

A THESIS

**THE CORRELATION BETWEEN STUDENTS GRAMMAR
MASTERY AND SPEAKING ABILITY THE 5th SEMESTER OF
ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE**



BY:

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE (IAIN)
PAREPARE**

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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Thesis

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Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by

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REG. NUM. 17.1300.033**

to

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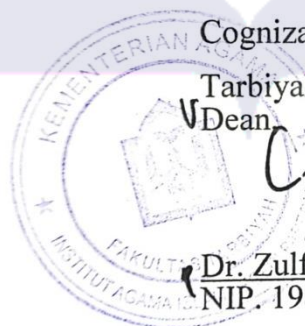
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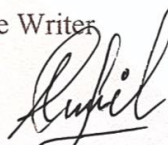
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

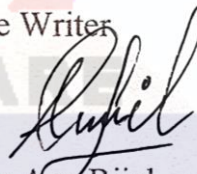
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ABSTRACT

NUR AYU RIJAL. *The Correlation Between Students' Grammar Mastery and Students' Speaking Ability the 5th Semester of English Education Program at IAIN Parepare.* . (Supervised by Abd. Haris Sunubi and Hj. Nanning)

The aim of this study is to find out the correlation between students grammar mastery and students speaking ability the 5th semester of English Education Program at IAIN Parepare . This research was carried out from April to May 2022, the sample in this study was the students 5th semester at IAIN Parepare, totaling 20 students. This is part of a population of 85 students. The purpose of this study was to Is there correlation between students' grammar mastery and students speaking ability the 5th Semester of English Education Program at IAIN Parepare.

The research used grammar mastery test and speaking ability test. The method used is correlation analysis with a survey approach, the calculation uses the product moment correlation formula.

The result of data analysis that there is no significant correlation or weak correlation between grammar mastery (X) and speaking ability (Y) the students 3rd semester of English Education at IAIN Parepare. It can be seen from the correlation coefficient value between variable X and variable Y is 0,303, thus the variable can be categorized as a weak category at the index person product moment 0.20-0.399. Then the variable contribution between grammar mastery (X) and speaking ability (Y) was 9.18%.

Keywords: *Grammar Mastery, Speaking Ability*

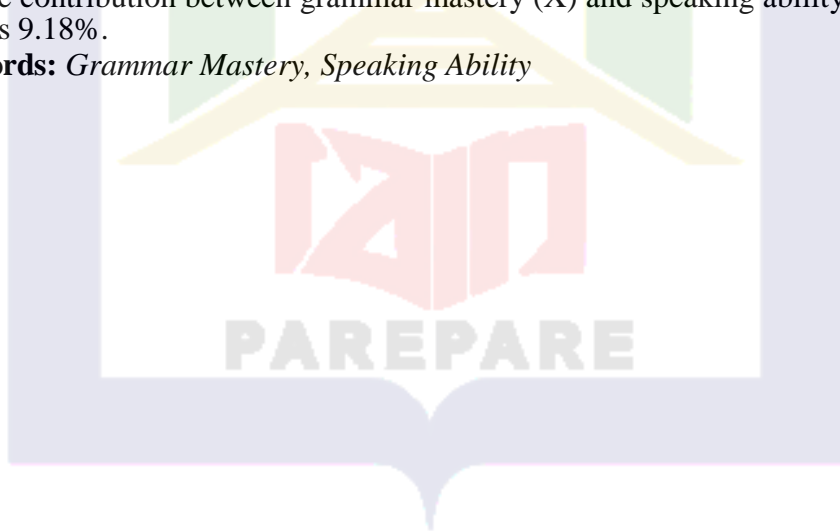


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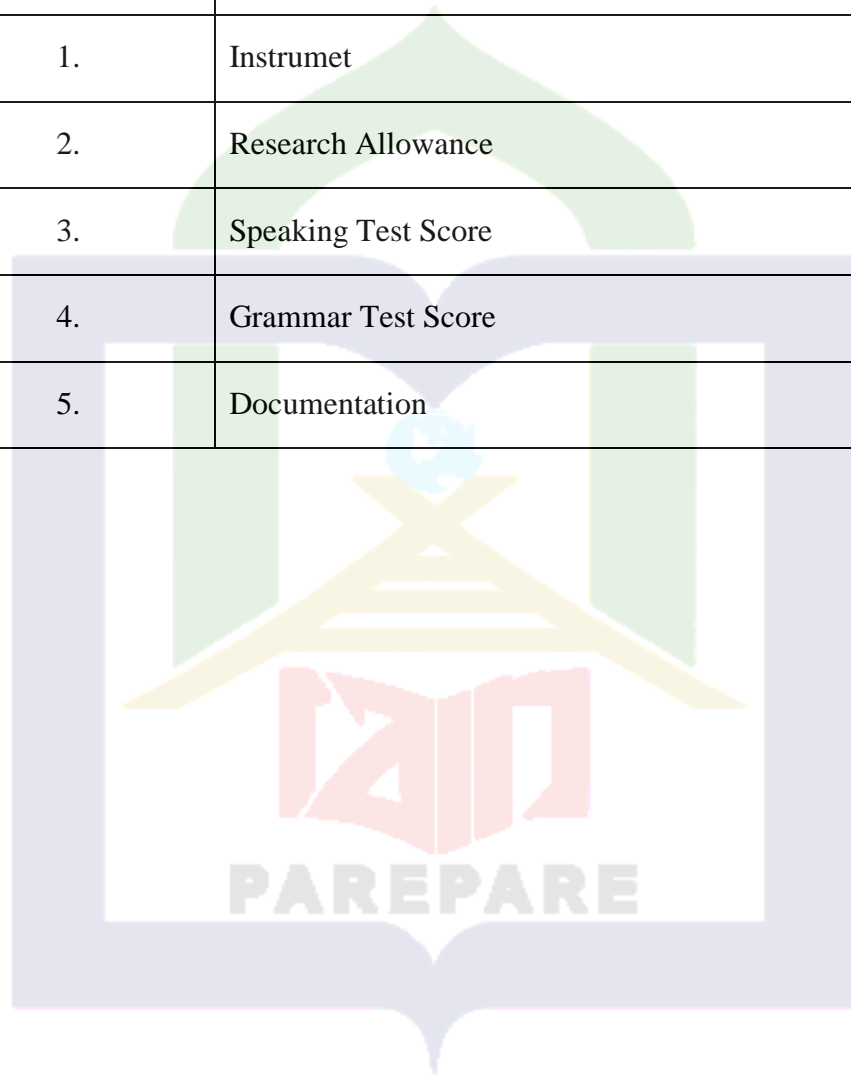
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CHAPTER I

