

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY
AND SPEAKING ABILITY**

A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd.) of English Education Study Program

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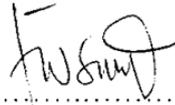
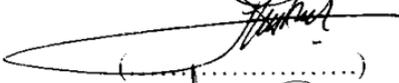
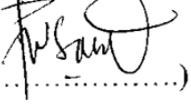
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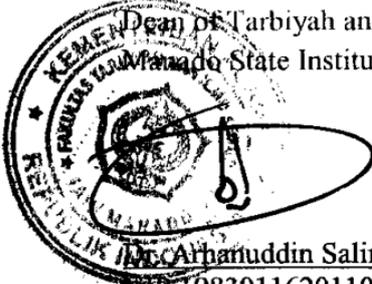
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The Researcher,



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ABSTRACT

Name of the Author : Syarief Hidayat Hullah
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Thesis Title : The Correlation Between Students' Grammar Mastery and Speaking Ability

This research aimed to examine the correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at IAIN Manado during the academic year 2024/2025. Employing a quantitative research method with a correlational design, the research involved a population of 99 students, from which 40 were selected through purposive sampling. Data were collected using a written test to assess grammar mastery and an oral test to evaluate speaking ability. The analysis, conducted using Pearson's Product-Moment Correlation in SPSS version 25, revealed a correlation coefficient of 0.513, indicating a moderate correlation (0.40–0.59). With a degree of freedom ($df = 38$), the significance levels at 5% and 1% were 0.320 and 0.413, respectively. Since the calculated r_{xy} (0.513) exceeded both r -table values, the findings confirmed a significant correlation between grammar mastery and speaking ability. These results suggest that improving grammar mastery can positively influence speaking ability among students.

Keywords: *Correlational Research, Grammar Mastery, Speaking Ability.*

ABSTRAK

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Penelitian ini bertujuan untuk menguji hubungan antara penguasaan tata Bahasa dan kemampuan berbicara mahasiswa pada semester tujuh dan sembilan Program Studi Tadris Bahasa Inggris di IAIN Manado tahun akademik 2024/2025. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Populasi terdiri atas 99 mahasiswa, dan 40 mahasiswa dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui tes tertulis untuk menilai penguasaan tata bahasa dan tes lisan untuk mengevaluasi kemampuan berbicara. Analisis data dilakukan menggunakan Korelasi Pearson Product-Moment dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan nilai koefisien korelasi sebesar 0,513, yang mengindikasikan korelasi sedang (0,40–0,59). Dengan derajat kebebasan ($df = 38$), tingkat signifikansi pada 5% adalah 0,320, dan pada 1% adalah 0,413. Karena nilai r_{xy} (0,513) lebih besar daripada kedua nilai pada tabel r , penelitian ini menyimpulkan bahwa terdapat hubungan signifikan antara penguasaan tata bahasa dan kemampuan berbicara. Temuan ini menunjukkan bahwa peningkatan penguasaan tata bahasa dapat berkontribusi positif terhadap peningkatan kemampuan berbicara mahasiswa.

Kata kunci: *Penelitian Korelasional, Penguasaan Tata Bahasa, Kemampuan Berbicara.*

CHAPTER I INRODUCTION

This chapter presents an introduction, which includes the research background, research question, objective of the research, significance of the research, limitation of the research, and definitions of key terms.

A. Research Background

Speaking is a key for humans to express themselves and convey their feelings, ideas, and arguments. According to Bashir et al., speaking involves transforming thoughts and emotions into words, which are then processed by the brain and expresses through mouth.¹ This process allows individuals to convey meaning and ideas to others using verbal and nonverbal symbols.² The way someone speaks can also reveal their personality and emotional state, such as whether they are angry, sad, or happy.

In Islam, humans are taught to speak with kindness, as Allah says in the Holy Qur'an Surah Al-Isra (17:53), as follows:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ
الشَّيْطَانَ كَانَ لِلإِنْسَانِ عَدُوًّا مُّبِينًا

Translation:

“Tell My servants, to say only what is best. Satan certainly seeks to sow discord among them (O Muhammad), to say always what is best. Verily it is Satan who sows discord among people. Satan indeed is an open enemy to mankind.” (QS. Al-Isra:53).³

The interpretation of Quraish Shihab about this verse is when we speak the best and most truthful words when dealing with polytheists, and when dealing with anyone. In this way, sympathy will arise and it can soften hardened hearts.⁴

¹ Marriam Bashir et al., *Factor Effecting Students ' English Speaking Skills* (British Journal of Arts and Social Sciences 2, 2016), 35–50.

² Dewi Sri Kuning, *Technology in Teaching Speaking Skill* (Journal of English Education, Literature and Linguistics 2, no. 1 2019), 50–59.

³ Kementerian Agama Republik Indonesia, *Al-qur'an Terjemahan dan Tajwid* (Bandung: Sy9ma Creative Media Corp, 2014), 287.

⁴ Quraish Shihab, *Tafsir Al-Misbah* (Jakarta: Lentera Hati, 2009), 490.

Based on the previous verse and the tafsir, the researcher concludes that having a good speaking ability is important because we, as Muslims, are instructed to carefully select good, honorable, polite, and truthful words when we communicating or speaking with others.

According to Roseberry-Mckibbin, speaking is foundational communication skill that supports student's achievement in every academic domain. Students who struggle with speaking often experience challenges with reading comprehension, writing proficiency, and fully understanding instruction and course content.⁵ Thus, speaking must be mastered by students because this skill is directly related to the entire learning process. The success of student's learning in following the learning process is greatly determined by their speaking ability. Students who are unable to speak well and correctly will experience difficulties in following learning activities in all subjects.

The importance of speaking skills in academic is closely linked with the role of grammar in language proficiency. While speaking is a fundamental communication skill that impacts various aspects of learning, it cannot be effectively developed without a strong grammatical foundation. According to Celce-Murcia, grammar serves as the backbone of any language.⁶ Thus, for students who learn English, a solid foundation in English grammar is crucial for mastering the basic skill of language such as speaking.

Grammar also provides the structure and rules necessary for clear and accurate expression, enabling students to articulate their thoughts and ideas coherently in speaking. As states by Harmer, grammar is the glue that holds the languages together.⁷ This means that grammar patterns and rules govern how words and phrases are combined to convey meaning. Thus, without grammatical foundation, students speaking will be unclear and contain many errors.

⁵ Celeste Roseberry-McKibbin, *Increasing achievement by fostering oral language proficiency* (American Speech-Language-Hearing Association, Module, 2019), 12-13.

⁶ Marianne Celce-Murcia, *Teaching English as a second or foreign language*, 4th ed. (Boston: MA: National Geographic Learning, 2014), 4.

⁷ Jeremy Harmer, *The practice of English Language Teaching*, 5th ed. (Pearson, 2015), 24.

Larsen-Freeman states that grammar provides the structural foundation for expressing ourselves coherently in speaking. Grammatical competence enables us to convey thoughts, ideas, and experiences clearly and intelligibly. Without it, speaking can be riddled with errors, which undermines meanings and impedes effective communication.⁸ It means, if the students master grammar, it will enable them to speak in a way that successfully communicates meaning without errors that delay speaking.

According to Chomsky in the theory of linguistic competence, it is expected that strong grammar mastery would directly enhance students' speaking ability. He argued that knowledge of language structure is fundamental to language proficiency.⁹ However, the reality in the field demonstrates different result. Recent research by Ellis reveals that the relationship between grammar mastery and speaking ability is not always linear or direct.¹⁰ This gap between theoretical expectation and reality raises important questions about other factors that may influence the relationship between grammar mastery and speaking ability. Furthermore, it is necessary to examine how learning contexts and teaching methods may affect the relationship between grammar mastery and speaking ability.

It is precisely this gap between theoretical expectation and reality that had motivated the researcher to conduct this research. Further research is needed to bridge the gap between theoretical expectation and empirical reality, potentially providing more comprehensive insights into the relationship between students' grammar mastery and speaking ability. Thus, the researcher formulated this research with the title “The Correlation Between Students’ Grammar Mastery and Speaking Ability”.

⁸ Larsen-Freeman, *Research into practice: Grammar learning and teaching* (Michigan: Michigan University Language teaching, 2015), 263-280.

⁹ Noam Chomsky, *Aspects of the Theory of Syntax* (Cambridge: MA: MIT Press, 1965), 3-15.

¹⁰ Rod Ellis, *Understanding Second Language Acquisition*. 2nd ed. (Oxford: Oxford University Press, 2015), 143-147.

B. Research Question

Based on the previous research background, the question of the research is: “Is there a correlation between students’ grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025?”

C. Objective of the Research

The objective of conducting this research is to find out the correlation between students’ grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

D. Significance of the Research

The result of this research is expected to be useful for English teaching and learning. It is divided into theoretical and practical significance as follows:

1. Theoretical significance
 - a. This research can be a source of information for further research on the correlation between grammar mastery and speaking ability.
 - b. This research can contribute to the theoretical understanding of how grammar mastery correlates with speaking ability.
 - c. This research can offer a theoretical basis for future researches focused on language acquisition, particularly in the areas of grammar instruction and speaking proficiency.
2. Practical significance
 - a. This research can provide a valuable insight for teachers to better understand the correlation between students’ grammar mastery and speaking ability.
 - b. This research can improve students understanding of grammar, enabling them to speak fluently and accurately in conversation.
 - c. This research can be helpful for readers in understanding the correlation between students’ grammar mastery and speaking ability and providing a deeper understanding of the importance of grammar in speaking.

E. Limitation of the Research

In this research, the researcher focused on the correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025. To prevent any potential misunderstandings about this research in the future, the researcher limited the grammar mastery which only focused on simple tenses (simple present tense, simple past tense and simple future tense).

F. Definitions of Key Terms

In order to clarify the key terms that used in this research, some definitions are needed to put as follows:

1. Grammar mastery

According to Ellis, Grammar mastery involves a deeper understanding and internalization of grammatical systems. It includes the ability to use grammar accurately across contexts and to articulate the underlying rules and principles. Mastery is often linked to higher cognitive engagement with language, enabling learners to use grammar intuitively in complex situations.¹¹ While, grammar ability according to Hymes refers to a person's capacity to use grammatical structures in real-time communication. It is situational and performance-based, emphasizing the application of grammar rules without requiring full theoretical understanding.¹²

Based on the previous experts' definitions, the researcher concludes that grammar mastery is more complex and related to speaking than grammar ability because grammar mastery involves more than just using correct grammar in sentences. Grammar ability is about applying basic grammar rules in specific situations, such as writing or answering a simple question. In contrast, grammar mastery requires a deeper understanding of

¹¹ Rod Ellis, *Understanding Second Language Acquisition*, 2nd ed. (Oxford: Oxford University Press, 2015), 147.

¹² Ellis Hymes, "On Communicative Competence," in *Sociolinguistics*, ed. J. B. Pride and Janet Holmes (Harmondsworth: Penguin Books, 1972), 269–293.

how grammar works in real-life communication, especially in speaking. For instance, people with grammar mastery know how to use language properly depending on the situation, such as formal or informal speech.

2. Speaking ability

According to Brown speaking ability is the proficiency to use the linguistic system accurately and appropriately to express meaning through spoken language.¹³ From this definition, the research concludes that speaking ability emphasizes two interconnected aspects: the mastery of language structures such as grammar, vocabulary, and pronunciation and the capacity to apply these elements effectively in communication.

¹³ Henry D. Brown, *Principles of Language Learning and Teaching*, 5th ed (New York: Pearson Longman, 2007), 237.

CHAPTER II

REVIEW OF THE LITERATURE AND HYPOTHESIS

This chapter presents a review of the literature and hypothesis, which includes the theoretical framework, the correlation between grammar and speaking, previous studies, and hypothesis.

A. Theoretical Framework

1. Grammar

a. Definition of Grammar

Learning language cannot be separated from learning grammar because grammar is one of the basic in the study language and grammar supports to express opinions, ideas, and feelings. According to Crystal, grammar refers to the system and structure of a language which govern how words are formed, arranged, and understood in communication.¹⁴ While Swan states that grammar is a rule which shows how to combine, arrange, and change the words in order to show particular kinds of meaning.¹⁵

According to Harmer, grammar explains how words can be transformed into sentences within specific language.¹⁶ It means that grammar is a process of combining language elements and transforming individual words into more complex and coherent units. Ostler also states that grammar is a study that focuses on the rules governing the relationships, between words. By understanding these relationships, one can determine the correct sentence structure.¹⁷

¹⁴ David Crystal, *The Cambridge Encyclopedia of Language* (Cambridge: Cambridge University Press, 2010), 162.

¹⁵ Michael Swam, *Grammar, Meaning and Pragmatics* (Hemel Hempstead: Prentice Hall, 2005), 19.

¹⁶ Mehdi Abbasi and Amin Karimnia, *An Analysis of Grammatical Errors among Iranian Translation Students: Insights from Interlanguage Theory* (Iran: European Journal of Social Sciences, 25, no. 4, 2011), 36

¹⁷ Ostler in Gayuk Rai Gayatri, *The Correlation Between Grammar Mastery and Writing Ability at The Tenth Grade Students at SMA Negeri 1 Selemendang In Academic Year 2021/2022* (Denpasar: eprints.unmas.ac.id, 2022), 7.

