	Simple Future Tense	Someday I Want to be	10 Sentences

To give the score the researcher accessed their competence based the accuracy. According to Miller (1996) there are five scales to measure speaking accuracy, they are as follows:

TABLE 3. 4**5 Point Scales of Speaking Accuracy**

Scale	Score	Criteria
1	00-20	Little or no language produced.
2	21-40	Poor vocabulary, serious mistakes grammar, poor pronunciation
3	41-60	Adequate vocabulary, mistakes in grammar, adequate pronunciation.
4	61-80	Good vocabulary, occasional errors grammar, good pronunciation
5	81-100	Wide vocabulary, very few errors in grammar, very good pronunciation.

By using the instrument, the researcher obtained a score of the data or the result of student achievement, these data was processed to determine the correlation between English grammar mastery and English speaking mastery of the eleventh grade students in SMK Cordova Margoyoso.

The researcher try to examine non-sample group before examining the sample group. The instrument is valid and reliable if there are many similarities between the criteria on the instrument and the fact. Therefore, the instruments suitable to be tested to the participants in the sample group.

3.5 Validity and Reliability Testing

Validity and reliability are the two criteria used the judge the quality of all pre-established quantitative measures. Below is the explanation:

3.5.1 Validity

The validity of a test refers to the degree to which an instrument

measures what it is supposed to measure and the appropriateness of specific inferences and interpretations made using the test scores (Lodico, 2006). According to David (2011), there are several aspects considered to measure validity of test. They are, construct validity, content validity and internal validity. Each of them has different technique and objectives.

In this study, the researcher use construct validity to test the validity of the test. Construct validity of instrument can be examined by comparing (to look for the similarity) between the criteria of the instrument and the empirical fact that is occurred in the field (Sugiyono, 2015). The instrument is claimed to have high validity if there are many similarities between the criteria on the instrument and the fact. Then, the instrument were tested on samples taken from the population. Beside increasing external validity of the instrument, to increase the external of the study can be done by increasing the number of sample.

To apply analysis of the instrument, the researcher collected the students' score of the students' grammar mastery of grammar test consist of 20 questions (simple present, simple past tense and simple future tense) and their speaking mastery based on their performance skill in a theme of public speaking. In this study, the researcher use the assessment sheet that will be filled by the researcher and teachers as partner based on the selected theme by students to measure the accuracy of their speaking.

. Then, the researcher applied the formula of Pearson Product Moment Correlation in Arikunto (1998).

$$r_{xy} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where :

r = correlation coefficient

n = the total number of sample

X = the score of each item

Y = the question score

$\sum(XY)$ = the total score of X Y

The validity coefficient of Product Mommnet correlation is 0.05. The researcher used Microsoft Excel to test the validity by using “Bivariate Pearson” for getting more accurate calculation result. The results were compared to r tables Product Moment. These are the result criteria which are proposed by Priyatno (2010):

- a. If $r\text{-arithmetic} > r\text{-table}$, then the instrument or question items correlate significantly to the total score (otherwise valid).
- b. If $r\text{-arithmetic} < r\text{-table}$, then the instrument or question items are not significantly correlated to the total score (otherwise invalid).

3.5.2 Reliability

Reliability refers to the level of consistency of an instrument and the degree to which the same result are obtained when the instrument is used repeatedly with the same individuals or groups Sudijono (2015). In this

research, the writer used Richardson (KR-20) formula to analyze the reliability of test instrument from students' grammar mastery.

The using of formula is as follows:

$$r_{11} = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

Notes:

k = total of items

p_i = subject proportion how to answer item 1 (correct answer)

q_i = subject proportion how to answer item 1 (correct answer)

S²_t = total variance

(Sugiyono, 2010)

To know the reliability of speaking accuracy, the researcher used inter-rater reliability. Inter-rater reliability refers to the degree of consistency and agreement between scores assigned by two or more raters or observers who judge or grade the same performance or behavior (Ravid, 2011). The statistical formula for counting the reliability is Rank Order formula can be seen as follows:

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Notes:

ρ = the number of rank order correlation (rho)

6 and 1 = constant number

D = difference of rank correlation (D= R1-R2)

n = the number of students

3.6 Inter-Rater Reliability

Inter-rater reliability is another person who is asked to rate independently carryout the classification with the same set of objects (Gwet, 2014). By finishing the task, the two raters are included in the inter-rater reliability experiment that are expected to produce two categorization of the same object. The data obtained between the test rater and inter - rater should be balanced, and should not differ greatly.

The purposes of inter – rater reliability were to avoid the subjectivity and create fairness for the students. The concept of inter – rater reliability affected all of them who were concerned about their data that being affected by the raters and not by the subject as the main focus of the investigation. In this study, the test rater is the researcher itself and the inter-rater is the English teacher of SMK Cordova Margoyoso.

3.7 The Data Analysis Techniques

Data analysis is an activity after all of the total respondent, data or other data resources are collected (Sugiyono, 2015). In quantitative research, statistical procedure usually used to analyze the data. There are two types of statistic to analyze the data in the research. They are descriptive statistic and

inferential statistic. Inferential statistic is divided into two. They are parametric statistic and non-parametric statistic.

To analyze the data of this study, the researcher utilized parametric statistic. In parametric statistic, there are assumptions that have been done before analyzing the data. Budi (2006) states that the normality and the linearity assumptions are needed to be used in the research by using Pearson r to test the hypotheses of the research. Therefore, normality and linearity test was calculated as follow:

1. Normality Test

The normality test used to measure whether the data are normal in distributed or not. The data are normally in distributed if $L_{\text{observed}} < L_{\text{table}}$.