INTRODUCTION

A. Background

English is an international language as well as a global language, so English is widely used in various countries, both as a first language, a second language and a foreign language. One of the countries that uses English as a first language is America, while a country that uses English as a second language is Malaysia. In addition, one of the countries that uses English as a foreign language is Indonesia. In the modern era like today, English is a skill that should be mastered, because English is used in various fields such as education, social, economics, technology, culture, and so on.

Especially for people who are in the Education word, English has become a necessity to face global competition. Therefore, teachers and students are required to master English. In English there are four skills, namely speaking, writing, reading and listening. Speaking and writing involve language production, so they are considered productive skills. On the other hand, listening and reading involve receiving language, so they are considered as receptive skills.¹ One of the most important skill that should be mastered is speaking, because speaking is an oral communication that functions to provide

¹Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1989), p. 6

information, ideas, opinions, and feelings to others. So that speaking is more dominantly used in everyday life.

Speaking is one of the fundamental English skills that must be acquired because the majority of communication is done by speaking. Previously, learning a language was not complete if it did not have speaking competence. Speaking can be seen as the most typical approach to communicate with others, and being able to speak effectively is a fundamental skill that should be prioritized in English education. So a student should always practice their speaking to develop his speaking skills, such as with an English teacher, classmates, in the course, at home or in a cottage, or anywhere and in any way that they can improve speaking skills.

Beside practicing speaking is a factor that affects the ability to speak. there are also some problems that make a person less able to speak. There are problem can obstruct their speaking ability, These problems are linguistic problems (poor in grammar, vocabulary, and pronunciation), physiological problems, lack of self-confidence and anxiety, those are all reasons why students have problems in speaking.²

² Dea Aries Fitriani, et al. *A Study On Student's English Speaking Problems In Speaking Performance*. <https://jurnal.untan.ac.id/index.php/jdpdp/article/view/11345/10753>. (Accessed on August 9th, 2021),p.4.

One of the most important factors affecting speaking ability is the mastery of grammar. Leech³ said that if students want to communicate effectively, then they must follow the rules. the rule here is grammar. So, grammar is important for speaking so that communication can run well. According to Scarcella and Oxford Grammar competence is a comprehensive concept that includes improving grammar (morphology, syntax), vocabulary, phonology and pronunciation skills. It means that students have to understand the structure of English accurately to become fluent in speaking.⁴ In literature, language resources, including grammar, are not only used for efficient communication, but also for effective communication. So, we know that if students want to be good speakers, they must master grammar. And Hornby⁵ also said that a student who wants to speak and write English well and correctly needs to pay attention of the grammatical correctness. This means that grammar and speaking are two important poles in mastering a foreign language, two things that are interrelated.

In reality, some students of English Program at IAIN Parepare are difficult when they speaking English, but they have good grammar. They always get stuck when speaking because they don't know how to use grammar correctly when they speak. They can write sentences correctly but they cannot speak

³ Leech, et.all. Log. Cit.p.13

⁴ Scarcella, R.C., & Oxford, R.L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. (Boston, MA: Heinle& Heinle,1992), p. 141.

⁵ Hornby, As. *Oxford Advanced Learners' Dictionary of current English*. (Oxford: Oxford University Press,1994) p.28

accurately. It happens because they are afraid that their conversation is wrong. Sometimes, they feel right when they speak. In short, they have speech problems because they are afraid of making mistakes. In otherwise, some students can speak English fluently, but they don't have a good grammar. They speak English regardless of whether the grammar they use is correct or not. because they think that the important thing is that people can understand what they are saying when they speak. So therefore some people argue that, if students have good grammar, their speaking is poor, on the other hand if students speak English fluently, their grammar is lacking.

Based on the above description, researcher was interested in doing research “The Correlation Between Students Grammar Mastery and speaking Ability the 5th Semester of English Education Program at IAIN Parepare”.