Grammar plays an important role in communication, both in spoken and written forms. It is the foundation upon which language is built, providing the structure and rules that allow us to convey our thoughts and ideas clearly and coherently. Proper grammar ensures that our messages are understood as intended, avoiding misinterpretations and ambiguities. According to Pinker, Grammar is a combination of the innate faculties and capabilities we are born with and the experiences that expose us to language. He further emphasizes the importance of grammar by stating, Grammar is a human universal because it allows us to take a finite set of words and compose an infinite number of thoughts.¹⁸

Based on the previous definitions, the researcher concluded that grammar is an important component of language, consisting of structural words that can be used in communications both in spoken and written forms.

b. The Types of Grammar

According to Crystal grammar has six different types of grammar. They are:

1) Descriptive Grammar

This type of grammar is usually found in linguistics which becomes standard practice to examine a 'corpus' of spoken or written material. It is also used to describe the pattern in detail.

2) Traditional Grammar

Traditional grammar which is also known as school grammar is the collection of prescriptive rules and concepts about the structure of language that is commonly taught in schools.

3) Pedagogical Grammar

A book which is especially designed for teaching foreign language. For example, a book "Teaching Grammars" is widely used in school.

¹⁸ Steven Pinker, *The Language Instinct: How the Mind Creates Language* (New York: HarperCollins, 1994), 308-309.

4) Prescriptive Grammar

Prescriptive grammar focuses on construction which is used. It also lays down rules that are governing the use of correct language in society.

5) Reference Grammar

Reference grammar is grammatical description which can act as a reference book for those who interested in building grammatical fact. It is like a dictionary that is used as reference lexicon.

6) Theoretical Grammar

Theoretical grammar is used in study of individual language to determine what argument which is need in order to do any kind of grammatical analysis.¹⁹

c. Grammar mastery

Grammar mastery refers to having a comprehensive and thorough understanding of the rules and structures that govern language's grammar. Larsen-Freeman views grammar mastery as dynamic skill, involving not just the correct application of rules but also the ability to use grammar creatively and adaptively in real communication.²⁰

According to Swan, grammar mastery involves understanding the appropriate rules of grammar forms in different context and being able to use them accurately. In addition, Swan explains that grammar mastery is foundational to the development of language skills such as reading, writing, listening, and speaking skills.²¹ Based on these explanations, the researcher concluded that grammar mastery refers to deep comprehension of the grammar rules, which is then applied in various language skills.

¹⁹ David Crystal, *The Cambridge Encyclopedia of Language*, 2nd ed. (Cambridge: Cambridge University Press, 1997), 88.

²⁰ Diane Larsen-Freeman, *Teaching Language: From Grammar to Grammar* (Boston: Heinle & Heinle, 2003), 35.

²¹ Michael Swan, *Practical English Usage*, 3rd ed. (Oxford: Oxford University Press, 2005), xiii.

d. The Aspect of Grammar

According to Crystal, there are various grammar aspects such as phonetics and phonology, morphology, syntax, semantics, pragmatics, lexicology, and orthography.²² In the context of English grammar, tenses are an essential aspect of morphology and syntax. Tenses indicate the time at which an action or event occurs, with tenses being a crucial component in syntax and morphology, as they determine the time frame of actions and events in sentence structure.

According to Azar, tenses as a grammatical category that indicates the time of the action or state expressed in a sentence.²³ Tenses in grammar serve as linguistic tools that facilitate the expression of temporal information in a given language. There are three main categories of tenses according to Azar, they are:

- 1) Past tense, it refers to the form of verb that expresses an action or state that occurred or existed in the past.
- 2) Present tense, it refers to the form of verb that expresses an action or state that is happening now or generally true.
- 3) Future tense, it refers to the form of verb that expresses an action or state that will occur or exist in the future.²⁴

Based on the event, Azar divides tenses into four parts. They are:

- 1) Simple Tense, this form of the verb indicates actions that occur at a specific point in time, without any indication of duration.
- 2) Continuous (Progressive) Tense, the continuous tense denotes actions that are ongoing or in progress at a particular time. It emphasizes the duration or continuity of the action.

²² David Crystal, *The Cambridge Encyclopedia of the English Language*, 2nd ed. (Cambridge: Cambridge University Press, 2003), 230-410.

²³ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 75.

²⁴ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 24.

- 3) Perfect Tense, this tense describes actions that are completed or have been completed before a specific point in the past, present, or future. It often focuses on the result of the action rather than the action itself.
- 4) Perfect Continuous (Progressive) Tense, the perfect continuous tense expresses actions that began in the past, continue into the present, and may continue into the future. It emphasizes both the duration and completion of the action.²⁵

Based on the previous both elements, there will be formed twelve tenses according to Azar, they are:

- 1) Present Tense
 - a) Simple present tense
 - b) Present continuous tense
 - c) Present perfect tense
 - d) Present perfect continuous tense
- 2) Past Tense
 - a) Simple past tense
 - b) Past continuous tense
 - c) Past perfect
 - d) Past perfect continuous tense
- 3) Future Tense
 - a) Simple future tense
 - b) Future continuous tense
 - c) Future perfect tense
 - d) Future perfect continuous tense²⁶

The previous twelve tenses are the division of the tenses; however; in this research, the researcher only used three tenses, they are; Simple Present Tense, Simple Past Tense, and Simple Future Tense. The researcher chose to use these three tenses because they are the

²⁵ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 28.

²⁶ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 13.

core language functions of communicating about the present, past, and future situations which are essential for basic conversation. According to Brown, the simple present, past, and future tenses are among the earliest grammatical structures that are taught in English language classes. These tenses enable learners to communicate basic narrative information about the present, past, and future, fulfilling some of the most fundamental functions of language.²⁷

1) Simple Present Tense

Azar states that simple present tense expresses daily habits, usual activities, and general statement of fact.²⁸ The form is:

Table 2.1 The Form of Simple Present Tense

(+)	Subject	+	Verb1 (s/es)	+	Object		
(-)	Subject	+	do/does not	+	Verb1	+	Object
(?)	Do	+	Subject	+	Verb1	+	Object?
	Does						

Example:

(+) I drink coffee every morning

(-) I do not drink coffee every morning

(?) Do you drink coffee every morning?

2) Simple Past Tense

Azar states that simple past tense is used to talk about activities or situations that began and ended in the past.²⁹ The form is:

Table 2.2 The Form of Simple Past Tense

(+)	Subject	+	Verb2 (ed)	+	Object		
(-)	Subject	+	did not	+	Verb1	+	Object
(?)	Did	+	Subject	+	Verb1	+	Object?

²⁷ Henry D. Brown, *Principles of Language Learning and Teaching*, 6th ed. (New York: Pearson education, 2014), 293

²⁸ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 13.

²⁹ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 27.

Example:

(+) He studied math last night

(-) He did not study math last night

(?) Did he study math last night?

3) Simple Future Tense

Azar states that simple future tense expresses future events that will happen in the future, scheduled or part of a timetables. It is often used for things like timetables, schedules, and plans.³⁰ The form is:

Table 2.3 The Form of Simple Future Tense

(+)	Subject	+	will			+	Verb1	+	Object
			To Be	+	going to				
(-)	Subject	+	will	+	not	+	Verb1	+	Object
			To Be		not going to				
(?)	Will	+	Subject	+	Subject	+	Verb1	+	Object?
	To Be				going to				

Example:

(+) She will buy groceries tomorrow.

She is going to buy groceries tomorrow.

(-) She will not buy groceries tomorrow.

She is not going to buy groceries tomorrow.

(?) Will she buy groceries tomorrow?

Is she going to buy groceries tomorrow?

2. Speaking

a. Definition of Speaking

Speaking is one of the four language skills that need to be mastered by a person or student who want to communicate orally with other people. According to Salsabila and Tirtanawati, speaking is one of four skills in language learning that have to be controlled by the students

³⁰ Betty S. Azar, *Understanding and Using English Grammar*, 3rd ed. (New York: Pearson Education, Longman, 2006), 51.

because these skills directly were linked with all the activities in daily life, it also can be a tool for students to communicate.³¹ According to Heaton, speaking acts as the ability to communicate ideas appropriately.³² In other words, speaking is the ability to speak appropriately and effectively in a real communicative situation in order to communicate ideas to others.

According to Nunan in Salsabila and Tirtanawati, speaking is a productive oral/aural skill.³³ This implies that speaking involves producing ideas to convey feelings, thoughts, and concepts. Malley and Pierce describe speaking as negotiating intended meanings and adjusting speech to achieve the desired effect of listeners.³⁴

Speaking is a form of language used in communication with others. Fulcher defines speaking as the verbal use of language to communicate.³⁵ This indicates that speaking is the verbal aspect of language used for communication. Tarigan supports this by stating that speaking is a tool to communicate ideas that is developed in accordance with the listener or receiver.³⁶

From the previous explanations, the researcher concluded that speaking is the process of conveying ideas to a listener that is requiring the skill to adjust meanings accordingly.

³¹ Dhiana S. Salsabila and Meiga Ratih Tirtanawati, "English Students' Perception on the Use of Whatsapp Group in Speaking Class," *JELTIS: Journal of English Language Teaching, Linguistics and Literature Studies* 1, no. 1 (2021): 3.

³² John B. Heaton, *Writing English Language Test* (USA: Longman Group UK Limited, 1988), 48.

³³ Dhiana S. Salsabila and Meiga Ratih Tirtanawati, "English Students' Perception on the Use of Whatsapp Group in Speaking Class," *JELTIS: Journal of English Language Teaching, Linguistics and Literature Studies* 1, no. 1 (2021): 3, citing David Nunan, "Practical English Language Teaching," 48.

³⁴ Joseph M. O'Malley & Loraine V. Pierce, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (New York: Longman, 1996), 59.

³⁵ Glenn Fulcher, *Testing Second Language Speaking* (New York: Pearson Longman, 2003), 23.

³⁶ Henry Guntur Tarigan, *Berbicara: Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), 16.

b. Speaking Ability

Speaking ability is defined as the capacity to communicate effectively and appropriately in spoken language. Brown describes speaking ability as an interactive process of constructing meaning that involves producing, receiving, and processing information.³⁷ Richards also states that speaking ability involves producing and receiving information and requires the speaker to manage their thoughts and language in real-time.³⁸

According to Nunan, speaking ability is about conveying meaning effectively, with an emphasis on the ability to engage in meaningful conversations.³⁹ Based on these explanations, the researcher concluded that speaking ability refers to the ability to communicate effectively and appropriately in spoken language, involving the speaker capacity to manage their thoughts and language in real-time to engage in conversations.

c. The Types of Speaking

There are five types of speaking according to Brown, they are:

- 1) Imitative, this type of speaking is just imitating a word, phrases, or sentences.
- 2) Intensive, this type of speaking focuses on improving students' language abilities, particularly on students' understanding of grammar and phonology.
- 3) Responsive, this type of speaking aims to improve students' ability to speak English naturally and spontaneously.
- 4) Interpersonal (dialogue), this type of speaking is a type where the speaker and the listener engage with each other directly or indirectly.

³⁷ Henry D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Longman, 2001), 271.

³⁸ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), 19.

³⁹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (New Jersey: Prentice Hall, 1991), 39.

- 5) Extensive (monologue), this type of speaking is a type where there is only a person doing all the talking.⁴⁰

d. The Functions of Speaking

According to Beebe, there are five functions of speaking. They are:

- 1) The Expressive Function: Using speech to express emotions, feelings, attitudes, and personal experiences.
- 2) The Referential Function: Using speech to provide information or describe objects, events, processes, etc.
- 3) The Literary Function: Using speech for aesthetic purposes like poetry, storytelling, or dramatic performances.
- 4) The Phatic Function: Using speech to establish social connections, build rapport, or reinforce relationships.
- 5) The Rhetorical Function: Using speech to influence thoughts, beliefs, attitudes, values or behaviors of others.⁴¹

e. The Purposes of Speaking

According to Lucas, there are eight purposes of speaking. They are:

- 1) To Inform: Conveying information, explaining concepts, and increasing the audience's knowledge or understanding on a topic.
- 2) To Persuade: Influencing attitudes, beliefs, values, or behaviors by using logical arguments and emotional appeals.
- 3) To Entertain: Engaging the audience through humor, personal narratives, or creative performances aimed at providing enjoyment or amusement.
- 4) To Inspire: Motivating or uplifting the audience through passionate rhetoric, personal stories, or calls to action.
- 5) To Commemorate: Honoring individuals, events, or milestones through ceremonial or ritual speeches.

⁴⁰ Henry D. Brown, *Language Assessment: Principles and Classroom Practice* (New York: Longman, 2004), 141.

⁴¹ Steven A. Beebe & Susan J. Beebe, *Public Speaking: An Audience-Centered Approach*, 9th ed. (London: Pearson, 2015), 16-18.

- 6) To Instruct: Teaching procedures, processes, or skills through demonstrations or explanatory speeches.
- 7) To Argue: Presenting reasoned arguments and evidence to advocate for a particular position or course of action.
- 8) To Explore: Facilitating group discussions, problem-solving, or the exchange of ideas through interactive speaking formats.⁴²

f. The Aspects of Speaking

According to Harmer, speaking is a complex skill that involves multiple aspects, such as grammar, vocabulary, pronunciation, fluency, and comprehension.⁴³ These components are as follows:

1) Grammar

Harmer defines grammar as the system of rules that explains how words can be modified and arranged to form sentences in a specific language.⁴⁴ Grammar is needed in speaking because grammar arranges a correct sentence.