The test results are counted through the following steps:

- a. Determining the raw score by using the following formula:

$$Z = \frac{x - \bar{x}}{S}$$

Where:

X = Raw score

\bar{X} = Group mean

S = Group standard deviation (SD)

- b. The probability of each Z score with $f(Z)$ is determined by using:

If $Z > 0$, then $fZ = 0,5 + \text{table score}$

If $Z < 0$, then $fZ = 1 - (0,5 + \text{table score})$

- c. The L_0 score is compare with the highest score compare to

the L_t score from the table of Liliefors

The criteria of test are follows:

H_0 Accept if $L_{\text{observed}} \leq L_{\text{table}}$

H_0 Refuse if $L_{\text{observed}} > L_{\text{table}}$

2. Linearity Test

Linearity test is used to know the size of the linear relationship between two variables x and y . Before analyzing the data by using Pearson's product moment formula, the first checked out whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson's product moment formula. In this case, Linearity test used Microsoft Excel calculation to check it in order to make the researcher easier. Then, the result of linearity checked by comparing with significant level ($\alpha = 0.05$). If the result was lower than α , it means that the data were linear.

3. Pearson r Correlation

In this research, the researcher decided to choose Pearson r correlation to compute correlation coefficient (Arikunto, 1998). The researcher calculated the students' score of English mastery and their speaking mastery by using the formula:

$$r_{xy} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

- r_{xy} : index number of “r” product moment correlation
 N : number of cases
 $\sum XY$: the sum of the product of x and y scores
 $\sum Y$: the sum of y scores
 $\sum X$: the sum of x scores

H_a is accepted if r_{xy} is higher than r_{table} score of product moment with α significant scale 5% (0.05). The criteria of the correlation “r” product moment are described as follows:

TABLE 3.5
“r” Product Moment Interpretation

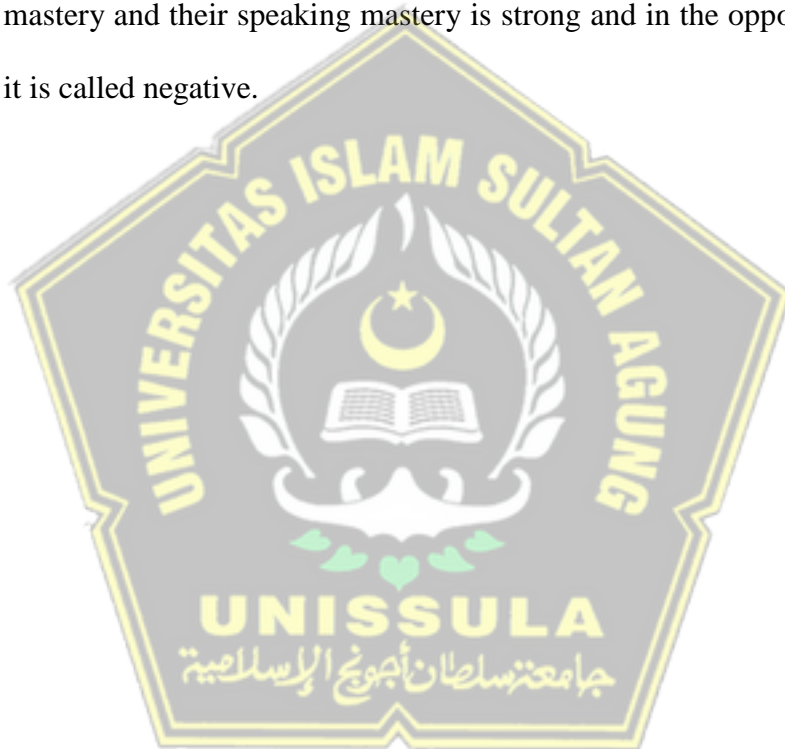
Value	Interpretation
0.00	No linier relationship
0.01-0.30	Weak
0.31-0.50	Moderate
0.51-0.70	Strong
0.71-1.00	Perfect

(Rumsey, 2016)

The table above is the interpretation of the r correlation level that is adopted from Rumsey (2016). The coefficient of r correlation can be used as a benchmark to measure the strength and directing of linear relationship between two variables.

The influence level of independent variable and dependent variable systematically can be written as $-1 < r < +1$. The result of the calculation gave thee alternatives as follows:

1. If $r = 0$ or close to 0, then the correlation between the students' grammar mastery and their speaking mastery is very weak or there is no relationship between two variables.
2. If $r = 1$ or close to 1, then the correlation between the student's grammar mastery and their speaking mastery is strong and direct, it is called positive.
3. If $r = -1$ or close to -1, then the correlation between the students' grammar mastery and their speaking mastery is strong and in the opposite direction, it is called negative.



CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

4.1 Data Collection

4.1.1 Situation of SMK Cordova Margoyoso

SMK Cordova Margoyoso is a Swasta School established in 2009 which is located in Jalan Polgarut Selatan, Desa Kajen Kecamatan Margoyoso Kabupaten Pati Central Java. This school is under the auspices of the Al-Zahra Hajain Foundation which was initiated by KH. Amad ZakkyFuad Abdillah a founder of Pesantren Alqur'an PMH Al-Kautsar Kajen and a religious figure in the village.

The visible advantages of the school besides a vocational school with 4 majors (Multimedia, Pharmacy, Engineering, and Chemical Industry), the school was declared as a Center of Excellent School and Pesantren-Based School with a religious characteristic in their appearances and activities. It can be seen from a group study of *Tahfidzul Qur'an* and the student's uniform that must use a cap for men and a headscarf for women. The activities of teaching learning process begin at the 07.00 a.m.