B. Research Questions

Based on the above research background, the researchers Formulated: Is there correlation between students' grammar mastery and students speaking ability the 5th Semester of English Education Program at IAIN Parepare?

C. Objective of the Research

Based on the research question made by the researcher above, This study's objective is to describe is there the correlation between students' grammar mastery and students speaking ability the 5th Semester of English Education Program at IAIN Parepare.

D. Significance of the Research

The significances of this research are expected to be useful contributions of:

The significances of the research are;

1. Teachers

If the results of this study are useful with teacher input teach oral expression, providing more experience and motivation as input can be spent on different teaching strategies and learning process, teachers can reflect and reform teaching to make it interesting and successful.

2. Students

The study's results are likely to increase students' motivation to express and communicate their English in speaking, and might help them develop good speaking skills if they practice consistently in their everyday lives. Students who have difficulty speaking can be a valuable source of information and ideas for improving their speaking skills

3. Future Researchers

The researcher believes that the findings of this study are not yet perfect. As a result, the researcher hopes that future researchers will conduct similar research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Syarifuddin in his research about “The correlation between grammar mastery, listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019”. The result of r count value (0,644) is higher than r table (0,374) and significant value 0,05. (2) There was a significant correlation between listening and speaking skills of English students in Semester 2 of IAIN Palangkaraya 2019, r-count (0.533) higher than r-table (0.374), significant value 0.05. (3) The second semester English students at IAIN Palangka Raya in the 2019 academic year had a significant link between their command of grammar, listening comprehension, and speaking ability, with a multiple correlation (r) value of 0.67. From the end result above, From the above conclusion, could be concluded to be beneficial correlation among students’ grammar mastery, students’ listening comprehension and students’ speaking ability English Students at IAIN Palangka Raya in Academic Year 2019.

A similar study from Galih Putri Kemala Sari with the title: The Correlation between Grammar and Vocabulary Mastery Toward Speaking Skill Among Seventh Grade Students of MTSN 1 Kediri. The result of the research is the correlation between X1 and Y is 0.461, and between X2 and Y is 0.234. This means that there is a significant correlation between grammar and vocabulary proficiency and conversational ability of her 7th grade students at MTsN 1 Kediri.

Prita Pantau Putri Santosa in her research with the title “Hubungan antara penguasaan tata bahasa terhadap keterampilan menulis narasi bahasa Inggris siswa kelas XI Sekolah Menengah Kejuruan Negeri 2 Depok”. The purpose of this research is to analysis and demonstration of the relationship between grammar mastery and students' ability to write narrate English texts in her 11th grade at SMK Negeri 2 Depok. Research data were collected by administering multiple-choice tests on grammar and story writing. In addition, we quantitatively analyzed the data to identify correlation coefficients, determination coefficients and significance coefficients as part of our hypotheses. data analysis was performed with $\alpha=0.05$. Based on the results of hypothesis testing, researchers established a significant correlation between grammar mastery and students' ability to write English stories.

The number of variables in this study differs from those in other research, some research use three variables and in this research use two variables. The difference also from subject and place and the variable. In this research focus on the grammar mastery and speaking ability as the variable of this research.

B. Some Pertinent Ideas

1. Speaking Concept

a. Speaking Definition

There are some concepts about speaking like that: Mariam Bashir states that It, like the other skills, is more difficult than it appears at first and entails more than just pronouncing words.⁶ Speaking as a directly and

⁶Marriam Bashir, *Factor Effecting Students' English Speaking Skills* (British Journal Publishing, [http://www.bjournal.co.uk/BJASS.aspx/2011/Factor Effecting Students' English Speaking Skills](http://www.bjournal.co.uk/BJASS.aspx/2011/Factor_Effecting_Students'_English_Speaking_Skills), 2011), p.38

experimentally observed producing skill, the precision and efficacy of a test-listening taker's skill invariably colors such observations, risking the reliability and validity of an oral production exam.

Keith and Morrow, Speaking ability is the activity of producing words in oral communication. This activity involves two or more people in her who are both speakers and listeners and must respond to what they hear or what they do⁷. Furthermore, Speaking is when you use your voice to directly communicate your thoughts and feelings to another person⁸.

English always require four fundamental skills. They are listening, reading, writing, and speaking. However, when we communicate in English, we frequently use it orally or speaking rather than other skills. Brown claims that,⁹ Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-listening taker's skill, compromising the reliability and validity of an oral production test.

Other definition form Kayi argues that speaking is the process of Create and communicate using verbal and non-verbal meaning communication in a range of contexts. Caroline defines speaking as the most basic kind of oral communication among people in society. Speaking is the

⁷Keith, Morrow, “*Influence of Simulation Game*” http://mahmud09_action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm. Accessed on February 24th, 2021.

⁸Oxford Learners’ *Pocket Dictionary*, (New York: Fourth Edition Oxford University Press2008), p. 426

⁹H. Douglas Brow, *Teaching by Principles: an interactive approach to language pedagogy* (New York: New York: Prentice Hall regents, 1994), p.140

natural mode of communication among members of a community for both the expression of thoughts and the formation of social conduct.¹⁰

Additional from Ladouse Speaking is defined as the ability to articulate oneself in a circumstance, or to narrate acts or situations in precise terms, or the ability to communicate or express a chain of thoughts effectively.¹¹ Wilson also describes speaking as the formation of the relationship between the speaker and the listener.¹²

As the above theory, researcher drawn the conclusion that speaking is a tool for communicating with others and expressing ideas, minds and feelings in verbal communication. This skill requires more effort because speaking fluently is not the goal, rather we should employ grammar principles and vocabulary to communicate effectively.

b. Speaking Functions

Speaking is crucial, especially in everyday communication. People notice that they are educated based on how and what they speak. When speaking, someone should know what to say and understand the concepts of what they are talking.