2) Vocabulary

Richard and Renandya emphasize that vocabulary is a crucial aspect of language proficiency, as it forms the foundation for effective communication in speaking, listening, reading, and writing.⁴⁵ Vocabulary is needed in speaking because one cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary

3) Pronunciation

According to Jenkins, pronunciation refers to the way in which a word or language is spoken, including the sounds, stress, and

⁴² Steven E. Lucas, *The Art of Public Speaking*, 13th ed. (New York: McGraw-Hill Education, 2020), 28.

⁴³ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow, England: Pearson Longman, 2007), 343.

⁴⁴ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed.; (London: Longman, 2001), 12.

⁴⁵ Jack C. Richards And Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 255.

intonations. Thus, pronunciation is the result of sounds during speech.⁴⁶ Pronunciation is needed in speaking because pronunciation is the way for learners to produce clearer language when they speak.

4) Fluency

According to Brown, fluency is the ability to produce written and or spoken language with ease, speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, and communicate ideas effectively.⁴⁷ Thus, it can be concluded that fluency has an important to the capability of other components of speaking

5) Comprehension

According to Hornby, comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.⁴⁸ Thus, it can be concluded that comprehension in speaking is the ability to understand what other people say.

B. The Correlation Between Grammar and Speaking

The correlation between grammar and speaking revolves around understanding how well a person knows and uses grammatical rules and how proficient they are in spoken communication. Grammar mastery involves understanding a language's structure, including syntax, tenses, and agreement. Speaking ability, on the other hand, is about effectively communicating verbally, covering aspects like pronunciation, fluency, and the ability to construct coherent sentences.

According to Purpura, grammar is the fundamental structure that holds language together, serving as a kind of code that underlies all aspects of

⁴⁶ Jennifer Jenkins, *The Phonology of English as an International Language* (Oxford: Oxford University Press, 2000), 63.

⁴⁷ Henry D. Brown, *Principles of Language Learning and Teaching* (5th ed.; White Plains, NY: Pearson Education, 2007), 391.

⁴⁸ Albert S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1995), 25.

language use, including speaking.⁴⁹ Larsen-Freeman also states that mastering the grammar system of a language is a prerequisite for achieving higher levels of proficiency in using that language communicatively. Without control of the grammatical system, effective spoken communication cannot be achieved.⁵⁰

The grammar plays a significant role in influencing various aspects of speaking such as fluency, vocabulary, and comprehension. In fluency and grammar, a study conducted at Pattimura Univeristy found a moderate positive correlation between students' grammar proficiency and speaking fluency. Students with a better grasp of grammar displayed smoother and more confident speech delivery, as measured by pronunciation, vocabulary variety and pacing.⁵¹

In comprehension and grammar, a study conducted at t IAIN Datokarama Palu demonstrated a low to moderate correlation between grammar knowledge and aspects like fluency and comprehensibility. Students with proper grammar usage facilitates clearer communication, helping speakers convey ideas more effectively and improving listeners' understanding.⁵²

In pronunciation and grammar, a study from Manado State University found a strong correlation between grammar and speaking. While grammar is not directly linked to pronunciation mechanics, it indirectly supports accurate expression by structuring speech in a logical and predictable manner, making it easier for listeners to follow and for speakers to self-correct.⁵³

From the previous explanations, it can be concluded that the use of grammar in speaking is important because it helps ensure that our communication is clear and precise. When we use correct grammar, we can express our ideas more accurately, avoiding confusion and making our conversations more effective, which will lead to an improvement in our ability to speak. Thus, people who

⁴⁹ James E. Purpura, *Assessing Grammar* (Cambridge: Cambridge University Press, 2004), ix.

⁵⁰ Diane Larsen-Freeman, *Teaching Language: From Grammar to Grammaticing*. (Boston: Heinle, 2003), 142

⁵¹ <https://www.ejournal-pattimura.ac.id/index.php/scholaria/article/view/857>

⁵² <https://journal.unismuh.ac.id/index.php/exposure>

⁵³ <https://ejournal.unima.ac.id/index.php/jotell/article/view/7865>

have a strong grasp of grammar tend to produce more accurate and understandable speech because proper grammar helps form clear and correct sentences, enhancing overall communication.

C. Previous Studies

There are several previous studies about the correlation between grammar mastery and speaking ability as follows:

Table 2.4 Previous Studies

No.	Research identity	Similarity	Difference	Research Originality
1.	A Research journal by Madina et al. with the title “The Correlation Between Students’ Grammar Ability and Students’ Speaking Ability in SMP Panca Budi Medan”. ⁵⁴	The instrument of this research in grammar test used 25 multiple-choice questions and used google form to access the questions.	The sampling technique of this research used random sampling technique.	The research originality lies in the use of five aspects of speaking to measure students’ speaking ability, in contrast with the previous studies that only used two aspects of speaking to measure students’ speaking ability. Furthermore, the object of this research was the seventh and the ninth semesters students of the English Education Study Program at Manado State Institute of Islamic Studies in the Academic year 2024/2025.
2.	A research journal by Tiara Ivana Lesirollo et al. with the title “The Correlation Between Students’ Grammar Mastery And Speaking Ability at The Eleventh Graders Of SMA Frater Don Bosco Manado”. ⁵⁵	This research used Pearson’s Product-Moment Correlation Coefficient in measuring the correlation.	The instrument of this research in grammar mastery used a total of twenty questions, ten of which were multiple-choice, five of which were true/false, and five of which involved sentence rearrangement.	
3.	A research journal by Veltiana Ilam et al. with the title “The Correlation Between Grammar Mastery and Speaking Ability of The Eighth Grade Students”. ⁵⁶	The variables of this research were (X) as independent variable was grammar mastery and (Y) as the dependent variable was speaking ability.	The instrument of this research in grammar test used 20 questions of complete the dialogue.	

⁵⁴ Madina et al., “The Correlation Between Students’ Grammar Ability and Students’ Speaking Ability in SMP Panca Budi Medan” (Prima Indonesia University, 2024), 131.

⁵⁵ Tiara Ivana Lesirollo et al., “The Correlation Between Students’ Grammar Mastery And Speaking Ability at The Eleventh Graders Of SMA Frater Don Bosco Manado” (Manado State University, 2023), 1456.

⁵⁶ Veltiana Ilam et al., “The Correlation Between Grammar Mastery and Speaking Ability of The Eighth Grade Students” (Universitas Mahasaraswati Denpasar, 2022), 159

No.	Research identity	Similarity	Difference	Research Originality
4.	A research journal by I Putu Angga Adi Putra et al. with the title “The Correlation Between Students’ Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020”. ⁵⁷	This research used quantitative method and employed the correlational research design.	The object of this research was the eleventh grade of senior high school students.	
5.	A thesis by Puspa Amelia (2018) with the title “The Correlation Between Students’ Grammar Mastery and Students’ Speaking Ability at The Fifth Semester Students of Unismuh Makassar”. ⁵⁸	This research focused only on simple past, simple future, and simple past tenses in measuring grammar mastery.	This research focused only on vocabulary and fluency aspects in measuring speaking ability.	

The table presents several previous studies related to this research. The first is a thesis by Puspa Amelia (2018) with the title “The Correlation Between Students’ Grammar Mastery and Students’ Speaking Ability at The Fifth Semester Students of Unismuh Makassar”. This research found the rate of the correlation between students’ grammar mastery and speaking ability was in ‘substantial’ level correlation with (r_{xy} was 0.615) where r_{xy} (0.615) > r table (0.344). It indicated that there was a positive and significant correlation between students’ grammar mastery and students’ speaking ability at the fifth semester students of Unismuh Makassar.

The second is a research journal by I Putu Angga Adi Putra, Ni Putu Meri Dewi Pendit, Ni Putu Wulantari (2020) with the title “The Correlation Between

⁵⁷ I Putu Angga Adi Putra et al., “The Correlation Between Students’ Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020” (Teacher and Education Training Institute Saraswati, 2020), 1

⁵⁸ Puspa Amelia, “The Correlation Between Students’ Grammar Mastery and Students’ Speaking Ability at The Fifth Semester Students of Unismuh Makassar” (Research Thesis, Muhammadiyah University of Makassar, 2018), vi.

Students' Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020". This research found the result of the hypothetical test was 0.4102, and then it was consulted to r -critical. The result of r -critical with significant level 0.05 was 0.2785. Due to r -observed is higher than r -critical ($0.4102 > 0.2785$), the conclusion of the research is that there is a correlation between students' grammar mastery and their speaking ability of eleventh grade at SMA Negeri 2 Mendoyo in the academic year of 2019/2020.

The third is a research journal by Veltiana Ilam, Luh Ketut Sri Widhiasih, Ni Made Wersi Murtini (2022) with the title "The Correlation Between Grammar Mastery and Speaking Ability of The Eighth Grade Students". This research found out that there was a significant correlation between students' grammar mastery and students' speaking ability of the eighth grade students of SMP TP 45 Denpasar in academic year 2021/2022. Based on the result by using SPSS 24 Version from the table 4.5 the correlation for students' grammar mastery and students' speaking ability was 0.423.

The fourth is a research journal by Tiara Ivana Lesirollo, Noldy Pelenkahu, Nihta V. F. (2023) with the title "The Correlation Between Students' Grammar Mastery And Speaking Ability at The Eleventh Graders Of SMA Frater Don Bosco Manado". This research found that there was a strong correlation between students' proficiency in grammar and their oral communication skills ($r_{xy} = 0.615$; $r_{xy} (0.615) > r \text{ table} (0.344)$). The eleventh-grade students at Frater Don Bosco Senior High School in Manado demonstrated a positive and statistically significant correlation between their mastery of grammar and their proficiency in spoken language.

The last is a research journal by Madina, Cindy Angelina Gulo, Sikkop Rehulina Br Gurning, Theo Angelios Simanungkalit, Mestina Br Gea (2024) with the title "The Correlation Between Students' Grammar Ability and Students' Speaking Ability in SMP Panca Budi Medan". This research found that there was a strong positive correlation of 0.823 between students' grammar

skill and students' speaking ability. Furthermore, the two pieces of information were related.

With the previous studies, there are main similarities between the previous studies and this study, such as the research design, the statistical test, and the research variables. There is also main difference between the previous studies and this research, which is the sampling technique. The sampling technique of this research used purposive sampling technique. In contrast to the previous studies that used random sampling technique.

Moreover, the research originality lies in the use of five aspects of speaking to measure students' speaking ability, in contrast with the previous studies that only used two aspects of speaking to measure students' speaking ability. Furthermore, the object of this research was the seventh and the ninth semesters of the English Education Study Program students at Manado State Institute of Islamic Studies in the academic year 2024/2025.

D. Hypothesis

1. Alternative Hypothesis (Ha)

There is a correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

2. Null Hypothesis (Ho)

There is no correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a research methodology, which includes the time and location of the research, research method and design, research variables, population and sample of the research, data collection technique, research instrument, validity and reliability, and data analysis technique.

A. Location and Time of the Research

The research was conducted at the English Education Study Program, Tarbiyah and Teacher Training Faculty, Manado State Institute of Islamic Studies, located at Jl. S.H. Sarundajang, Malendeng, Paal Dua, Manado City, North Sulawesi, and was conducted from 1 August to 30 September 2024.

B. Research Method and Design

This research applied a quantitative method with a correlational research design. According to Sugiyono, a quantitative method research is a research data consists of numbers and analysis uses statistics.⁵⁹ While correlation research design according to Creswell is defined as a statistical test to determine the tendency or pattern for two even (or more) variables or two sets of data to vary consistently.⁶⁰

A correlational research design applied because this research aimed to investigate the relationship between two variables without altering or manipulating them. The correlational design allows the researcher to measure the strength of the relationship between students' grammar mastery and speaking ability.

C. Research Variables

There were two variables in this research. They were independent and dependent variable. According to Creswell, independent variable is an attribute or characteristic that influences or affects an outcome on dependent variable.

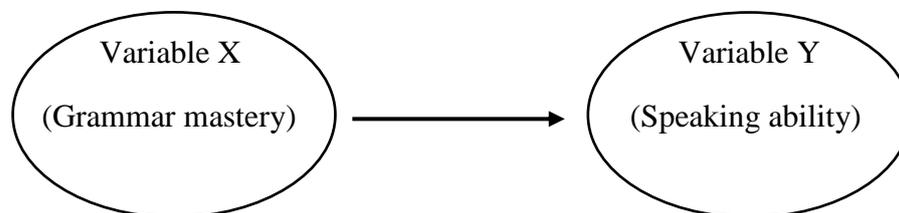
⁵⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, 7th ed. (Bandung: Alfabeta, 2009), 9.

⁶⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 3rd ed. (New Jersey: Pearson Education, Inc 2008), 338.

While, dependent variable is attribute or characteristic that is dependent on or influenced by the independent variable.⁶¹

In SEM (Structural Equation Modeling), the independent variable is called exogenous variable and represented as (x) and the dependent variable is called endogenous variable and represented as (y).⁶² Thus, the independent variable was grammar mastery and the dependent variable was speaking ability. The model of the correlation between two variables can be described as in the following scheme:

Figure 3.1 The Relationship Between Independent and Dependent Variables.



Where:

- X : Students' grammar mastery (Independent variable)
- Y : Students' speaking ability (Dependent variable)
- : The correlation of independent and dependent variables.

D. Population and Sample of the Research

1. Population

The population of this research consisted of students from the English Education Study program, Faculty Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies, in the academic year 2024/2025. The total number of students in the English Education Study Program was 99 students.⁶³

2. Sample

To determine the sample, the researcher applied purposive sampling technique. Cohen states that in Purposive Sampling, the sample was selected

⁶¹ John W. Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. (Yogyakarta: Pustaka Pelajar, 2012), 115-116.