Table 4.1
Students of SMK Cordova Margoyoso

Majors	Class						Total	
	X		XI		XII			
	Class	Students	Class	Students	Class	Students	Class	Students
Multimedia	2	54	3	81	3	76	8	211
Pharmacy	3	101	4	114	3	104	10	316
Engineering	2	63	2	61	3	91	7	215
Chemical Industry	1	12	1	30	1	18	3	60

Source: SMK Cordova 2021/ 2022

4.1.2 Teachers and Staffs' Situations

This school is managed by a Headmaster. There are 70 teachers and staffs of SMK Cordova Margoyoso in the academic year 2021/ 2022. The detail information is as follows:

Table 4.2
The List of Teachers and staffs of SMK Cordova Margoyoso in academic year 2021/ 2022

No	Duty	Male	Female	Total
1	Headmaster	1	-	1
2	Vice of Headmaster	3	2	5
3	Teachers	47	32	79
4	Administration Staff	7	2	9
Total		58	36	94

Source: SMK Cordova 2021/2022

Table 4.3
Facilities and Infrastructure of SMK Cordova Margoyoso
In Academic Year 2021/ 2022

No	Type of Room	Number of room	The Utilization of Room			Condition		
			Used	Unused	Seldom	Good	Medium	Bad
1	The Headmaster Room	1	✓			✓		
2	The Living Room	1	✓			✓		
3	The Administration Room	1	✓			✓		
4	The Teachers Room	1	✓			✓		
5	The Counselling Room	2	✓			✓		
6	Classroom	30	✓			✓		
7	The library	1	✓			✓		
8	Lab of Computer	3	✓			✓		
9	Lab of Multimedia	2	✓			✓		
10	Lab of Pharmacy	3	✓			✓		
11	Lab of Engineering	2	✓			✓		
12	Lab of Chemistry	2	✓			✓		
13	Parking area	3	✓			✓		
14	Storage	3	✓			✓		
15	Mosque	1	✓			✓		

Source: SMK Cordova 2021/2022

4.2 Validity of The Instrument

Validity explains how well the collected data covers the actual area of investigation. It means basically means to measure that is intended to be measured. In this study, the researcher use construct validity that describes the extent to which an instrument measures and provides accurate information about a theoretical trait or characteristic. The process includes administering the instrument to be validated to a group of people and then collecting other pieces of related data for these same individuals.

In this study, the researcher analyzed the validity of the instrument, they are the grammar mastery test (written test) and the speaking mastery test (oral

test) forms. The grammar test consist of 20 questions (simple present, simple past tense and simple future tense) in a multiple choice. See appendix

The validity test of the instruments was conducted for 30 students that was taken from the eleventh grade students of Chemistry 1 as non-sample group. After obtaining the data, the researcher tested the validity.

In this study, the researcher try to test the validity of the students' grammar mastery and their speaking mastery in order to make sure that both of the instrument could measure what would be measured and gathered the score consistently. Below is the explanation.

4.2.1. Grammar Test Validity

The test had been distributed to 30 students in a non-sample group. But, they had similar background with the sample group in order to avoid the contrast result. Then after obtaining the data, the next step was analyzing it by using Microsoft Excel.

This study used construct validity to validate the instrument. The measurement in the construct validity may include the correlation between the score of each items and the total score that were calculated to find out the correlation coefficient value.

To know the validity of the grammar test, the formulas as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Notes:

r_{pbi} = coefficient of validity

M_p = the average score of all subjects with true answer

M_t = the total average score

S = the total score of standard deviation

P = proportion subject with true answer

Q = proportion with false answer.

(Sudijono, 2015)

The result calculation of r_{pbis} ($r_{observed}$) which was consulted with r_{table} score. If $r_{observed} > r_{table}$ it means the instrument was valid and then the instrument can be used for the research. From the calculation of the validity of grammar competence test can be known that there are 16 valid items (number 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20) where $r_{observed} > r_{table}$ in every items, and 4 invalid or drop items (number 2, 3, 8, 14) where $r_{observed} < r_{table}$ in every items. Based on the data calculation $r_{observed}$ of drop items were -0.054, -0.037, -0.037, -0.037 where r_{table} was 0.361. (see Appendix). It means that the scores were lower than 0.361, so that questions drop or invalid. Therefore, the valid questions in grammar test were used but four were eliminated from questions test list.

After eliminating the invalid question, the final grammar test consisted 16 questions. Then, it showed that all of the questions value were valid. (see Appendix).

4.2.2. Speaking Test Validity

To know the validity of speaking mastery, the researcher give the score based on the performance skill of students' speaking mastery in a

theme of public speaking. In this study, the researcher used the assessment sheet that will be filled by the researcher and teachers as partner based on the selected theme by students to measure the accuracy of their speaking. According to Miller (1996) there are five scales to measure speaking accuracy, they are as follows:

TABLE 4.4
5 Point Scales of Speaking Accuracy

Scale	Score	Criteria
1	00-20	Little or no language produced.
2	21-40	Poor vocabulary, serious mistakes grammar, poor pronunciation
3	41-60	Adequate vocabulary, mistakes in grammar, adequate pronunciation.
4	61-80	Good vocabulary, occasional errors grammar, good pronunciation
5	81-100	Wide vocabulary, very few errors in grammar, very good pronunciation.

After getting the score, the researcher continued to analyze the validity of the speaking test by using Microsoft excel. To get the validity of speaking, the researcher use a technique of correlation by Pearson Product moment:

$$r_{xy} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

- r_{xy} : index number of “r” product moment correlation
 n : number of cases
 $\sum XY$: the sum of the product of x and y scores
 $\sum Y$: the sum of posttest scores
 $\sum X$: the sum of pretest scores

H_a is valid if r_{xy} is higher than t_{table} score of product moment with α significant scale 5% (0.05).

H_a is not valid if r_{xy} is lower than t_{table} score of product moment with α significant scale 5% (0.05).