According to Jeremy Harmer, students will understand ideas, opinions, and information from others by speaking. Furthermore, Brown and Yule distinguished between the interactional functions of speech, which

¹⁰Caroline, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2003), p.45.

¹¹Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991), p.23.

¹²Wilson, *Living English Structure* (London: Longman, 1983), p.5.

serve to develop and sustain social relationships, and the transactional functions, which focus on information exchange.¹³

c. The Elements of Speaking

According to Brown, students should pay attention to the following characteristics of speaking ability when speaking:

- 1) Pronunciation, This element focus on consonants, vowels, accents, and intonation formulas. Speakers must pronounce English words correctly.
- 2) Accuracy, as shown by tasks that are carefully planned and executed, including the correct usage of language, grammar, and pronunciation. The speaker should pronounce words with clearly, correct grammar, and phonological accuracy.
- 3) Fluency, defined as "the ability to keep speaking spontaneously" It is perhaps best developed by letting the air flow of the language go and allowing parts of that language to go beyond comprehension. Words should be spoken naturally by the speaker.
- 4) In short, comprehension necessitates not just knowing how to generate the language correctly, but also knowing when, what, and why to produce it¹⁴.

¹³Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), p.20.

¹⁴ H. Douglas. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: State University, 2004)

d. Types of Speaking

There are some types of speaking as follows:

1) Informative Speaking

How to inform the audience on individuals, events, procedures, or other topics is known as informative speaking¹⁵. In order for what is said to be informative and understandable to the opponent or listener, it is important to speak clearly and precisely

2) Intensive Speaking

Intensive speaking extends beyond imitation to include any speaking performance intended to practice some phonological or grammatical component of language. Intensive speaking can be self-initiated or part of a pair work activity in which learners "go over" a specific type of language.

3) Interactive Speaking

interactive speaking is how to combine the reading comprehension and listening comprehension to responses interlocuters, which enables quick and accurate responses.

4) Public Speaking

Public speaking is one of the functional communication skills that teachers and students must have. Public speaking skills are very important for students as agents of change¹⁶. Public speaking skills

¹⁵ Department of Communication. (2022). Informative Speaking. Accessed on 30 May 2022, from <https://www.comm.pitt.edu/informative-speaking>

¹⁶ Ryani Yulian, "Peningkatan Kemampuan Public Speaking melalui Pelatihan Master of Ceremony dalam Bahasa Inggris Bagi Mahasiswa Politeknik Negeri Pontianak" Buletin Al-Ribaath, 2021, p. 10

include the ability to present oneself in public to convey rhetoric and opinions.

2. Concept of Grammar

Grammar is generally considered to be one of the main components, a language used to construct and control words into meaningful phrases. Understanding what the text means correctly requires knowledge of grammar. According to Ronald W. Langacker, By using grammar, we can create and represent the more extensive meanings of complex formulations (like phrases, clauses, and sentences). As a result, it plays a key role in the conceptual equipment that allows us to see and interact with our surroundings. Grammar rather than an independent, self-contained cognitive system, is not only an intrinsic aspect of cognition but also a key to comprehending it.¹⁷

According to Geoffrey Leech, grammar is a set of rules owned by a language, where these rules should be used. Otherwise, the words cannot be put together in a meaningful way. Linda Gerot and Peter Wignell explain that grammar is a theory of language, how language is structured and how it works more in particular, it is a formulation study.¹⁸

It means that grammar is a critical component of communicating or speaking. We cannot communicate our thoughts, feelings, or ideas without the use of grammar.

¹⁷ Ronald W. Langacker, *Cognitive Grammar: A Basic Introduction* (New York: Oxford University Press, 2008), p. 3-4

¹⁸ Istikhomah, "The Use Of Grammar Monopoly Game To Improve Students' Mastery Of Simple Past Tense", *Graduating Paper* (Salatiga: Stain, 2013), p.13.

a. Definition of Grammar Mastery

Grammar offers language customers manipulate over their expression and verbal exchange in ordinary situations. Grammar, in Rodney's opinion, deals with sentence structure and small units like words, phrases, and clause. Understanding grammar enables people and students to communicate their grammar emotions, ideas and goals more effectively. Also, the grammar has one affecting written or verbal communications such as translations. Grammar is a very important aspect of spoken or written because it has unity, coherence, and mechanics. Then, Penny states that grammar not only improves how the single language is connected so that it is clear, but it also improves soft meaning.¹⁹ Because of that, each student has to understand the grammar and know how to apply it, so there is no misunderstanding of intended meaning.

According to the statement above, grammatical competence is learners' capacity to communicate effectively and fluently. This means that knowledge of grammar is beneficial, exactly in learning and teaching process. Learners with good knowledge of grammar can express themselves verbally or in writing. When we speak to foreigners from another country, our grammar helps them understand what we are saying.

b. Types of Grammar

¹⁹Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996).