⁶² Rex B. Kline, *Principles and Practice of Structural Equation Modeling*, 4th ed. (New York: Guilford 2015), 71-72.

⁶³ <https://tbi.iain-manado.ac.id/>

based on specific criteria that meet the research objectives. The sample was chosen for a specific purpose, ensuring that it is satisfactory to meet the needs of the study.⁶⁴ Purposive sampling is a non-probability sampling technique where the researcher selected participants based on specific characteristics or criteria relevant to the research. The characteristics or criteria were as follows:

- a. Participants who are students of English Education Study Program at Manado State Institute of Islamic Studies.
- b. Participants who have learned Structure and Written Expression 1 & 2.
- c. Participants who have learned Speaking 1, 2, & 3.

Based on the previous characteristics, the researcher chose the seventh and ninth semester English Education Study Program students as the sample of the research. The sample of this research consisted of 40 students: 17 students from the seventh semester and 23 students from the ninth semester.

E. Data Collection Technique

The data collection technique of this research was a test, according to Kothari, a test is a standardized instrument designed to measure an individual's performance, capabilities, or knowledge in a specific area.⁶⁵ The types of tests used in this research were a written test for grammar mastery and an oral test for speaking ability.

According to Fromkin et al., a written test assesses a candidate's knowledge, comprehension, and ability to communicate in written form.⁶⁶ This form evaluates not only the candidate's understanding of the subject matter but also their ability to organize thoughts, structure arguments and language effectively.

⁶⁴ Louis Cohen et al., *Research Methods in Education*. (New York: Routledge, 2007), 115.

⁶⁵ C. R. Kothari, *Research Methodology: Methods and Techniques*, 2nd ed. (New Age International, 2004), 132.

⁶⁶ Victoria Fromlin et al., *An Introduction to Language*. 10th ed. (Boston: Cengage Learning, 2014), 376.

While, an oral test according Fromkin et al., involves a verbal exchange between the examiner and the examinee, where responses are given verbally.⁶⁷ This form evaluates not only the individual's knowledge and understanding of the subject matter but also their ability to articulate ideas, engage in dialogue, and use spoken language effectively.

F. Research Instrument

Based on the data collection technique, there are a written and an oral test in this research. The tests were as follows:

1. Written Test

The written test was divided into three sections:

- a. Multiple-Choice: 10 questions, each with four options (a, b, c, and d), worth 5 points each. The total for all correct answers is 50 points.
- b. True/False: 5 questions, worth 5 points each. The total for all correct answers is 20 points.
- c. Sentence Rearrangement: 5 questions, worth 5 points each. The total for all correct answers is 30 points.

The questions covered the simple tenses. Students accessed the questions using Google Forms. The scoring rubric was as follows:

Table 3.1 The Scoring Rubric of Written Test⁶⁸

Category	Score Range	Multiple choice	True / False	Sentence Rearrangement	Description
Excellent	85-100	45-50 points (9-10 correct)	25 points (5 correct)	25 points (5 correct)	Demonstrates a thorough understanding of the material with minimal errors.
Good	70-84	35-40 points (7-8 correct)	20 points (4 correct)	20 points (4 correct)	Shows a strong understanding of the material with few errors.
Fair	55-69	25-30 points (5-6 correct)	15 points (3 correct)	15 points (3 correct)	Displays a general understanding of the material but with some significant errors.

⁶⁷ Victoria Fromlin et al., *An Introduction to Language*. 10th ed. (Boston: Cengage Learning, 2014), 378.

⁶⁸ Norman E. Gronlund and C. Keith Waugh, *Assessment of Student Achievement*, 9th ed. (Boston: Pearson, 2009), 56-58.

Category	Score Range	Multiple choice	True / False	Sentence Rearrangement	Description
Poor	40-54	15-20 (3-4 correct)	10 points (2 correct)	10 points (2 correct)	Understands basic concepts but lacks depth and has several errors.
Very poor	0-39	0-10 points (0-2 correct)	5 points (1 correct)	5 points (1 correct)	Demonstrates poor understanding of the material with numerous errors, failing to meet basic standards.

2. Oral Test

In the oral test, the researcher gave the students three questions related to the simple past, present, and future tenses. Then, they were asked to record their answer through WhatsApp and for the scoring, it based on the rubric from the Test Categories for Speaking by Brown as follows:

Table 3.2 The Scoring Categories of Speaking Test⁶⁹

Score	Score Conversion	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension
5	20	Pronunciation is clear and correct	Speaks fluently with natural pauses	Wide range of vocabulary, precise use	Correct use of complex structures	Fully understands and responds well
4	15	Minor errors, mostly clear	Minor hesitations, mostly fluent	Good range, minor inaccuracies	Minor errors in complex structures	Mostly understands, minor misinterpretations
3	10	Understandable but noticeable errors	Some hesitations, somewhat fluent	Adequate range, noticeable gaps	Noticeable errors, simple structures	Understands with some difficulty
2	5	Frequent errors, occasionally unclear	Frequent pauses, lacks fluency.	Limited range, frequent inaccuracies.	Frequent errors, affects understanding	Limited understanding, frequent misunderstandings.

⁶⁹ Henry D. Brown, *Language Assessment: Principles and Classroom Practices*, 2nd ed. (New York: Pearson Education, 2004), 172-176.

Score	Score Conversion	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension
1	0	Poor pronunciation, often unclear	Halting and fragmented speech.	Very limited vocabulary	Major errors, hard to understand	Poor understanding, rarely responds appropriately.

The rubric employs a score range of 1-5 with 25 as the highest score for all speaking aspects, whereas the researcher utilized a score range of 0-20 for each aspect with 100 as the highest score for all speaking aspects. To facilitate this conversion, the researcher employed a linear rescaling formula to convert the scores. The formula is as follows:

$$y = 5 \times (x - 1)$$

Where:

y : The output value, which lies within the range 0 to 20.

x : The input value, which lies within the range 1 to 5.⁷⁰

G. Validity and Reliability

Validity is an indicator of an instrument's authenticity. It is used to evaluate whether a prepared instrument meets the necessary requirements for use or not, ensuring that it accurately measures what it is intended to measure. According to Sugiyono, research instrument is considered valid if it can be used to measure what it is supposed to measure.⁷¹ In other words, an instrument can be considered valid if it is able to measure from the data of the variable being studied.

Reliability is an instrument's trustworthiness as a data collection tool, given its proven consistency and accuracy. An instrument is considered reliable if it consistently yields the same results across multiple tests, demonstrating its ability to capture accurate data reliably. According to Cresswell, reliability

⁷⁰ John D. Kelleher et al., *Fundamentals of Machine Learning for Predictive Data Analytics: Algorithms, Worked Examples, and Case Studies* (Cambridge: MIT Press, 2015), 29-30.

⁷¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, 7th ed. (Bandung: Alfabeta, 2009), 173.

refers to the consistency and stability of instrument scores.⁷² It means that the scored should be similar or nearly identical when the researcher repeat the instruments at different time and to different individuals.

1. Validity and Reliability of The Grammar Mastery Instrument

The validity and reliability of the grammar mastery instrument of this research was not be tested, because the researcher adopted an existing instrument from a thesis by Amelia.⁷³

2. Validity and Reliability of The Speaking Ability Instrument

a. The validity of the speaking ability instrument

In the validity test of speaking ability, content validity was employed. According to Brown, content validity is the process of evaluating whether the material within the instrument sufficiently represents the full scope of the intended content domain.⁷⁴ To establish the content validity the researcher used expert judgment method.

To calculate the expert judgment, a method called the content validity ratio was used. Lawshe in Wijayanti, proposes the content validity ratio as the result of expert assessment agreement on content validity, using statistical techniques of inter-rater agreement. Lawse in Wijayanti further explains the analysis of instrument validation testing with expert judgment uses the Content Validity Ratio (CVR) and Content Validity Index (CVI).⁷⁵ The steps for the validity test are as follows:

1) Criteria for Expert Responses

Data obtained from experts' responses consist of weight assessments. As follows:

⁷² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston, MA: Pearson, 2012), 159.

⁷³ Puspa Amelia, "The Correlation Between Students' Grammar Mastery and Students' Speaking Ability at The Fifth Semester Students of Unismuh Makassar" (Research Thesis, Muhammadiyah University of Makassar, 2018), 41-43.

⁷⁴ Henry D. Brown, *Language Assessment: Principles and Classroom Practices*, 2nd ed. (New York: Pearson Education, 2004), 22.

⁷⁵ H.P. Wijayanti, *Model Evaluasi Pembelajaran Berbasis Kaizen Di Sekolah Menengah Atas*, (Malang: Universitas Negeri Malang, 2013), 324.

Table 3.3 The Criteria for Expert Judgment Assessment⁷⁶

Criteria	Weight
Yes	1
No	0

2) Scoring for item responses using CVR, with the following formula:

$$CVR = \frac{n_e - n/2}{n/2}$$

Where:

n_e : number of validators who agree

n : total number of validators

3) Giving values to all items using CVI, CVI is simply the average CVR value for items answered "Yes" as follows:

$$CVI = \frac{\text{total CVR}}{\text{number of items}}$$

4) CVR and CVI Categories

The results of CVR and CVI calculations are in the form of 0 -1. The categories of these values are as follows:

Table 3.4 CVR and CVI Value Categories⁷⁷

Criteria	Description
0 - 0.33	Not Valid
0.34 - 0.67	Valid
0.68 - 1	Very Valid

In its implementation, the validators who conducted the testing were as follows:

- a) Dr. Andi Mukarramah Nagauleng, M.Pd., as a lecturer in the English Education Study Program.
- b) Lies Kryati M.Ed., as as a lecturer in the English Education Study Program.

⁷⁶ H.P. Wijayanti, *Model Evaluasi Pembelajaran Berbasis Kaizen Di Sekolah Menengah Atas*, (Malang: Universitas Negeri Malang, 2013), 324.

⁷⁷ H.P. Wijayanti, *Model Evaluasi Pembelajaran Berbasis Kaizen Di Sekolah Menengah Atas*, (Malang: Universitas Negeri Malang, 2013), 324.

The result of content validity test by the experts can be seen in the appendix 6. The following is the result of the validity test conducted using expert judgment.

1) Criteria for Expert Responses

Table 3.5 The Criteria for Expert Judgment

No. Item	Validator 1	Validator 2
1	1	1
2	1	1
3	1	1

2) The assignment of values to answer items using CVR within the assessment tool as follows:

Item question number 1

$$CVR = \frac{2-2/2}{2/2} = 1$$

Item question number 2

$$CVR = \frac{2-2/2}{2/2} = 1$$

Item question number 3

$$CVR = \frac{2-2/2}{2/2} = 1$$

Table 3.6 The Recapitulation of the CVR Using Expert Judgement

No. Item	CVR	Description
1	1	Valid
2	1	Valid
3	1	Valid

3) The values of all items using CVI

$$CVI = \frac{3}{3} = 1$$

4) The scoring of all item points was done using CVI (Content Validity Index). CVI, in simple terms, is the average of the CVR (Content Validity Ratio) values for items that received a "Yes" response. From a total of 3 questions, 3 items had a positive CVR, resulting in a CVI of $3/3 = 1$. According to Table 3.4, the research instrument is classified as 'very valid' demonstrating that the instrument is valid.

b. The reliability of the speaking ability instrument

In the reliability test of speaking ability, inter-rater reliability was employed. According to Luoma, inter-rater reliability means that different raters rate performances similarly.⁷⁸ The raters do not have to agree entirely, as they perceive different aspects of performances slightly different. However, the scores from rater 1 are expected to correlate with the scores from rater 2. A stronger correlation indicates greater inter-rater reliability. In its implementation, the validators who conducted the testing were as follows:

- 1) Dr. Andi Mukarramah Nagauleng, M.Pd., as a lecturer in the English Education Study Program.
- 2) Lies Kryati M.Ed., as a lecturer in the English Education Study Program.

The result of inter-rater reliability test can be seen in the appendix 7. To measure the inter-rater reliability, the researcher used Cohen' Kappa agreement coefficient (K) with the following formula:

$$K = \frac{P_o - P_e}{1 - P_e}$$

Where:

K : The Cohen's Kappa coefficient.

P_o : The observed agreement among raters.

P_e : The expected agreement based on chance.⁷⁹

The results obtained from the experts was analyzed with SPSS version 25 with the interpretation of the Kappa agreement is as follows:

Table 3.7 The Interpretation of Agreement Kappa⁸⁰

Kappa	Interpretation
< 0	Poor agreement
0.0 - 0.20	Slight agreement
0.21 - 0.40	Fair agreement

⁷⁸ Sari Luoma, *Assesing Speaking*. (Cambridge: Cambridge University Press, 2004), 178.

⁷⁹ Kilem Li Gwet, *Handbook of Inter-Rater Reliability: The Definitive Guide to Measuring the Extent of Agreement Among Raters*, 4th ed. (Maryland: Advanced Analytics, LLC., 2014), 142.

⁸⁰ John R. Landis & Gary G. Koch, *The measurement of observer agreement for categorical data*, (Biometrics, 33 no. 1, 1997): 165.

Kappa	Interpretation
0.41 - 0.60	Moderate agreement
0.61 - 0.80	Substantial agreement
0.81 - 1.00	Almost perfect agreement

The result of the reliability testing of the oral test instrument using Inter-Rater Reliability with Cohen's Kappa technique and the help of SPSS version 25 can be seen in the table 3.6.