From the result of data that r_{table} was gotten from dk which was consulted to r_{table} where $dk = n - 2 = 30 - 2 = 28$. Hence, it was gotten that $r_{table} = 1.701$. The result of test is 1.948. Moreover, the result of r_{table} 0.05 from 28 samples is 1.701. Therefore, it can be seen that the result is significant in the range of 0.05. In this case, the score of $r_{observed} > t_{table}$ (1.948 > 1.701). Then, it can be assumed that there is a validity test of speaking mastery. (see Appendix)

4.3 Reliability of the Instrument

The researcher analyzed the reliability of the instrument in the forms of the students' English grammar mastery test and their speaking mastery. The instrument testing was conducted to determine the reliability of the research instrument. Before it was used to test the actual data. The researcher tested the instruments reliability by Microsoft Excel. Below is the explanation:

4.3.1 Grammar Test Reliability

Reliability refers to the level of consistency of an instrument and the degree to which the same result are obtained when the instrument is used repeatedly with the same individuals or groups (Sudijono, 2015). In this study, the reliability test of the students' English Grammar mastery was measured by using Richardson (KR-20) formula. Its test was analyzed after eliminating the invalid questions.

The using of formula is as follows:

$$r_{11} = \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\}$$

Notes:

k = total of items

pi = subject proportion how to answer item 1 (correct answer)

qi = subject proportion how to answer item 1 (correct answer)

S²_t = total variance

(Sugiyono, 2010)

TABLE 4. 5

RELIABILITY TABLE

VALUE	CRITERIA
$r_{11} < 0.20$	Very Low
$0.20 \leq r_{11} < 0.40$	Low
$0.40 \leq r_{11} < 0.70$	Medium
$0.70 \leq r_{11} < 0.90$	High

$0.90 \leq r_{11} < 100$	Very High
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From the data gained the reliability of grammar mastery test was 0.881. The reliability test of grammar mastery test was high reliable since it amount to 0.70 – 0.89. (see appendix)

4.3.2 Speaking Test Reliability

To know the reliability of speaking accuracy, the researcher used inter-rater reliability. Inter-rater reliability refers to the degree of consistency and agreement between scores assigned by two or moreraters or observers who judge or grade the same performance or behavior(Ravid, 2011). The statistical formula for counting the reliability is Rank Order formula can be seen as follows:

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Notes:

ρ = the number of rank order correlation (rho)

6 and 1 = constant number

D = difference of rank correlation (D= R1-R2)

n = the number of students

From the data gained the reliability of speaking accuracy test was 0.930. The reliability test of speaking accuracy test was very high reliability since it amount to 0.90 – 100. (see Table 4.5)

4.4 Result of Grammar and Speaking Test

The research was aimed to know whether there was a correlation between students' English grammar mastery and their speaking mastery. The research was conducted for the eleventh grade students of SMK Cordova Margoyoso in academic year 2020/ 2021. The total number of the non-sample was 30 students. The result of grammar mastery and speaking accuracy test is shown in the table below.

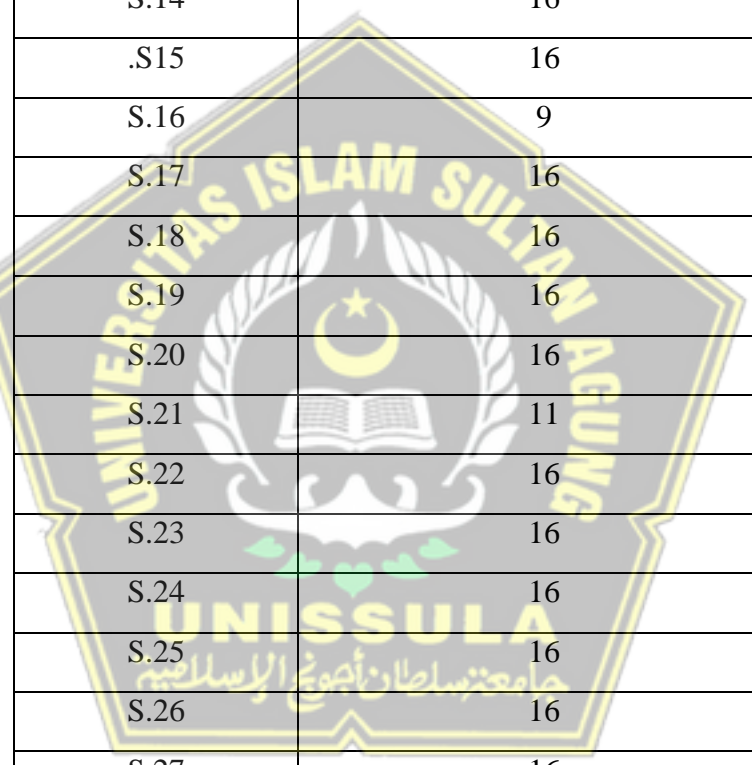
4.4.1 Result of Students' English Grammar Mastery

The data from instrument of English grammar mastery used multiple choice test. In this case, the students gave multiple choice test that consist 20 items. The test was aimed to measure the students' mastery in grammar. To give the score for the answer, every numbers have same score i.e 1 point. So every correct answer gets 1 point to each number and gets zero for incorrect answer.

The result of grammar mastery can be seen on the table:

Table 4.4
The Score of Students' English Grammar Mastery (non-sample)

Name	Grammar Test
S.1	16
S.2	16
S.3	11
S.4	12
S.5	16
S.6	16



S.7	16
S.8	12
S.9	16
S.10	16
S.11	5
S.12	16
S.13	11
S.14	16
S.15	16
S.16	9
S.17	16
S.18	16
S.19	16
S.20	16
S.21	11
S.22	16
S.23	16
S.24	16
S.25	16
S.26	16
S.27	16
S.28	16
S.29	16
S.30	16
Total	439
Mean	14.633
Median	16
Mode	16

The data were counted by using Microsoft Excel formula, it showed that the mean of English grammar mastery is 14.733 with formula $=\text{AVERAGE}(\sum X_n)$. Furthermore, the median was 16 with formula $=\text{MEDIAN}(\text{'all of score X'})$, and the mode was 16 with formula $=\text{MODE}(\text{'all of score X'})$. The highest score was 16 and the lowest one was 4.