Martha Kolln and Robert Funk states that grammar divided into two types, they are:²⁰

1) Structural Grammar

According to structuralisms, language must be described according to its own rules. Instead of believing that English words can be divided into eight basic Latin word categories, structural analysis analyzes the text objectively, focusing on how words vary in sound and spelling (their form), and how they are employed in sentences (functions). The focus that structuralism places on the systematic nature of English, also referred to as "new grammar," is another aspect that sets it apart.

2) Transformational Grammar

Contrary to structuralisms, which sought to describe and examine the systematic nature of the sentences we actually speak, lists of transformations sought to discover the secrets of language; to construct a model of our internal rules, a model that can produce all 17 grammatical sentences and no ungrammatical sentences. It's helpful to think of the built-in language system as a computer program. A conversion list is going to characterize this program. The transformation lists are attempting to characterize that program. The following are some key topics in transformational grammar: First, Recognize that principles can be transformed into different forms depending on intent and intonation while retaining the basic meaning based on questions, exclamations and passive sentences. Another important

²⁰ Martha Kolln and Robert Funk, *Understanding English Grammar: Eight Edition*. (New Jersey: Pearson education, 2010). p. 3

introduction to transformational grammars is the presentation of approaches to verb expansion.

c. Component of Grammar

1) Part of Speech

Part of speech is classification of words based on classes, position, and function in a series, either in the pattern of a string of phrase, clause or sentence.²¹ Part of speech divided to several items such us:

a) Noun

Noun divided to some items as follows:²²

(1) Proper noun

E.g: Paris, Bugis, Makassar, etc.

(2) Concrete noun

E.g: car, book, bag, phone, etc.

(3) Abstract noun

E.g: feeling, love, air, etc.

(4) Countable noun

E.g: shirt, iron, etc.

(5) Uncountable noun

E.g: water, oil, rice, milk, etc.

(6) Collective noun

E.g: faculty, crew, committee, etc.

²¹ Munawir, et al., eds., *Grammar is Easy* (Makassar: Living Spiritual Quotient, 2019). P.22

²² Marcela Frank, *Modern English, A Practical Reference guide*, New Jersey: New York University (Englewood Cliffs, 1972). P.6.

b) Pronoun

Pronoun is a word used to replace a noun.

Pronoun divided to several items as follows:

(1) Personal pronoun

2.1: Kinds of Personal Pronoun

No	Kinds of Personal Pronoun				
	Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
1	I	Me	My	Mine	Myself
2	You	Your	Your	Yours	Yourself
3	We	Us	Our	Ours	Ourselves
4	They	Them	Their	Theirs	Themselves
5	She	Her	Her	Hers	Herself
6	He	Him	His	His	Himself
7	It	Its	Its	Its	Itself

(2) Relative pronoun

E.g: who, which, that

(3) Demonstrative pronoun

E.g: this, these, that, those

(4) Reciprocal pronoun

E.g: each other

(5) Indefinite pronoun

E.g: some, any, little, etc.

(6) Interrogative pronoun

E.g: who, what, which

c) Adjective

Adjective is the word that used to describe noun and pronoun.

Adjective divided into two items as follows:²³

(a) Limiting Adjective

(1) Article

2.2: Kinds of Article

No	Kinds of article	Useful	Example
1	A	Singular countable noun that start consonant sound	a phone
2	An	Singular countable noun that start vocal sound	an hour
3	The	Can use to singular and plural noun	the city

²³Munawir, et al., eds., *Grammar is Easy* (Makassar: Living Spritual Quotient, 2019). P. 66

(2) Demonstrative adjective

E.g: this, these, that and those.

(3)

(4) Possessive adjective

E.g: my, your, our, their, her, his, ayu's, etc.

(5) Indefinite adjective

E.g: some, any, a lot of, several, much, many, a few, a little, etc.

(6) Numeral

2.3: Kind of Numeral

No	Kinds of number	Example
1	Cardinal number	One, two, three, four, five, six, seven, eight, nine, ten, etc.
2	Ordinal number	First, second, third, fourth, fifth, sixth, seventh, etc.

(7) Interrogative adjective

E.g: **whose** book, **which** motorcycle,

(8) Exclamatory adjective

E.g: **how** beautiful you are, **what** a diligent she is

(b) Descriptive Adjective

(1) Quality

E.g: good, bad, kind, beautiful, etc

(2) Size

E.g: big, small, little, long, short, etc

(3) Age

E.g: young, old, new, ancient, etc

(4) Temperature

E.g: cold, hot, warm, etc.

(5) Shape

E.g: square, circle, triangle, rectangle, etc.

(6) Color

E.g: white, black, blue, pink, grey, brown, green, purple, red, yellow etc.

(7) Origin/ Nationality

E.g: Buginese, Arabian, Indian, Canadian, etc.

(8) Participle

2.4: Kinds of Participle

No	Participle kind	Example
1	Present participle	Boring, interesting, amazing, tiring, etc.

2	Past participle	Bored, interested, amazed, tired, etc.
---	-----------------	--

d) Adverb

Adverb is word used to describe adjective.