Table 3.8 The Result of Cohen's Kappa Speaking Ability Instrument

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of agreement Kappa	1.000	.000	1.414	.157
N for Valid Cases	2			

Based on Table 3.6, the reliability coefficient between two expert evaluations using Cohen's Kappa technique for the speaking ability instrument was found to be 1.00, with a standard error value of 0.00. These analysis results indicate that the consistency between the two experts' assessments in using the speaking ability instrument met the criteria for 'almost perfect agreement,' demonstrating that the instrument is reliable.

H. Data Analysis Technique

The researcher aimed to investigate the correlation between the independent variable and the dependent variable. The analysis technique used the Pearson's Product-Moment Correlation analysis. Before conducting hypothesis test, normality test and linearity test was tested first as prerequisites for data analysis.

1. The Test of Normality

According to Razali, the test of normality is statistical procedures used to examine whether sample data have been drawn from a normally distributed population. These tests are crucial in determining the reliability of inferences and conclusions drawn from various parametric statistical techniques such

as Pearson's Product-Moment Correlation.⁸¹ Thus, the researcher must initially verify whether the data to be analyzed has a normal distribution or not.

The researcher employed the Shapiro-Wilk Test to examine the normality of the data in this research. This Shapiro-Wilk test was applied because the sample size is less than 50. The analysis was performed using SPSS version 25. The interpretation of the normality test as follows:

- a. If the Sig. is greater than 0.05, it indicates that the data is normally distributed, and the null hypothesis (H_0) is accepted.
- b. If the Sig. is less than 0.05, it indicates that the data is normally distributed, and the null hypothesis (H_0) is rejected.

2. The Test of Linearity

The test of linearity is a statistical procedure used to determine whether the relationship between independent and dependent variables is linear. According Tabachnick and Fidell, the linearity test evaluates whether the relationship between two variables can be accurately described by a straight line. This is important because many statistical analyses, such as regression and correlation, assume a linear relationship between variables.⁸² The linearity test was performed using the Test for Linearity in SPSS version 25. The interpretation of linearity test results is as follows:

- a. The significance value in the "Deviation from Linearity" row should be greater than 0.05 ($p > 0.05$).
- b. The significance value in the "Linearity" row should preferably be less than 0.05 ($p < 0.05$).

3. The Test of Hypothesis

The test of hypothesis for correlation is a statistical procedure used to determine whether there is a significant relationship between two variables

⁸¹ Normadiah Mohd Razali and Bee Wah Yap, "Power Comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling Tests," *Journal of Statistical Modeling and Analytics* 2, no. 1 (2011): 21.

⁸² Barbara G. Tabachnick and Linda S. Fidell, "Using Multivariate Statistics," 7th ed. (New York: Pearson, 2019), 93.

in a population based on sample data. Field states that in correlation analysis, hypothesis testing examines whether there is a statistically significant linear relationship between two variables. The null hypothesis (Ho) states that there is no correlation, while the alternative hypothesis (Ha) suggests that there is a correlation.⁸³

The hypothesis test in this research used to find out whether the null hypothesis (Ho) or the alternative hypothesis (Ha) is accepted or not in this research. The technique of data analysis that used by the researcher was Pearson's Product-Moment and was performed by using SPSS version 25, with the following Pearson's Product-Moment formula as follows:

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

Where:

r_{xy} : The coefficient of correlation between the x and y variables

N : Number of participants

$\sum X$: The sum scores of grammars

$\sum Y$: The sum scores of speaking

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

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

$\sum XY$: The sum of multiplied score between X and Y⁸⁴

To interpret result of the correlation analysis, the researcher used the Pearson's Product-Moment "r" as follows:

Table 3.9 The Interpretation of "r" Pearson's Product-Moment

No.	Large of "r" product moment	Interpretation
1.	0.00 – 0.19	Very low
2.	0.20 – 0.39	Low
3.	0.40 – 0.59	Moderate
4.	0.60 – 0.79	High
5.	0.80 – 1.00	Very high ⁸⁵

⁸³ Andy Field, "Discovering Statistics Using IBM SPSS Statistics," 5th ed. (London: SAGE Publications, 2018), 361.

⁸⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: CV. Alfabeta, 2010), 243.

⁸⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2002), 279.

To find out the correlation between two variables of this research are significant or not, the r_{xy} is compared with the r -table. The criteria are as follows:

- a. If $r_{xy} > r$ -table score of product moment with α significant scale 5% (0.05) the correlation is positive, then H_a is accepted and H_o is rejected.
- b. If $r_{xy} < r$ -table score of product moment with α significant scale 5% (0.05) the correlation is negative, then H_a is rejected and H_o is accepted.

The r_{xy} value, also known simply as r , represents the Pearson correlation coefficient calculated by the researcher, measuring how strongly two variables (x and y) are related to each other. On the other hand, r -table is a critical reference value obtained from statistical tables that helps determine whether the calculated correlation (r_{xy}) is statistically significant. Furthermore, to obtain the r -table value, the researcher must first determine the degrees of freedom (df). This can be calculated using the formula $df = N - nr$, where N represents the total sample size, and nr is the number of the variables. Once the df is found, the researcher can refer to the following significant table to find the corresponding value.

Table 3.10 Table of Significant Level⁸⁶

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	60	0.254	0.345
4	0.950	0.990	28	0.374	0.478	65	0.244	0.317
5	0.878	0.959	29	0.367	0.470	70	0.235	0.306
6	0.811	0.917	30	0.361	0.463	75	0.227	0.296
7	0.754	0.874	31	0.355	0.456	80	0.220	0.286
8	0.707	0.834	32	0.349	0.449	85	0.213	0.278
9	0.666	0.798	33	0.344	0.442	90	0.207	0.270
10	0.632	0.765	34	0.339	0.436	95	0.202	0.263
11	0.602	0.734	35	0.334	0.430	100	0.195	0.256
12	0.576	0.709	36	0.329	0.424	125	0.176	0.230
13	0.553	0.684	37	0.325	0.418	150	0.159	0.210
14	0.532	0.661	38	0.320	0.413	175	0.148	0.194
15	0.516	0.641	39	0.316	0.408	200	0.138	0.181
16	0.497	0.623	40	0.312	0.403	300	0.113	0.148
17	0.482	0.606	41	0.308	0.398	400	0.098	0.128

⁸⁶ Sugiyono, *Statistika Untuk Penelitian* (Bandung: CV. Alfabeta, 2008), 373.

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
18	0.468	0.590	42	0.304	0.393	500	0.088	0.115
19	0.456	0.575	43	0.301	0.389	600	0.080	0.105
20	0.444	0.561	44	0.297	0.380	700	0.074	0.097
21	0.433	0.549	46	0.291	0.376	800	0.070	0.091
22	0.423	0.537	47	0.288	0.372	900	0.065	0.86
23	0.413	0.526	48	0.284	0.368	1000	0.062	0.081
24	0.404	0.515	49	0.281	0.364			
25	0.396	0.505	50	0.279	0.361			
26	0.388	0.496	55	0.266	0.345			

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions. The findings include students' grammar mastery, speaking ability, and the correlation between them. In the discussions section provide a detailed explanation and interpretation of these findings.

A. Findings

In this research, a sample of 40 students from seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies was employed. The research focused on two variables: grammar mastery and speaking ability. A summary of the data obtained for each variable is presented in the following, with the scores assigned as follows.

1. The Score of the Students' Grammar Mastery Test

The grammar mastery test was conducted from 1 August to 30 September 2024, it consisted of 10 questions in form of multiple choice, 5 questions in form of true/false questions, and 5 questions of sentence rearrangement. The result of this test was as variable X. The data of students' grammar mastery test scores can be seen in the following table as follows:

Table 4.1 The Scores of the Students' Grammar Mastery

The Students	The Scores of Grammar Mastery Test
S – 01	40
S – 02	85
S – 03	55
S – 04	50
S – 05	45
S – 06	55
S – 07	75
S – 08	65
S – 09	80
S – 10	80
S – 11	50
S – 12	75
S – 13	60
S – 14	85
S – 15	85
S – 16	50
S – 17	85
S – 18	70

The Students	The Scores of Grammar Mastery Test
S – 19	95
S – 20	60
S – 21	60
S – 22	70
S – 23	90
S – 24	60
S – 25	75
S – 26	30
S – 27	70
S – 28	70
S – 29	75
S – 30	70
S – 31	70
S – 32	65
S – 33	60
S – 34	90
S – 35	25
S – 36	75
S – 37	70
S – 38	75
S – 39	85
S – 40	80

Based on the previous table, the average of students' grammar mastery scores was 67.75. The highest range of grammar mastery test score which had 'A' predicate achieved by 8 students, while the lowest range of grammar mastery test score which had 'E' predicate achieved by 2 students. The percentage of students' grammar mastery scores can be seen in the following table.

Table 4.2 The Percentage of the Students' Grammar Mastery Scores

No	Range	Predicate	Frequency	Percentage
1.	85 - 100	A	8	20%
2.	70 – 84	B	16	40%
3.	55 – 69	C	9	22.5%
4.	40 – 54	D	5	12.5%
5.	0 - 39	E	2	5%
Total			40	100%

2. The Scores of the Students' Speaking Ability Test

The speaking ability test was conducted from 1 August to 31 September 2024, it consisted of 3 questions in form of oral test. The result

of this test was as variable Y. The data of students' speaking ability test scores can be seen in the following table as follows:

Table 4.3 The Scores of the Students' Speaking Ability

The Students	The Scores of Speaking Ability Test
S - 01	40
S - 02	65
S - 03	65
S - 04	50
S - 05	45
S - 06	40
S - 07	50
S - 08	50
S - 09	60
S - 10	60
S - 11	55
S - 12	45
S - 13	60
S - 14	45
S - 15	70
S - 16	65
S - 17	65
S - 18	40
S - 19	75
S - 20	65
S - 21	55
S - 22	55
S - 23	45
S - 24	55
S - 25	55
S - 26	35
S - 27	55
S - 28	50
S - 29	65
S - 30	60
S - 31	50
S - 32	60
S - 33	50
S - 34	55
S - 35	35
S - 36	60
S - 37	60
S - 38	65
S - 39	55
S - 40	55

Based on the previous table, the average of students' speaking ability scores was 54.63. The highest range of speaking ability test score which has 'B' predicate achieved by 2 students, while the lowest range of speaking

ability test score which has 'E' predicate achieved by 3 students. The percentage of students' speaking ability scores can be seen in the following table.

Table 4.4 The Percentage of the Students' Speaking Ability Scores

No	Range	Predicate	Frequency	Percentage
1.	85 - 100	A	-	-
2.	70 - 84	B	2	5%
3.	55 - 69	C	23	57.5%
4.	40 - 54	D	13	32.5%
5.	0 - 39	E	2	5%
Total			40	100%

3. The Sorted Scores of the Students' Grammar Mastery and Speaking Ability

After collected the data and counted the percentage of the students' grammar mastery and speaking ability, the researcher sorted it in the following table as follows:

Table 4.5 The Sorted Scores of the Students' Grammar Mastery and Speaking Ability

No.	The Students	The Scores of Grammar Mastery Test	The Students	The Scores of Speaking Ability Test
1	S - 19	95	S - 19	75
2	S - 23	90	S - 15	70
3	S - 34	90	S - 02	65
4	S - 02	85	S - 03	65
5	S - 14	85	S - 16	65
6	S - 15	85	S - 17	65
7	S - 17	85	S - 20	65
8	S - 39	85	S - 29	65
9	S - 09	80	S - 38	65
10	S - 10	80	S - 09	60
11	S - 40	80	S - 10	60
12	S - 07	75	S - 13	60
13	S - 12	75	S - 30	60
14	S - 25	75	S - 32	60
15	S - 29	75	S - 36	60
16	S - 36	75	S - 37	60
17	S - 38	75	S - 11	55
18	S - 18	70	S - 21	55
19	S - 22	70	S - 22	55
20	S - 27	70	S - 24	55
21	S - 28	70	S - 25	55
22	S - 30	70	S - 27	55
23	S - 31	70	S - 34	55
24	S - 37	70	S - 39	55
25	S - 08	65	S - 40	55

No.	The Students	The Scores of Grammar Mastery Test	The Students	The Scores of Speaking Ability Test
26	S – 32	65	S – 04	50
27	S – 13	60	S – 07	50
28	S – 20	60	S – 08	50
29	S – 21	60	S – 28	50
30	S – 24	60	S – 31	50
31	S – 33	60	S – 33	50
32	S – 03	55	S – 05	45
33	S – 06	55	S – 12	45
34	S – 04	50	S – 14	45
35	S – 11	50	S – 23	45
36	S – 16	50	S – 01	40
37	S – 05	45	S – 06	40
38	S – 01	40	S – 18	40
39	S – 26	30	S – 26	35
40	S – 35	25	S – 35	35

Based on the previous table, the lowest score of grammar mastery test was 25 and the highest score was 95. While in the speaking ability test, the lowest score was 35 and the highest score was 75.