4.4.2 Result of Students' English Speaking Mastery

The researcher got the data of the students' English speaking mastery by oral test. The test will be a speaking form in a public speaking to measure their ability. In this case, the students will perform their speaking practice by video. The researcher got the result by online class because of the pandemic era. The video contained about 10 sentences consist of three tenses and given before and after class (one group pretest- posttest design) based on the specific topic.

To give the score the researcher will assess their competence based the accuracy. According to Miller (1996) there are five scales to measure speaking accuracy, they are as follows:

Table 4.5

5 Point Scales of Speaking Accuracy

Scale	Score	Criteria
1	00-20	Little or no language produced.
2	21-40	Poor vocabulary, serious mistakes grammar, poor pronunciation

3	41-60	Adequate vocabulary, mistakes in grammar, adequate pronunciation.
4	61-80	Good vocabulary, occasional errors grammar, good pronunciation
5	81-100	Wide vocabulary, very few errors in grammar, very good pronunciation.

The result of students' English speaking mastery can be seen on the table below:

Table 4.6
The Score of Students' English Speaking Mastery
(non-sample)

Name	Teacher	Researcher	Total Score	Average Score
S.1	80	80	160	80
S.2	70	80	150	75
S.3	80	70	150	75
S.4	80	80	160	80
S.5	70	70	140	70
S.6	80	90	170	85
S.7	80	80	160	80
S.8	60	60	120	60
S.9	80	80	160	80
S.10	80	80	160	80
S.11	40	20	60	30
S.12	60	80	140	70
S.13	80	60	140	70
S.14	80	70	150	75
S.15	90	80	170	85

S.16	80	60	140	70
S.17	80	70	150	75
S.18	70	70	140	70
S.19	70	80	150	75
S.20	80	90	170	85
S.21	80	70	150	75
S.22	80	80	160	80
S.23	80	90	170	85
S.24	70	80	150	75
S.25	70	70	140	70
S.26	40	70	110	55
S.27	80	80	160	80
S.28	70	80	150	75
S.29	80	80	160	80
S.30	80	90	170	85
Total	2220	2240	4460	2230
Mean	74	75	149	74
Median	80	80	150	75
Mode	80	80	160	80

The data was counted by using Microsoft Excel formula, it showed that the mean of speaking accuracy was 74 with formula =AVERAGE ($\sum X_n$). Furthermore, the median was 75 with formula =MEDIAN('all of score X'), and the mode was 8 with formula =MODE('all of score X'). The highest score was 85, and the lowest one was 30.

The use of Mean, Median, and Mode to explain a group of the data.

Mean is a technical explanation of the group based on the average value of the group. Median is technical explanation a technical explanation of the group based on the middle value of the data group that has been arranged in sequence from the largest to the smallest. Mode is mean is a technical explanation of the group based on the values that are currently popular or values that often appear in the group.

4.5 Analysis of Data Collection

In this study, the researcher conducted the actual research in the sample group that was consisted 30 students. It is aimed to obtain the actual data by using the instruments that had been tested the validity and reliability.

The implementation of the data collection was done step by step as follow:

1. Verifying the data by checking the answer sheet of the grammar test that can actually be further processed. Based on the verification result, all of the answer sheet are verified. Therefore, all of the data can be processed.
2. Scoring on each item answer for each item of the whole questions based on the predetermined assessments.
3. Scoring the students' speaking mastery based on the speaking accuracy by Miller (1996) and transcribe the speaking.
4. Calculating the scores of each students of each research instruments (written test for grammar mastery and oral test for speaking mastery).
5. Describing the result data from each variables.

6. Analyzing the data by doing normality test and linearity test to find out the correlation coefficient of the variables.

4.6 Description of Data

After conducting the research, the researcher checked all answer sheet of the grammar test that was actually further processed. Based on the verification result, the researcher had obtained both of the students' result of grammar test and speaking test. The scores as follow:

Table 4. 8

**The Score of Students' English Grammar Mastery
(sample class)**

Name	Grammar Test
S.1	16
S.2	11
S.3	16
S.4	16
S.5	9
S.6	16
S.7	16
S.8	16
S.9	16
S.10	11
S.11	15
S.12	16
S.13	16
S.14	16
S.15	16
S.16	16
S.17	16

S.18	15
S.19	15
S.20	11
S.21	16
S.22	16
S.23	15
S.24	16
S.25	16
S.26	15
S.27	16
S.28	16
S.29	11
S.30	16
Total	448
Mean	14,933
Median	16
Mode	16

The data was counted by using Microsoft Excel formula, it showed that the mean of grammar test was 14.933 with formula =AVERAGE (' $\sum X_n$ '). Furthermore, the median was 16 with formula =MEDIAN('all of score X'), and the mode was 80 with formula =MODE('all of score X'). The highest score was 16, and the lowest one was 9.

After knowing the score of English grammar test, the next step was the researcher scored the students' speaking mastery. The scores were on the table below:

Table 4. 9
The Score of Students' English Speaking Mastery
(sample class)

Name	Teacher	Researcher	Total Score	Average Score
S.1	70	60	130	65
S.2	30	40	70	35
S.3	60	60	120	60
S.4	60	60	120	60
S.5	80	80	160	80
S.6	80	90	170	85
S.7	80	80	160	80
S.8	50	80	130	65
S.9	30	40	70	35
S.10	70	80	150	75
S.11	70	60	130	65
S.12	70	80	150	75
S.13	80	90	170	85
S.14	80	80	160	80
S.15	70	80	150	75
S.16	60	80	140	70
S.17	70	80	150	75
S.18	70	60	130	65
S.19	60	60	120	60
S.20	80	80	160	80
S.21	80	90	170	85
S.22	70	80	150	75
S.23	60	80	140	70
S.24	60	70	130	65
S.25	70	80	150	75

S.26	70	70	140	70
S.27	70	70	140	70
S.28	50	70	120	60
S.29	80	90	170	85
S.30	60	70	130	65
Total	1990	2190	4180	2090
Mean	66	73	139	70
Median	70	80	140	70
Mode	70	80	130	65

Based on table above, it showed that the mean of speaking mastery test was 70 with formula $=\text{AVERAGE}(\sum X_n)$. Furthermore, the median was 70 with formula $=\text{MEDIAN}(\text{'all of score X'})$, and the mode was 70 with formula $=\text{MODE}(\text{'all of score X'})$. The highest score was 80, and the lowest one was 30.