2.5: Kinds of Verb

No	Kinds of Adverb	Example
1	Adverb of place	Market, school, home
2	Adverb of time	Last night, yesterday
3	Adverb of degree	So, too, very, extremely
4	Adverb of manner	Beautifully
5	Adverb of frequently	Once, twice,
6	Adverb of sentence	Finally, however
7	Adverb of negation	Never, not, seldom

e) Verb

A verb is a term that denotes activity and situation.

2.6: Kinds of verb

No	Kinds of verb	Example
1	Present form/ bare infinitive/ verb 1	Go, writes, study, washes
2	Past form	Ate, walked, went, did
3	Present participle	Doing, going, reading,

		running
4	Past participle	Done, gone, bought
5	Transitive verb	Watered, throw
6	Ditransitive verb	Send, give, told
7	Intransitive verb	Running, sleep
8	Auxiliary verb	Do, does, am, is are, was, were, can, should, etc.

f) Conjunction

Conjunction use effectively connect words to word, phrase to phrase and clause to clause.²⁴

E.g: for, any, nor, but, or, yet, so, although, moreover, both...and..., neither...nor, etc.

g) Interjection

Interjection is words that shows emotion and feeling.

E.g: wow!, hem!, good bye!, bravo!, excellent!, etc.

h) Preposition

Preposition is a word that comes before the object of preposition or a word that precedes the object of preposition.

E.g: in, on, at, for, under, between, to, since, etc.

²⁴ Watkins et al., *Practical English Handbook*, 11th Edition (Boston: Wadsworth, 2001). P.91.

2) Phrase

Phrase is a series of words that do not have a subject and verb, because the pattern is *modifier + head* or *head + modifier*.²⁵

Phrase divided to several items as follows:

a) Noun phrase

Noun phrase is a phrase that the main verb (head) is noun.

E.g: Interesting style

M H

b) Adjective phrase

Adjective phrase is a phrase that the main verb (head) is adjective.

E.g: Very loyal

M H

c) Adverbial phrase

Adverbial phrase is a phrase that the main verb (head) adverb.

Eg: Very slowly

M H

Well enough

H M

d) Verb phrase

Verb phrase is a phrase that the main verb (head) is verb.

E.g: Run quickly

H M

Can recognize

M H

e) Prepositional phrase

²⁵Munawir, et al., eds., *Grammar is Easy* (Makassar: Living Spritual Quotient, 2019). P.88.

Prepositional phrase is a phrase that pattern is preposition + object of preposition (noun, pronoun & noun phrase).

E.g: in front of the store

3) Clause and Sentence

a) Clause

Clause is a group of words containing one finite verb. It is often only a section of a sentence.²⁶

There are three kinds of clause as follows:

(1) Adjective clause²⁷

An adjective clause is a set of words that includes a subject and a verb that modifies or describes a noun or pronoun.

Who, which, that, whom, whose + S+V

E.g: The boy *who* lives down the street is my friend

(2) Adverb clause²⁸

An adverb clause is a set of words that includes a subject and a verb that modifies or characterizes a verb, an adjective, or another adverb.

Subordinate Conjunction + S+V

Eg: *Because* the weather was fine, we went to a party

(3) Noun clause²⁹

²⁶ Rutch Colman, *The briefest English Grammar ever*, Australia: UNSW Press (2010). P.6.

²⁷ Keith S. Folse, et al., *Top 20 Great Grammar for Great Writing, 2nd Edition* (Boston: Thomson Heinle, 2008). P. 173.

²⁸ Keith S. Folse, et al., *Top 20 Great Grammar for Great Writing, 2nd Edition* (Boston: Thomson Heinle, 2008). P. 187.

²⁹ Keith S. Folse, et al., *Top 20 Great Grammar for Great Writing, 2nd Edition* (Boston: Thomson Heinle, 2008). P. 205.

A noun clause is a group of words that includes a subject and a verb that can be a subject, an object, or a prepositional object.

S + V + Noun Clause Connector + S

Noun Clause Connector + S + V + V

E.g: I know what you did

b) Sentence

A sentence is a grammatical unit that consists of a group of words that is distinct from other grammatical constructions and typically consists of at least one subject with a predicate and a finite verb or verb phrase.³⁰

E.g: Not knowing her phone number, I wasn't able to call her.

4) Tenses

tense is the change in form of a verb based on the tense of the adverb and the nature of the activity or event.³¹

Tenses divide to 16 items as follows:³²

2.7: Five Basic Tenses

No	Kinds of Tense	Pattern	Example
1	Simple present	V1 (s/es)	Ayu readings holy Qur'an everyday
2	Present	am/is/are + Ving	She is making cake in the

³⁰Binsar Sihombing and Barbara Burton, *English Grammar Comprehension* (Jakarta: Gramedia Widiasarana Indonesia, 2007). P.59

³¹Nur Asiza, *Tenses with Brain Exercise*, Parepare: Dirah (2017). P.11.

³² Ety Soeharto and Richard Robertson, *English for Beginner 3 in 1* (Depok: Planet Ilmu, 2012). P. 13

	continuous		kitchen
3	Present perfect	Have/has + V3	They have swum 15 minutes ago
4	Simple past	V2	I studied math yesterday
5	Simple future	Will/shall + V1	He will come to your home tomorrow

5) Nominal and Verbal³³

- (a) Nominal sentence is the sentence that only use to be (am, is, are, was, were, been, being) as the main verb of the sentence.