4. The Correlation Between Students' Grammar Mastery and Speaking Ability

The objective of this research is to find out whether there is a correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

To find out the correlation between students' grammar mastery and speaking ability the researcher used Pearson's Product-Moment Correlation analysis to test the hypothesis test. However, before conducting the hypothesis test, the researcher needed to test the normality and linearity test first as prerequisites for applying Pearson's Product-Moment data analysis. The tests were as follows:

a. The Test of Normality

The normality of the data was evaluated using the Shapiro-Wilk test through SPSS version 25. This test is commonly used to assess whether a data set is normally distributed. The null hypothesis (H_0) for the Shapiro-Wilk test assumes that the data follows a normal distribution. If the significance value (p-value) is greater than 0.05, the null hypothesis

is accepted, indicating that the data is normally distributed. The result was as follows:

Table 4.6 The Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar Mastery	.090	40	.200	.959	40	.149
Speaking Ability	.141	40	.045	.963	40	.218

Based on the previous table, the normality of the data was assessed using the Shapiro-Wilk test, performed via SPSS version 25. The significance value (p-value) for grammar mastery was 0.149, while for speaking ability it was 0.218. Both values are greater than the significance of 0.05.

In hypothesis testing for normality, the null hypothesis (H_0) assumes that the data is normally distributed. A p-value greater than 0.05 indicates that the data does not significantly deviate from a normal distribution, leading to the acceptance of the null hypothesis. Since both p-values (0.149 for grammar mastery and 0.218 for speaking ability) was greater 0.05, it can be concluded that the null hypothesis is accepted for both variables. Thus, these results confirm that both grammar mastery and speaking ability data are normally distributed.

b. The Test of Linearity

The linearity of the relationship between the variables was assessed using the Test for Linearity in SPSS version 25. This test is employed to determine whether there is a linear relationship between the independent and dependent variables. The null hypothesis (H_0) assumes that the relationship between the two variables is linear. A significance value (p-value) greater than 0.05 indicates that the null hypothesis is accepted, meaning that the relationship is indeed linear. Establishing linearity is crucial for ensuring that subsequent regression or correlation analyses are appropriate and valid. The result was as follows:

Table 4.7 The Test of Linearity

			Sum of Square	df	Mean Square	f	Sig.
Speaking Ability Grammar Mastery	Between Groups	(Combined)	1817.351	13	139.796	2.136	.048
		Linearity	926.523	1	926.523	14.453	.001
		Deviation from Linearity	890.828	12	74.236	1.134	.377
	Within Groups		1702.024	26	65.462		
	Total		3519.375	39			

Based on the previous Table, the results of the Test for Linearity showed that the significance value for Deviation from Linearity was 0.377 and the significance value for Linearity was 0.001. This means, the Deviation from Linearity value being greater than 0.05 indicates that the relationship between Grammar Mastery and Speaking Ability does not significantly deviate from a linear pattern. Meanwhile, the Linearity value being less than 0.05 confirms that the relationship between these two variables is statistically significant. Thus, these results suggest that there is a linear relationship between Grammar Mastery and Speaking Ability.

c. The Test of Hypothesis

The test of hypothesis is formulated with rejection or acceptance criteria based on the results calculated using the SPSS program. The following is an explanation of the hypothesis testing that has been formulated. The rejection or acceptance criteria for the hypothesis based on the SPSS version 25 calculations are as follows:

- 1) H_a is accepted and H_o is rejected if the value of $r_{xy} > 0.05$, meaning there is a positive relationship between the two correlated variables.
- 2) H_o is accepted and H_a is rejected if the value of $r_{xy} < 0.05$, meaning there is no positive relationship but a negative relationship exists between the two correlated variables.

The hypothesis being tested were as follows:

- 1) Alternative Hypothesis (Ha): There is a correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.
- 2) Null Hypothesis (Ho): There is no correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

The result of the hypothesis test can be seen in the following correlation table by using SPSS version 25.

Table 4.8 The Test of Correlation

		Grammar Mastery	Speaking Ability
Grammar Mastery	Pearson Correlation	1	.513
	Sig. (2-tailed)		.001
	N	40	40
Speaking Ability	Pearson Correlation	.513	1
	Sig. (2-tailed)	.001	
	N	40	40

Based on the result, the correlation value between variable X (Grammar Mastery) and variable Y (Speaking Ability) is 0.513, which falls within the 0.40 – 0.59 interval, indicating a moderate correlation between both variables. According to the significance table in Table 3.7, with a degree of freedom of 38 ($df = N - nr$) where $40 - 2 = 38$, the significance level at 5% is 0.320, and at 1% it is 0.413. When comparing these values, it is showed that r_{xy} is greater than the r-table value ($0.320 < 0.513 > 0.413$), indicating a significant correlation between grammar mastery and speaking ability.

As a result, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. Therefore, the researcher concluded that there is a significant and positive correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

B. Discussions

The problem addressed in this research is whether there is a correlation between grammar mastery and speaking ability. Based on the results of the data analysis, a correlation was found between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

The correlation analysis between the variables of grammar mastery and speaking ability showed a positive correlation of 0.513, which is greater than the significance scale of 5% (0.05). This correlation coefficient falls within the moderate range (0.40 - 0.59). With this result, it can be concluded that the relationship between the two variables is in a moderate strength. Furthermore, the absence of a negative sign indicates that the relationship is positive, meaning that as one variable increases, the other also tends to increase.

Therefore, an improvement in grammar mastery is linked to an enhancement in speaking ability, as these two aspects of language learning are deeply interconnected and mutually supportive. The higher the students' mastery of grammar, the better their speaking ability becomes, as a strong foundation in grammar enables them to construct sentences more accurately, use appropriate tenses, and express their thoughts with greater clarity and confidence. On the other hand, when students have a lower level of grammar mastery, their speaking ability is likely to be weaker because they may struggle to form correct sentences, misuse grammatical structures, and face challenges in effectively conveying their ideas during verbal communication. This relationship highlights the essential role of grammar in developing speaking skills, emphasizing that consistent improvement in grammar is a critical step toward achieving proficiency in spoken language.

The correlation analysis further revealed a r_{xy} of 0.513 with a p-value (Sig. 2-tailed) of 0.001 (which is less than 0.05), confirming a positive and significant relationship between grammar mastery and speaking ability. This supports the alternative hypothesis (H_a) that there is a correlation between these two

variables. In other words, the better students' grammar mastery, the better their speaking ability, and vice versa.

This research findings align with Chomsky's theory of linguistic competence, which posits that knowledge of language structure is fundamental to language proficiency.⁸⁷ According to this theory, a strong understanding of grammatical rules and language structure forms the basis for effective communication, as it allows students to generate and interpret sentences. Thus, the relationship between grammar mastery and speaking ability further underscores the importance of developing linguistic competence as a basic component of overall language proficiency.

It is also consistent with previous studies by Puspa Amelia,⁸⁸ I Putu Angga Adi Putra et al.,⁸⁹ Veltiana Ilam et al.,⁹⁰ Tiara Ivana Lesirollo et al.,⁹¹ and Madina et al.⁹² These studies collectively concluded that there is a correlation between students' grammar mastery and their speaking ability. The findings from these researchers highlight that students who demonstrate stronger grammar skills are more likely to excel in speaking tasks, as they can construct grammatically correct sentences, use appropriate vocabulary, and communicate their ideas with clarity and confidence. On the contrary, students with weaker grammar mastery tend to face difficulties in speaking, such as forming incorrect sentences, misusing tenses, or struggling to express themselves effectively. These previous studies emphasize the crucial role that grammar plays in supporting and improving students' speaking abilities

⁸⁷ Noam Chomsky, *Aspects of the Theory of Syntax* (Cambridge: MA: MIT Press, 1965), 3-15.

⁸⁸ Puspa Amelia, "The Correlation Between Students' Grammar Mastery and Students' Speaking Ability at The Fifth Semester Students of Unismuh Makassar" (Research Thesis, Muhammadiyah University of Makassar, 2018), vi.

⁸⁹ I Putu Angga Adi Putra et al., "The Correlation Between Students' Grammar Mastery and Their Speaking Ability of Eleventh Grade Students at SMA Negeri 2 Mendoyo in the Academic Year Of 2019/2020" (Teacher and Education Training Institute Saraswati, 2020), 1

⁹⁰ Veltiana Ilam et al., "The Correlation Between Grammar Mastery and Speaking Ability of The Eighth Grade Students" (Universitas Mahasaraswati Denpasar, 2022), 159

⁹¹ Tiara Ivana Lesirollo et al., "The Correlation Between Students' Grammar Mastery And Speaking Ability at The Eleventh Graders Of SMA Frater Don Bosco Manado" (Manado State University, 2023), 1456.

⁹² Madina et al., "The Correlation Between Students' Grammar Ability and Students' Speaking Ability in SMP Panca Budi Medan" (Prima Indonesia University, 2024), 131.

Furthermore, the findings align with the researcher's personal experiences as a student in the English Education Study Program at Manado State Institute of Islamic Studies. During participation in the speaking class, the researcher experienced a clear connection between students' grammar mastery and their speaking abilities. Specifically, students who demonstrated a strong understanding of grammar tended to excel in speaking activities. They were able to construct well-formed sentences, use appropriate tenses, and express their ideas with confidence and clarity. In contrast, students who struggled with grammar often found it difficult to perform well in speaking activities. They frequently made errors in sentence structure, misused grammatical rules, and had trouble conveying their thoughts effectively. The researcher experienced in the classroom further highlight the critical role of grammar mastery in developing speaking ability, as evidenced not only through formal research findings but also through practical, such as classroom experiences

The research findings found a significant positive correlation with a moderate correlation ($r = 0.513$). A moderate correlation falls within the interval of 0.40–0.59. The significance value (p) of 0.001 ($p < 0.05$) confirms that the relationship is statistically significant. The correlation coefficient suggests that grammar mastery contributes 26.3% to students' speaking ability, while the remaining 73.7% is influenced by other factors outside of grammar mastery. Thus, the result indicates that while grammar mastery is an important factor in speaking ability, other external factors also play an important role in speaking ability.

The findings found the importance of grammar mastery as a fundamental component of speaking ability, as it provides a strong foundation for constructing accurate and meaningful sentences. However, it also highlights the influence of external factors, such as vocabulary range, pronunciation, fluency, confidence, and the ability to engage in active listening. These factors collectively shape a student's overall speaking ability, suggesting that grammar mastery, while crucial, must be complemented by the development of other linguistic and communicative skills to achieve proficiency in speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The conclusions summarize the findings of the research, while the suggestions provide suggestions for teachers, students, and future researchers.

A. Conclusions

Based on the previous findings and discussions, the conclusion regarding the correlation between students' grammar mastery and speaking ability is the average grammar mastery score was 67.75, with 8 (20%) of students achieving grade A, 16 (40%) of students achieving grade B, 9 (22.5%) of students achieving grade C, 5 (12.5%) of students achieving grade D and 2 (5%) of students achieving grade E. For speaking ability, the average score was 54.63, with 2 (5%) of students achieving grade B, 23 (57.55%) of students achieving grade C, 13 (32.5%) of students achieving grade D, and 2 (5%) of students achieving grade E.

The study data analysis reveals a moderate correlation between grammar mastery and speaking ability, with a calculated correlation coefficient (r_{xy}) of 0.513. This value falls within the 0.40–0.59 range, indicating a moderate relationship between the two variables grammar mastery (X) and speaking ability (Y). The analysis used a degree of freedom ($df = N - nr$) of 38. Referring to the significance table, the critical values at the 5% and 1% significance levels are 0.320 and 0.413. Since the correlation coefficient ($r_{xy} = 0.513$) exceeds both critical values, it indicates a statistically significant relationship between grammar mastery and speaking ability and the data analyzed using Pearson's Product Moment correlation revealed a positive data. Therefore, it can be concluded that there is a significant and positive correlation between students' grammar mastery and speaking ability in the seventh and ninth semesters of the English Education Study Program at Manado State Institute of Islamic Studies in the academic year 2024/2025.

B. Suggestions

Based on the previous conclusions, the researcher offers the following suggestions:

1. For teachers

Teachers can use the results of this study to improve their teaching methods by combining grammar lessons with speaking activities. For example, they can include role-playing, storytelling, or group discussions to help students practice using grammar rules while speaking. Teachers can also create better ways to assess students by including both grammar and speaking in their evaluations, helping them understand and address students' weaknesses more effectively.

2. For students

Students should focus on practicing both grammar and speaking together. Activities like guided conversations or speaking prompts can help them improve their speaking skills while using correct grammar. Students should also try to monitor their own speaking to find and fix grammar mistakes, which can help them get better over time. Furthermore, they can use extra resources, like language learning apps or speaking practice groups, to improve their grammar and speaking skills outside the classroom.

3. For future researchers

Future researchers can build on this research (focuses only on tenses) by exploring other aspects of grammar such as sentence structure, word order, or subject-verb agreement, and examining their correlation on speaking ability. Comparative studies could also be done to investigate how the relationship between grammar mastery and speaking ability varies across different groups of learners, such as beginners versus advanced students, or between different age groups. Researchers could also look into the effectiveness of different teaching methods that integrate grammar and speaking practice to find the most effective strategies for improving both skills.

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APPENDICES

APPENDIX 1

THE RESEARCH PERMIT APPLICATION FORM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-1080/In. 25/F.II/TL.00.1/VII /2024

Manado, 3 Juli 2024

Lamp : -

Hal : Permohonan Izin Penelitian

Kepada Yth :

Ketua Program Studi Tadris Bahasa Inggris (TBI)

Di

Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Syarief Hidayat Hullah
 Nim : 201226026
 Semester : VIII (Delapan)
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul " *The Correlation Between Students' Grammar Mastery and Students' Speaking Ability* " Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum
2. Indah Wardaty Saud, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juli s.d September 2024.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.
Wassalam Wr. Wb

a.n. Dekan
 Wakil Dekan Bid. Akademik dan
 Pengembangan Lembaga.