4.5.1 Fulfillment of the assumption

a. Result of Normality of The Data

The normality test was used to measure weather the data in the experimental class and control class are normally distributed or not. The data are normal distributed if $L_{\text{observed}} < L_{\text{table}}$.

The hypotheses formulas are:

H_0 = The sample stemming from the population that has normal distribution.

H_a = The sample stemming from the population that doesn't have normal distribution.

The criteria are as follows:

Accept H_0 if $L_{\text{observed}} \leq L_{\text{table}}$

Refuse H_0 if $L_{\text{observed}} > L_{\text{table}}$

The criteria of acceptance or rejection of the hypotheses for normality test were: H_0 is accepted if $\text{Sig. (Pvalue)} > \alpha = 0.05$.

The result of normality test from English grammar mastery was 0.291, and the data was consulted to *Liliefors* table. For 30 students, the score of L_{table} is 0.612. Finally, if L_{observed} is $< L_{\text{table}}$, so the respondents had a normal distribution because $0.291 < 0.612$. It means that H_0 is accepted because L_{observed} is lower than L_{table} , and the data had a normal distribution. (see Appendix)

While the result of normality test of English speaking mastery is marked by L_{observed} from the data gained. The result showed that L_{observed} was 0.063, and the data was consulted to *Liliefors* table. For 30 students, the score of L_{table} is 0.162. Finally, if L_{observed} is $\leq L_{\text{table}}$, so the respondents were considered normal because $0.063 < 0.162$. It means that H_0 is accepted because L_{observed} is lower than L_{table} , and the data has normal distribution.

b. Result of Linearity of The Data

Before analyzing the data by using Pearson's product moment formula, the first checked out whether the data obtained were linear or not

because this was one of requirements to be able to use the Pearson' product moment. The researcher used Microsoft Excel Calculation to check it in order to make the researcher easier because this program could make a clear graph of linearity.

These are the criteria of linearity test:

Ho is accepted if significance of linearity is higher than level of significant ($\alpha = 0.05$)

Ho is rejected if significance of linearity is lower than level of significant ($\alpha = 0.05$)

Based on the result of linearity test, the data were linear (see Appendix), F_{observed} is 14.030 > F_{table} is 4.200. Based on the result for the data, Ho is rejected because $F_o > F_t$ and the significance of linearity level was lower than significant level (α) ($0.00 < 0.05$). It means that there was a linearity between the students' English grammar mastery and the students' English speaking mastery of the eleventh grade in SMK CordovaMargoyoso.

4.6 Correlation Analysis

After obtaining the data result from normality test and linearity test which showed that the data was normally distributed and had linear relationship, therefore the method that was used in this study was parametric statistic. Measuring and knowing the level of relationship between two different variables used Product Moment correlation. The

researcher applied the formula to test the correlation of the students' grammar mastery and their speaking mastery by using Microsoft excel.

$$r_{xy} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} : index number of “r” product moment correlation

n : number of cases

$\sum XY$: the sum of the product of x and y scores

$\sum Y$: the sum of y scores

$\sum X$: the sum of x scores

H_a is accepted if r_{xy} is higher than r_{table} score of product moment with α significant scale 5% (0.05).

H_a is rejected if r_{xy} is lower than r_{table} score of product moment with α significant scale 5% (0.05).

The hypotheses can be proved as follow:

1. H_a : There is a positive correlation between students' grammar mastery and students' speaking mastery.
2. H_0 : There is negative correlation between students' grammar mastery and students' speaking mastery.

The criteria of the correlation “r” product moment are described as follows:

From the result of data that r_{table} was gotten from dk which was consulted to r_{table} where $dk = n - 2 = 30 - 2 = 28$. Hence, it was gotten that

$r_{table} = 1.400$. The result of hypothesis test is 6.336. Moreover, the result of $r_{table} 0.05$ from 28 samples is 1.400. Therefore, it can be seen that the result is significant in the range of 0.05. In this case, H_a is accepted because the score of $r_{observed} > r_{table}$ ($6.336 > 1.400$). Then, it can be assumed that there is a positive correlation between the students' English grammar mastery and the students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso.

4.7 Discussion

After analyzing the data, the next step is discussing the result of the study. This sub chapter presents the discussion about the English grammar mastery, speaking mastery and the correlation between the students' English grammar mastery and their speaking mastery.