Be + 3 Complement (Adjective, Adverb & Noun)

Example:

Shindy is a beautiful girl

- (b) Verbal sentence is sentence that contain verb or declaring an action.

Example:

She will marry at February next year

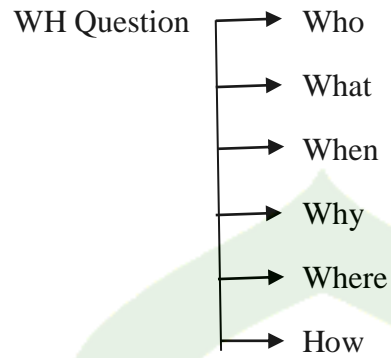
6) WH Question

WH Question is questions whose answers are in the form of clear information or detailed reasons.³⁴

WH Question + Auxiliary verb + S + V + O

³³ Ahmad Saoqillah, *Simple English Grammar*, (Surabaya: Cv Garuda mas Jakarta, 2013). P.

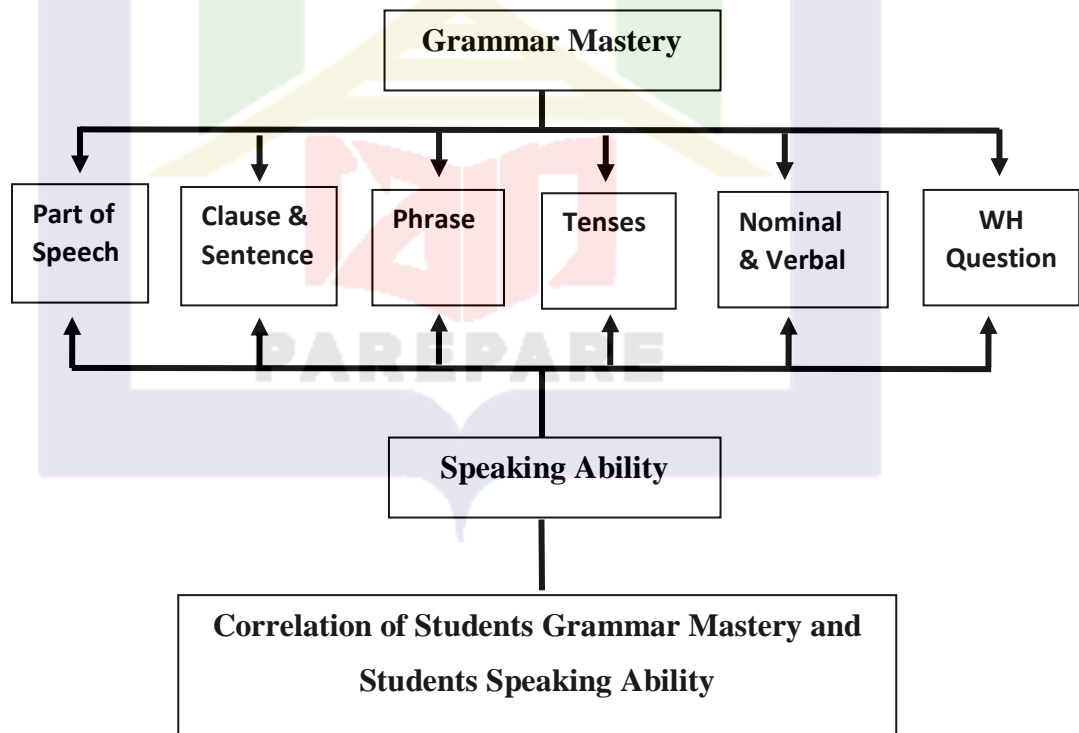
³⁴ Nur Fadillah Nurchalis, *The Secret of English Grammar*, Makassar: Shofia (2011). P.76.



E.g: when did she eat the bread?

C. Conceptual Framework

The graphic below illustrates the conceptual framework that underlies this research:



Based on the above framework, researchers described this grammar it is an aspect that helps students to speak English accurately. If they have good grammar, they will be able to express your thoughts easily and accurately in sentence. The researcher employed two assessments, a grammar test and a speaking test, to determine the relationship between student grammar test and speaking test.

D. Hypothesis

Hypotheses are explanations, preliminary answers to research theme; Hypothesis formulation is a combination of validated theory and a conceptual framework developed by researchers. Hypothesis needs a research method to evaluate the data.³⁵

The researcher puts up the following hypothesis, which is based on prior research in the field and the problem statement:

a. Null Hypothesis (H_0)

There is no significant correlation between grammar mastery and students' speaking ability at 3rd Semester of English Education at IAIN Parepare.

b. Alternative Hypothesis (H_a)

There is significant correlation between grammar mastery and students' speaking ability at 3rd Semester of English Education at IAIN Parepare.

³⁵Sugiono, *Metodel Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. 22; Bandung: Alfabeta, 2015),p. 91.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

In this research, the researcher used correlation design. Research design known as the formidable problem that follows the task of defining the research problem was the preparation of the design of project research.³⁶

The primary objective of this study had known the correlation between students' grammar mastery and speaking ability. This research employed The correlation design was used in this study. A correlation is a statistical test that determines the propensity or trend for two (or more) variables or two sets of data to change in a consistent manner.³⁷ It implies that, this research determined the correlation in a population between one thing (an independent variable) and another (a dependent variable).