Adri Lundeto

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Kabag TU FTIK IAIN Manado
3. Kaprodi TBI/ FTIK IAIN Manado
4. Arsip

APPENDIX 2

THE RESEARCH COMPLETION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN

NOMOR : 25-1/ SKet/TBI/ X /2024

Yang bertanda tangan dibawah ini:

Nama : Nur Halimah, M.Hum
 NIP : 196904172000032002
 Jabatan : Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan:

Nama : Syarif Hidayat Hullah
 NIM : 2012626
 Fakultas/Prodi : FTIK/TBI
 Judul Skripsi : The Correlation Between Students' Grammar Mastery and Students' Speaking Ability

Bahwa yang bersangkutan telah menyelesaikan Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado dari bulan September sampai dengan Oktober 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 20 Oktober 2024

KAPRODI TBI

Nur Halimah, M.Hum
NIP 196904172000032002

Tembusan :

1. Kaprodi TBI
2. Arsip

8. I . . . to own my own company, and I want to pay all my workers a lot of money.
- a. am want c. wants
b. want d. wanted
9. Rabbits make good pets for, they. . . make too much noise and they are clean.
- a. doesn't c. don't
b. didn't d. aren't
10. You can. . . a big poster, or you can make a little clay statue.
- a. maked c. make
b. makes d. making

B. True False Questions

Instruction: Based on the sentence about simple present, simple past, and present future tense below, please indicate with a check mark in the letter “T” if the sentence is true and the letter “F” if the sentence is false.

11. The teacher will doing a meeting to decide when the exam will be started.
(T / F)
12. The people will be donate some amount of money for the natural disaster victims.
(T / F)
13. He will look for another job in the metropolitan city because he has lost his job.
(T / F)
14. I will not asked any more questions, I already understand the material.
(T / F)
15. Prince Harry will visit Malaysia for business purpose next month.
(T / F)

C. Sentences Rearrangement

Instruction: Arrange the words below into a grammatically correct sentence based on the simple present, simple past, and present future tense by placing them in the correct order.

16. Soup – eat – My mother – So – don't – cooks – at – I – a restaurant.
17. Made - home - after - a dinner - my father - came – we.
18. Students - proud - to be - make - try - my parents - will – to – I - the best.
19. Attend - miss - my brother's - never - concert - to - I – piano.
20. Money - other - will - ? - help - to - spend - your - you – each.

Adopted from a Thesis by Puspa Amelia, “The Correlation Between Students’ Grammar Mastery and Students’ Speaking Ability at The Fifth Semester Students of Unismuh Makassar.” Muhammadiyah University of Makassar, 2018.

APPENDIX 4

THE TEST OF SPEAKING ABILITY (ORAL TEST)

Instruction: read the following question carefully and record your answer, speaking clearly and using proper grammar.

1. Can you describe a regular activity that you do every day? Please explain the reason you do it regularly.
2. What is the most memorable experience from your childhood? Please explain.
3. What is your future plan after graduating from Tadris Bahasa Inggris? How do you plan to achieve it?

APPENDIX 5**THE ANSWER KEY OF GRAMMAR MASTERY TEST****A. Multiple Choices Answers**

1. c. was
2. d. saw
3. a. know
4. c. wanted
5. a. punished
6. a. has
7. b. It is
8. b. want
9. c. don't
10. c. make

B. True False Answers

11. False (F)
12. False (F)
13. True (T)
14. False (F)
15. True (T)

C. Sentences Rearrangement Answers

16. My mother cooks soup, I don't eat at a restaurant.
17. We made a dinner after my father came home.
18. I will try to be the best student to make my parents proud.
19. I never miss to attend my brother's piano concert.
20. Will you spend your money to help each other?

APPENDIX 6
THE VALIDITY TEST OF SPEAKING ABILITY INSTRUMENT
PENILAIAN UJI VALIDITAS INSTRUMEN ORAL TEST

Nama Validator : Dr. Andi Mukarramah Nagauleng, M.Pd
 NIP : 198410122011012008
 Jabatan : Dosen
 Instansi : Tadris Bahasa Inggris IAIN Manado
 Tanggal Pengisian :

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

B. PETUNJUK

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pertanyaan dengan memberikan angka (1,2,3,4,5) pada kolom dengan skala penelitian sebagai berikut:

5 = Sangat Baik	2 = Kurang Baik
4 = Baik	1 = Tidak Baik
3 = Cukup Baik	
2. Bapak/Ibu dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. PERTANYAAN

1. Can you describe a regular activity you do every day and explain why do you do that activity every day?
2. What is one of your most memorable experiences from your childhood? Please explain why.
3. What is your future plan after graduating from Tadris Bahasa Inggris? How do you plan to achieve it?

D. PENILAIAN

Nomor pertanyaan	Aspek	Indikator	Skala penilaian	Komentar
1.	Relevansi	Pertanyaan relevan dengan tujuan penelitian.		
	Kejelasan	Pertanyaan Mudah dipahami oleh responden.		
	Format	Format pertanyaan sesuai dengan tujuan tes oral.		
	Bahasa	Penggunaan Bahasa yang tepat dan jelas.		
2.	Relevansi	Pertanyaan relevan dengan tujuan penelitian.		
	Kejelasan	Pertanyaan Mudah dipahami oleh responden.		
	Format	Format pertanyaan sesuai dengan tujuan tes oral.		
	Bahasa	Penggunaan Bahasa yang tepat dan jelas.		
3.	Relevansi	Pertanyaan relevan dengan tujuan penelitian.		
	Kejelasan	Pertanyaan Mudah dipahami oleh responden.		
	Format	Format pertanyaan sesuai dengan tujuan tes oral.		
	Bahasa	Penggunaan Bahasa yang tepat dan jelas.		

3. Vocabulary: Mengukur variasi kosakata yang digunakan serta ketepatan dan relevansi penggunaan kata.
4. Grammar: Menilai penggunaan tata Bahasa, termasuk tenses, struktur kalimat, dan ketepatan penggunaan kata.
5. Comprehension: Mengukur kemampuan untuk menangkap, menginterpretasi, dan menjelaskan makna dari informasi yang disampaikan.

D. KOMENTAR UMUM DAN SARAN

Ⓣ Bagaimana/berisi instrumen apa yg dipakai
 ✓/ menilai pronunciation dan inflection ?

Ⓣ

E. KESIMPULAN

Berdasarkan penilaian yang telah dilakukan, pertanyaan oral test ini

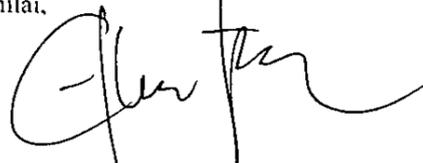
dinyatakan:

1. Layak digunakan ^{tanpa} revisi.
2. Layak digunakan tanpa revisi.
3. Tidak layak digunakan.

Mohon diberi lingkaran pada nomor yang sesuai dengan kesimpulan Penilai.

Manado, 28 okt. 2021

Penilai,



Dr. Andi Mukarramah Nagauleng, M.Pd
 NIP. 198410122011012008

PENILAIAN UJI VALIDITAS INSTRUMEN ORAL TEST

Nama Validator : Lies Kryati, M.Ed
 NIP : 197105122023212006
 Jabatan : Dosen
 Instansi : Tadris Bahasa Inggris IAIN Manado
 Tanggal Pengisian :

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

B. PETUNJUK

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pertanyaan dengan memberikan angka (1,2,3,4,5) pada kolom dengan skala penelitian sebagai berikut:

5 = Sangat Baik	2 = Kurang Baik
4 = Baik	1 = Tidak Baik
3 = Cukup Baik	
2. Bapak/Ibu dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. PERTANYAAN

1. Can you describe a regular activity you do every day and explain why do you do that activity every day?
2. What is one of your most memorable experiences from your childhood? Please explain why.
3. What is your future plan after graduating from Tadris Bahasa Inggris? How do you plan to achieve it?

D. PENILAIAN

Nomor pertanyaan	Aspek	Indikator	Skala penilaian	Komentar
1.	Relevansi	Pertanyaan relevan dengan tujuan penelitian.		
	Kejelasan	Pertanyaan Mudah dipahami oleh responden.		
	Format	Format pertanyaan sesuai dengan tujuan tes oral.		
	Bahasa	Penggunaan Bahasa yang tepat dan jelas.		
2.	Relevansi	Pertanyaan relevan dengan tujuan penelitian.		
	Kejelasan	Pertanyaan Mudah dipahami oleh responden.		
	Format	Format pertanyaan sesuai dengan tujuan tes oral.		
	Bahasa	Penggunaan Bahasa yang tepat dan jelas.		
3.	Relevansi	Pertanyaan relevan dengan tujuan penelitian.		
	Kejelasan	Pertanyaan Mudah dipahami oleh responden.		
	Format	Format pertanyaan sesuai dengan tujuan tes oral.		
	Bahasa	Penggunaan Bahasa yang tepat dan jelas.		

E. KOMENTAR UMUM DAN SARAN

Q1: Can you describe a regular activity that you do every day?

Please explain the reason you do it regularly.

Q2: What is the most memorable experience from your childhood?

Please explain.

Q3: ✓

F. KESIMPULAN

Berdasarkan penilaian yang telah dilakukan, pertanyaan oral test ini dinyatakan:

1. Layak digunakan ^{dengan} ~~tanpa~~ revisi.
2. Layak digunakan tanpa revisi.
3. Tidak layak digunakan.

Mohon diberi lingkaran pada nomor yang sesuai dengan kesimpulan Bapak/Ibu.

Manado, 18 Oktober 2024

Validator,



Lies Kryati, M.Ed
NIP. 197105122023212006

APPENDIX 7

THE RELIABILITY TEST OF SPEAKING ABILITY INSTRUMENT

PENILAIAN UJI RELIABILITAS INSTRUMEN ORAL TEST

Nama Validator : Dr. Andi Mukarramah Nagauleng, M.Pd
 NIP : 198410122011012008
 Jabatan : Dosen
 Instansi : Tadris Bahasa Inggris IAIN Manado
 Tanggal Pengisian :

A. PENGANTAR

Lembar reliabilitas ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi penilai dan mengisi lembar reliabilitas ini.

B. PETUNJUK

1. Penilai dimohon untuk mendengarkan rekaman jawaban oral test dari mahasiswa dengan seksama.
2. Penilai dimohon memberikan skor pada setiap butir aspek dari speaking ability (pronunciation, fluency, vocabulary, grammar, dan comprehension) dengan skala berikut:

5 = Sangat Baik	2 = Kurang Baik
4 = Baik	1 = Tidak Baik
3 = Cukup Baik	
3. Penilai dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. PENILAIAN

Nomor Sampel	Aspek	Indikator	Skala penilaian	Komentar
1	Pronunciation	Kejelasan dan ketepatan pengucapan.	4	
	Fluency	Kelancaran berbicara tanpa jeda yang mengganggu.	3	

	Vocabulary	Keberagaman dan ketepatan penggunaan kosakata.	3	
	Grammar	Penggunaan tata Bahasa yang benar.	3	
	Comprehension	Kemampuan untuk menangkap dan memahami makna dari informasi yang disampaikan.	2	
2	Pronunciation	Kejelasan dan ketepatan pengucapan.	4	
	Fluency	Kelancaran berbicara tanpa jeda yang mengganggu.	3	
	Vocabulary	Keberagaman dan ketepatan penggunaan kosakata.	4	
	Grammar	Penggunaan tata Bahasa yang benar.	3	
	Comprehension	Kemampuan untuk menangkap dan memahami makna dari informasi yang disampaikan.	2	

Penjelasan setiap aspek:

1. Pronunciation: Menilai kejelasan pengucapan kata dan seberapa mudah pemahaman terhadap kata yang iucapkan.
2. Fluency: Mengukur kelancaran berbicara mahasiswa, seberapa sering jeda muncul, dan seberapa alami alur bicarannya.

3. Vocabulary: Mengukur variasi kosakata yang digunakan serta ketepatan dan relevansi penggunaan kata.
4. Grammar: Menilai penggunaan tata Bahasa, termasuk tenses, struktur kalimat, dan ketepatan penggunaan kata.
5. Comprehension: Mengukur kemampuan untuk menangkap, menginterpretasi, dan menjelaskan makna dari informasi yang disampaikan.

D. KOMENTAR UMUM DAN SARAN

⌘ Bagaimana/trimi instrumen apa yg dipakai
 ✓/ menilai pronunciation dan inflection ?

⌘

E. KESIMPULAN

Berdasarkan penilaian yang telah dilakukan, pertanyaan oral test ini

dinyatakan:

1. Layak digunakan ^{dan} tanpa revisi.
2. Layak digunakan tanpa revisi.
3. Tidak layak digunakan.

Mohon diberi lingkaran pada nomor yang sesuai dengan kesimpulan Penilai.

Manado, 28 okt. 2021

Penilai,



Dr. Andi Mukarramah Nagauleng, M.Pd
NIP. 198410122011012008

PENILAIAN UJI RELIABILITAS INSTRUMEN ORAL TEST

Nama Validator : Lies Kryati, M.Ed
 NIP : 197105122023212006
 Jabatan : Dosen
 Instansi : Tadris Bahasa Inggris IAIN Manado
 Tanggal Pengisian :

A. PENGANTAR

Lembar reliabilitas ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi penilai dan mengisi lembar reliabilitas ini.