4.7.1. English Grammar Mastery

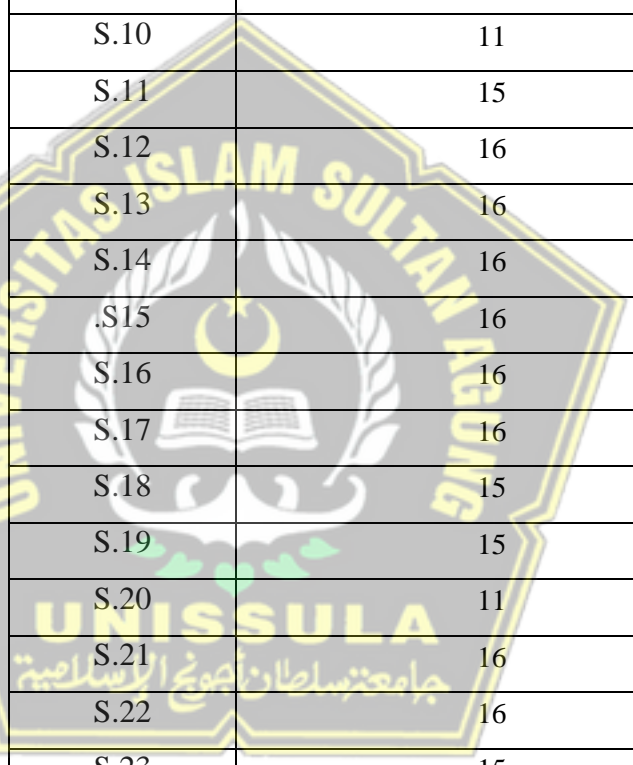
The finding of the study revealed that the students' English grammar mastery was in the moderate level. It makes the students realized that they had to study harder to comprehend the target mastery. Therefore, they were able to create a desire to learn and to motivate themselves.

Below was the table of the students result

TABLE 4.11

The Data Result of Grammar Mastery

Name	Grammar Test
S.1	16



S.2	11
S.3	16
S.4	16
S.5	9
S.6	16
S.7	16
S.8	16
S.9	16
S.10	11
S.11	15
S.12	16
S.13	16
S.14	16
S.15	16
S.16	16
S.17	16
S.18	15
S.19	15
S.20	11
S.21	16
S.22	16
S.23	15
S.24	16
S.25	16
S.26	15
S.27	16
S.28	16
S.29	11
S.30	16
Total	454

Mean	14,87
Median	16
Mode	16

From the findings, the mean or average of 14.87 indicated that most of the students got the medium score. It means that the students who participated in this study are able to master the grammar.

4.7.2. Speaking Mastery

In the speaking mastery, there were two raters. The first rater was the researcher. The researcher did several task, he was listening, transcribing and scoring the public speaking. The second rater was the teacher whose task was listening and giving the score. After obtaining the scores from the raters, the researcher analyzed the formula according to the sequence discussed in Chapter 3. The researcher found out the average score obtained for the quality of English speaking mastery in that class was good. According the interpretation level of speaking by Sullivan (2008), the score indicates that the quality of the students' speaking mastery in a good category.

It was proved by some students who delivered well in speaking while doing pubic speaking. They produce some good sentences to carry their ideas, although sometimes they use some Indonesia language to transfer their feeling, but they keep trying to

communicate with a communicative language. ,”.... *Where I in percetakan as a student of PKL*”. Then the student had a missing and slippery word. “..... *to be my favorite singer in this word*”. While another student said “*No, I don’t agree ... because ... (blank).... I don’t know ... Hmmm yahhh because..... it will make enthusiast and feel fantastic.*”. Evidently different student have many manners to convey their information. It indicated that the students who participated in this research were experiencing inspeaking.

4.7.3. The Correlation Between The Students’ English Grammar Mastery And Their Speaking Mastery

The finding of the present research showed that English grammar mastery of the students got the mean or average of 14,87 indicated that most of the students got the medium score. It means that the students who participated in this study are able to master the grammar.

In this study, the results showed that the students’ English grammar mastery had a positive correlation with the students’ speaking mastery. It happened because of several factors. First, the supported environment. Although, that was a Covid 19 era have made the process teaching and learning is very limited and all of the test must be finished by online (school web, zoom and WhatsApp, but the controlling the class was enough controlled.

Next, the researcher observed while teaching and learning process took place, the researcher saw that the teacher often used by using English than Indonesian while explaining and giving some instruction. The researcher saw the students kept trying to be consistently making English communication. Although, there were a few students pessimism and looked afraid and assumed that they could not speak English well, they were enthusiast to kept joining the class by listening closely when the teacher and their friend try to communicate using English in class. Therefore, the researcher concluded that actually they would be able to speak English, but they have not practiced regularly.

Based on the data showed, that most of students got the minimum score of grammar but they got good score in speaking. Therefore, the researcher summarizes that grammar mastery give less contribution and has very low correlation to the ability of speaking. Students who have minimum level of grammar mastery, doesn't mean that they also get poor achievement in speaking. It was affected by some relevant factors such as students' motivation in learning grammar and speaking, their frequency of practice and the speaking assessment that was not only focus on grammatical area but also some other factors such as content, organization and vocabulary.

The finding of the research shows that there is a positive

correlation of students' English grammar mastery and their English speaking mastery. The result was gotten from collecting and analyzing the data taking from test by using Product Moment formula. There are two types of test used in this research. They were English grammar mastery and English speaking mastery test. They were used because to know the correlation of students' grammar mastery and their speaking mastery. The value of correlation coefficient obtained 6.336 which is higher than r_{table} of product moment ($6.336 > 1.400$), and the criteria of correlation of ≥ 1.000 are considered very strong. It means that the correlation is a very strong positive correlation between students' English grammar mastery and students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso.

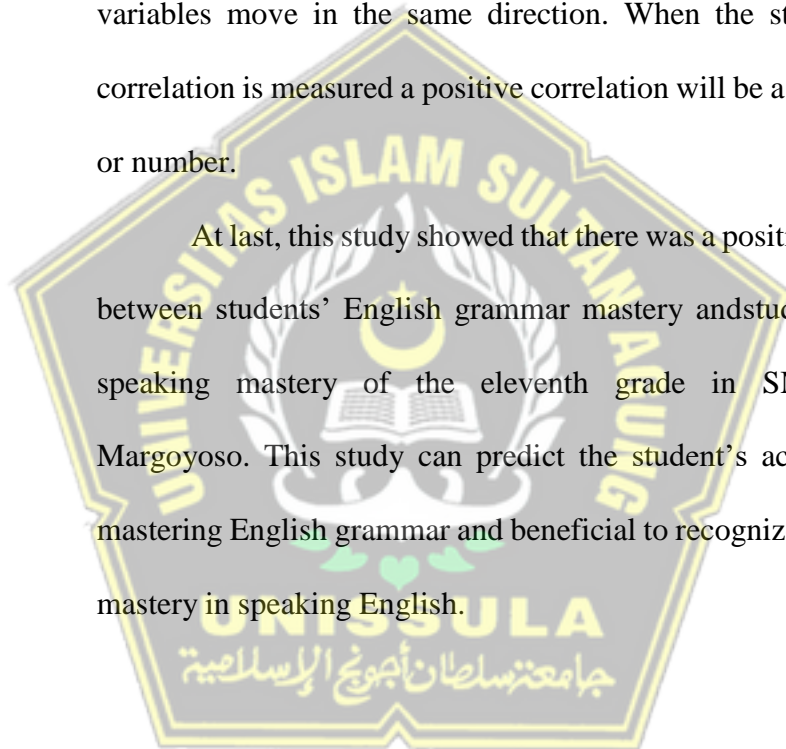
There might be some reasons why there was a positive correlation between students' English grammar mastery and students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso. The significant correlation might occur due to some factors influenced the students' mastery. The major factors are the tension and the confidence speaking and the enthusiasm in learning English.

Positive correlation refers to the relationship formed between two variables where both of them move in a similar direction. When the increase in one variable causes an increase in

the second variable and decrease in the other, it was a sign of positive correlation. Kim (2000) states in statistical term, a perfectly positive correlation signifies the correlation coefficient value of +1.0. A negative or a perfect inverse correlation signifies -

1.0. If there lies a correlation among variables, it doesn't mean causation. Therefore, a positive correlation is an evident when two variables move in the same direction. When the strength of the correlation is measured a positive correlation will be a positive score or number.

At last, this study showed that there was a positive correlation between students' English grammar mastery and students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso. This study can predict the student's achievement by mastering English grammar and beneficial to recognize the students' mastery in speaking English.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the epilogue. It consist of conclusion and suggestion. The conclusion provides the main finding of this study, and suggestion provides the next action on what extended this study should go on.

5.1. Conclusion

After conducting the research and getting the result that were explained in the Chapter IV, the students' grammar mastery had a positive correlation in the students' speaking mastery. Because by seeing the result of the data calculation in the previous chapter where alternative hypothesis (H_a) is accepted because the score of $r_{\text{observed}} > r_{\text{table}}$ ($6.336 > 1.400$). Then, it can be assumed that there is a positive correlation between the students' English grammar mastery and the students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso.

Hypothesis shows that the result 6.336 in the table is 1400 for level of significant 0.05. The criteria of correlation of ≥ 1.00 are considered very strong correlation. It means that the correlation is a positive very strong correlation between the two variables.

Based on the data showed that most of students got the minimum score of grammar but they got good score in speaking. Therefore, the researcher summarizes that grammar mastery give more contribution and has a correlation to the ability of speaking. Students who have minimum level of grammar mastery, doesn't mean that they also get poor achievement

in speaking. It was affected by some relevant factors such as students' motivation in learning grammar and speaking, their frequency of practice and the speaking assessment that was not only focus on grammatical area but also some other factors such as content, organization and vocabulary.

In other words, there is a significant correlation between the students' English grammar mastery and the students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso in the academic year of 2021 /2022.

5.2. Suggestion

In reference to the conclusion above, it is suggested to the English teacher to use communicative teaching, especially in the teaching grammar and speaking. Besides, the students are suggested to learn more about grammar and speaking. For the future researcher, the result of the study can be used as references to conduct further study about the correlation between students' grammar mastery and their speaking accuracy.

For more detail of suggestions is as follows:

5.2.1 Suggestion for the Teachers

After conducting the research and getting the result, The researcher would like to suggest the teacher, especially an English teacher as follows:

- a. Use the communicative teaching to improve students' grammar and speaking, especially in order grow and increase students' motivation to master grammar and speaking more.

- b. To give more chances to the student to take part in the teaching learning process, so the students can keep their active and enjoyable in the classroom activity.
- c. The teacher should give more exercise about grammar and speaking to make the students more communicative in English more fluently.

5.2.2 Suggestion for the Students

After conducting the research and getting the result, the researcher would like to suggest the students, especially in grammar and speaking as follows:

- a. To learn and be more confident in practice grammar in the school and in environment even with friends or teachers.
- b. To speak a little each day. Practicing regularly helps you become more observant and confident.
- c. To increase the self-confidence when speaking in group of class and public by using English.

5.2.3 Suggestions for The School

- a. To provide the special English day for all teachers and students, therefore the students can practice and improve their ability and confident.
- b. To provide some English book to support the students' skills in communication.

5.2.4 Suggestion for the Next Researcher

This study is recommended to the next researcher who want to conduct the research in the same topic with the wider subjects to analyze the correlation between the students' grammar mastery and their speaking mastery

In this research, the researcher focused on the correlation the students' English grammar mastery and the students' English speaking mastery of the eleventh grade in SMK Cordova Margoyoso. Because of the limitation meeting in teaching and learning process in Covid 19 era, the data were gotten only from the documentation by doing some limitation meetings in class (offline/ luring) and online class (daring) by using school web, zoom meetings, and WhatsApp. Therefore, the next researcher is suggested as follow:

- a. To conduct the research more intense to know the entire process of teaching grammar and speaking by the teacher or lecturer.
- b. To apply approach, strategy, method, technique or media of learning grammar and speaking in order to increase the students' grammar mastery and their speaking accuracy.
- c. To conduct the correlation research by correlating the students' grammar mastery with other variables and also speaking mastery with other variables.



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