B. PETUNJUK

1. Penilai dimohon untuk mendengarkan rekaman jawaban oral test dari mahasiswa dengan seksama.
2. Penilai dimohon memberikan skor pada setiap butir aspek dari speaking ability (pronunciation, fluency, vocabulary, grammar, dan comprehension) dengan skala berikut:

5 = Sangat Baik	2 = Kurang Baik
4 = Baik	1 = Tidak Baik
3 = Cukup Baik	
3. Penilai dimohon untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. PENILAIAN

Nomor Sampel	Aspek	Indikator	Skala penilaian	Komentar
1	Pronunciation	Kejelasan dan ketepatan pengucapan.	4	
	Fluency	Kelancaran berbicara tanpa jeda yang mengganggu.	3	

	Vocabulary	Keberagaman dan ketepatan penggunaan kosakata.	3	
	Grammar	Penggunaan tata Bahasa yang benar.	3	
	Comprehension	Kemampuan untuk menangkap dan memahami makna dari informasi yang disampaikan.	2	He doesn't understand 'regular'
2	Pronunciation	Kejelasan dan ketepatan pengucapan.	4	
	Fluency	Kelancaran berbicara tanpa jeda yang mengganggu.	3	
	Vocabulary	Keberagaman dan ketepatan penggunaan kosakata.	4	
	Grammar	Penggunaan tata Bahasa yang benar.	3	
	Comprehension	Kemampuan untuk menangkap dan memahami makna dari informasi yang disampaikan.	2	

Penjelasan setiap aspek:

1. Pronunciation: Menilai kejelasan pengucapan kata dan seberapa mudah pemahaman terhadap kata yang iucapkan.
2. Fluency: Mengukur kelancaran berbicara mahasiswa, seberapa sering jeda muncul, dan seberapa alami alur berbicaranya.

3. Vocabulary: Mengukur variasi kosakata yang digunakan serta ketepatan dan relevansi penggunaan kata.
4. Grammar: Menilai penggunaan tata Bahasa, termasuk tenses, struktur kalimat, dan ketepatan penggunaan kata.
5. Comprehension: Mengukur kemampuan untuk menangkap, menginterpretasi, dan menjelaskan makna dari informasi yang disampaikan.

D. KOMENTAR UMUM DAN SARAN

Q1.: Sample 1 and 2 do not understand the meaning of 'regular'.
They assumed it the same as 'daily'.

Q2.: ✓

Q3.: Both samples do not seem familiar with making plans.
So, they cannot elaborate information.

E. KESIMPULAN

Berdasarkan penilaian yang telah dilakukan, pertanyaan oral test ini dinyatakan:

1. Layak digunakan tanpa revisi.
2. Layak digunakan tanpa revisi.
3. Tidak layak digunakan.

Mohon diberi lingkaran pada nomor yang sesuai dengan kesimpulan Penilai.

Manado, 18 Oktober 2024

Penilai,



Lies Kryati, M.Ed
NIP. 197105122023212006

APPENDIX 8
THE TEST OF INTER-RATER RELIABILITY

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	1.000	.000	1.414	.157
N of Valid Cases		2			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

APPENDIX 9
THE SCORES OF STUDENTS' GRAMMAR MASTERY TEST

The Students	Multiple Choice	True/False	Sentence Rearrangement	Total
S – 01	25	15	-	40
S – 02	40	25	20	85
S – 03	30	20	5	55
S – 04	35	10	5	50
S – 05	30	10	5	45
S – 06	30	20	5	55
S – 07	40	20	15	75
S – 08	35	20	10	65
S – 09	45	20	15	80
S – 10	45	20	15	80
S – 11	35	10	5	50
S – 12	40	20	15	75
S – 13	25	25	10	60
S – 14	40	25	20	85
S – 15	45	25	15	85
S – 16	30	15	5	50
S – 17	45	25	20	85
S – 18	35	20	15	70
S – 19	50	25	20	95
S – 20	40	15	5	60
S – 21	30	20	10	60
S – 22	40	20	10	70
S – 23	50	20	20	90
S – 24	30	25	5	60
S – 25	40	20	15	75
S – 26	25	5	-	30
S – 27	40	15	15	70
S – 28	40	20	10	70
S – 29	40	20	15	75
S – 30	40	15	15	70
S – 31	35	20	15	70
S – 32	35	15	15	65
S – 33	35	20	5	60
S – 34	50	20	20	90
S – 35	25	-	-	25
S – 36	40	20	15	75
S – 37	40	20	10	70
S – 38	40	20	15	75
S – 39	45	25	15	85
S – 40	40	20	20	80

APPENDIX 10
THE SCORES OF STUDENTS' SPEAKING ABILITY TEST

The Students	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total
S – 01	5	5	10	10	10	40
S – 02	15	10	15	15	10	65
S – 03	15	10	15	15	10	65
S – 04	10	10	10	10	10	50
S – 05	10	5	10	10	10	45
S – 06	5	5	10	10	10	40
S – 07	10	10	10	10	10	50
S – 08	10	10	10	10	10	50
S – 09	10	10	15	15	10	60
S – 10	10	10	15	15	10	60
S – 11	10	10	15	10	10	55
S – 12	10	5	10	10	10	45
S – 13	10	10	15	15	10	60
S – 14	10	5	10	10	10	45
S – 15	15	10	15	15	15	70
S – 16	10	10	15	10	10	65
S – 17	15	10	15	15	10	65
S – 18	10	5	10	10	5	40
S – 19	15	15	15	15	15	75
S – 20	15	10	15	15	10	65
S – 21	10	10	15	10	10	55
S – 22	10	10	15	10	10	55
S – 23	10	10	10	10	5	45
S – 24	10	10	15	10	10	55
S – 25	10	10	15	10	10	55
S – 26	5	5	10	10	5	35
S – 27	10	10	15	10	10	55
S – 28	10	10	10	10	10	50
S – 29	10	10	15	15	15	65
S – 30	10	10	15	15	10	60
S – 31	10	10	10	10	10	50
S – 32	10	10	15	15	10	60
S – 33	10	10	10	10	10	50
S – 34	10	10	15	10	10	55
S – 35	5	5	10	10	5	35
S – 36	10	10	15	15	10	60
S – 37	10	10	15	15	10	60
S – 38	10	10	15	15	15	65
S – 39	10	10	15	10	10	55
S – 40	10	10	15	10	10	55

APPENDIX 11
THE TEST OF NORMALITY

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
GrammarMastery	.090	40	.200*	.959	40	.149
SpeakingAbility	.141	40	.045	.963	40	.218

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX 12
THE TEST OF LINEARITY

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Grammar Mastery	Between Groups	(Combined)	1817.351	13	139.796	2.136	.048
		Linearity	926.523	1	926.523	14.15	.001
		Deviation from Linearity	890.828	12	74.236	1.134	.377
	Within Groups		1702.024	26	65.462		
	Total		3519.375	39			

APPENDIX 13
THE TEST OF CORRELATION

Correlations

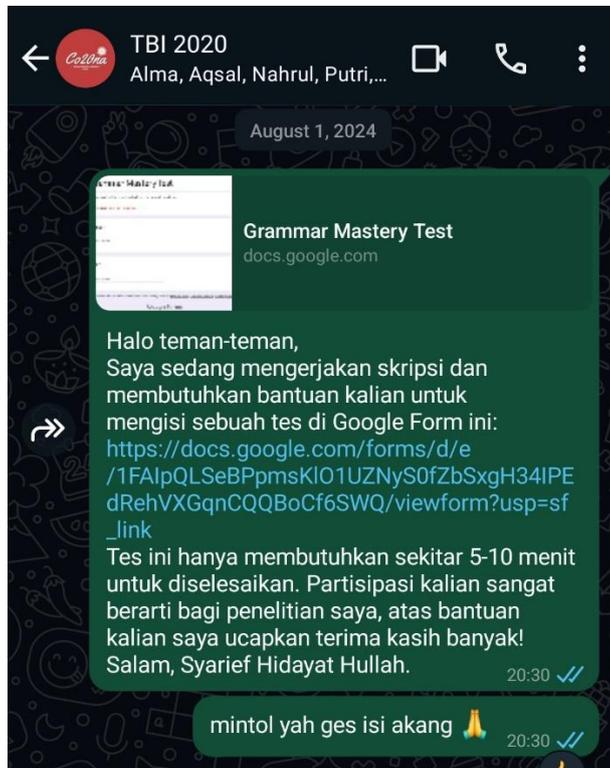
		Grammar Mastery	Speaking Ability
Grammar Mastery	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.001
	N	40	40
Speaking Ability	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.001	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 14

DOCUMENTATIONS OF GRAMMAR MASTERY

Picture 1, Giving the instrument of grammar mastery to the sample.



Picture 2, The cover sheet of grammar mastery instrument in google form.

Grammar Mastery Test

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya Syarif Hidayat Hullah, Mahasiswa Strata 1 (S1) Program Studi Tadris Bahasa Inggris IAIN Manado. Saat ini saya sedang melakukan penelitian tugas akhir (skripsi) sebagai syarat kelulusan. Penelitian saya berjudul "The Correlation Between Students' Grammar Mastery and Students' Speaking Ability". Berkaitan dengan hal tersebut, dengan kerendahan hati, saya mohon bantuan kepada saudara/saudari untuk meluangkan waktunya mengisi tes ini.

Jawaban yang diberikan dalam penelitian ini tidak akan mempengaruhi karir akademik saudara/saudari sehingga diharapkan saudara/saudari mengisi setiap butir pertanyaan dengan cermat dan jujur sesuai persepsi saudara/saudari. tes ini hanya dibuat untuk penelitian tugas akhir sehingga kerahasiaan akan terjaga.

Atas kesediaan waktu dan kerjasama saudara/saudari untuk mengisi tes ini, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

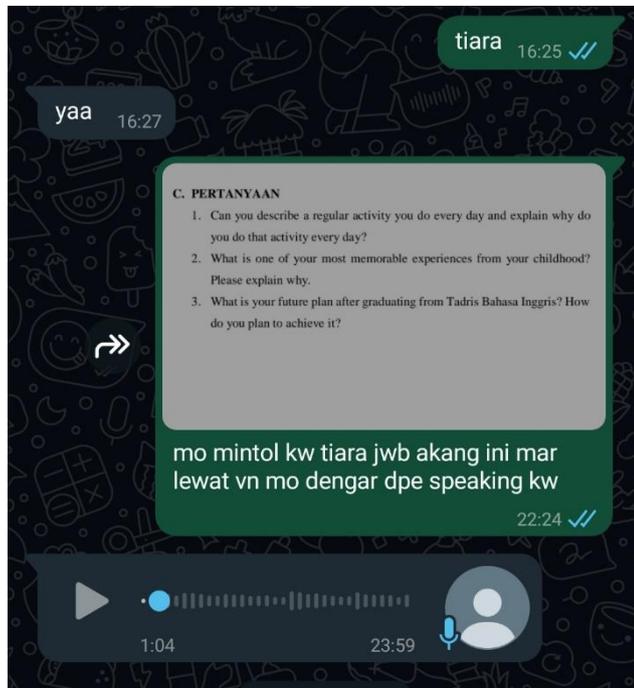
syarifhullah@gmail.com [Ganti akun](#)

* Menunjukkan pertanyaan yang wajib diisi

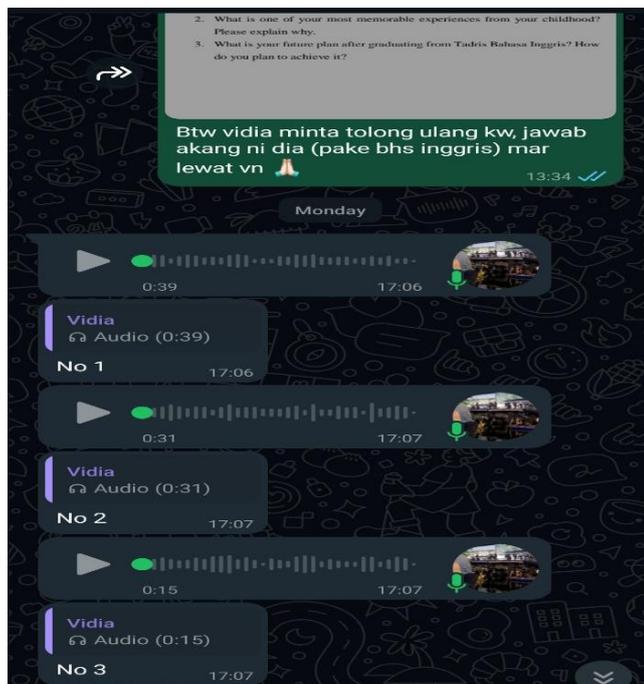
APPENDIX 15

DOCUMENTATIONS OF SPEAKING ABILITY

Picture 1, Collecting speaking ability data from a student of ninth semester.



Picture 2, Collecting speaking ability data from a student of seventh semester.



RESEARCHER'S BIOGRAPHY

Name : Syarief Hidayat Hullah
Place and Date of Birth : Bintauna, 11 September 1999
Address : Kelurahan Maasing, Kecamatan Tuminting,
Kota Manado
Phone Number : 0895-0817-7947
E-mail : syariefhullah@gmail.com
Parents' Name
Father : Usman Hullah
Mother : Talha Lantong
Educational Background
Elementary School : SD Alkhairaat Bintauna
Junior High School : MTs Alkhairaat Bintauna
Senior High School : MAN Model 1 Manado
College : IAIN Manado

Manado, 12 December 2024

The Researcher,



Syarief Hidayat Hullah