Then, the researcher had given the test to know grammar mastery and speaking ability. The data (score) gained from the test were analyzed to indicate whether grammar mastery related to speaking ability.

B. Location and Duration

The location of this research is at State Islamic Institute of Parepare, South Sulawesi. The researcher employed quantitative research to collect and

³⁶C.R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International (P) Ltd, 2004), p.31.

³⁷John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4 th Ed, (Boston: Pearson, 2012), p.338

analyze data multiple times. The researcher spent around a month collecting data..

C. Population and Sample

1. Population

The population of this research is students 5th semester of English Education Program at IAIN Parepare. John W says that a population is a group of individuals who have the same characteristic.³⁸ According to Sugiyono, population is a broad category of items or topics with certain attributes and characteristics that researchers analyze and then develop judgments about.³⁹ According to Arikunto, the research subject is the entire population..⁴⁰ Besides, Nursalam also said population is related to all factors relevant to the question under study.⁴¹ Husaini Usman explains that population is all values of a particular characteristic, calculated and measured, both quantitatively and qualitatively, in relation to groups of objects, complete and definite.⁴² Population is all individuals who become the research area will be subject to generalization. The number of the population in this research is 80 students.

2. Sample

³⁸John W. Cresswell, *Educational Research Planning: Conducting and Evaluating Quantitative and Qualitative Research*, 4 th Ed, (Boston: Pearson, 2012), p.142

³⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2010) h. 99.

⁴⁰Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: P. TR ineka Cipta, 2002). h.108.

⁴¹Nursalam, *Konsep dan Penerapan Metodologi Penelitian Ilmu Keperawatan Pedoman Skripsi, Tesis dan Instrumen Penelitian Keperawatan* (Jakarta: Salemba Medika, 2003). h. 55.

⁴²Husaini Usman, *Manajemen Teori, Praktik, dan Riset Pendidikan*, Jakarta: PT. Bumi Aksara, (2006). h.181.

The random sampling technique was used in this study. The random sampling technique is a research sampling technique in a random way. In the random sampling technique, it must be ensured that each member of the population has an equal and independent opportunity from one another, means that each member of the population has the possibility to be a sample without being influenced by other considerations, such as familiar, likable, smarter and so on.⁴³ The researcher used simple random sampling consisting of 22 students. It is from 80 students as the samples of this research. The sampling of population members were randomly without regard to certain criteria that exist in the population. This method is carried out when members of the population are considered homogeneous.

D. Variable and Operational Definition of the Research

1. Research Variable

There are two variables in this study: independent variables and dependent variables. The following variables will be discussed in this study:

- a) The dependent variable of this research is students' speaking skill.
- b) The independent variable of this research is students' grammar ability.

2. Operational Definition

- a) Speaking is a way of expressing thoughts orally in a foreign language.

Without the ability to speak, we are just silent.

⁴³ Restu Kartiko Widi, *Menggelorakan Penelitian; Pengenalan dan Penuntun Pelaksanaan Penelitian* (Yogyakarta: Deepublish, 2018), P.202

- b) Grammar is the rules that describe how words are combined, arranged, or changed to indicate some meaning..⁴⁴ Researchers argue that grammar is an English structure that regulates the arrangement of words, phrases and sentences to get meaning.

E. Instrument of the Research

Researchers used testing as a technique to collect data for this study. This test is used to measure a student's grammar proficiency and speaking ability.

1. Development of Instrument Research

a) Grammar Test

The grammar mastery test was a multiple-choice type of objective test. The test comprises of 50 questions. The scoring system for the test is as follows: if students answer the item correctly, they receive a score of 2, whereas if they respond erroneously, they receive a score of 0. The researcher asked the students to answer 50 multiple choice questions with four alternative answers about grammatical competence in the mastering grammar test. The researcher described the method before giving the test.

Table 3.1 Content Details for the Grammar Mastery Test

Components	Test items	Test type	Test description
Grammar mastery	10 questions	Part of Speech	1-10
	8 questions	Phrase	11-18

⁴⁴ Michael Swan, "Practical English Usage, 3rd Edition" (Oxford: Oxford University Press, 2005). P.

	7 questions	Clause & Sentence	19-25
	10 questions	5 Basic Tenses	26-35
	7 questions	Nominal & Verbal	36-43
	8 questions	WH Question	44-50

b) Speaking test

The following four components were used to assess the students' speaking abilities:

Table 3.2: Oral competency rating scales⁴⁵.

Vocabulary	1-2	<ul style="list-style-type: none"> The speaking vocabulary is not enough to express anything but the most basic needs.
	3-4	<ul style="list-style-type: none"> have enough vocabulary to express themselves easily in a few paraphrases.
	5-6	<ul style="list-style-type: none"> Can talk the language and feature enough vocabulary to take part efficiently in maximum formal and casual conversations on practical, social and expert topics. He has such a large vocabulary that he rarely has to look up words. With high lexical accuracy, they can

⁴⁵H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (USA, Pearson Education, Inc, 2004), p. 172-173.

	7-8	<p>understand and participate in any discourse within their experience.</p> <ul style="list-style-type: none"> • All levels of the language are fully embraced by educated native speakers in all aspects of vocabulary, idioms, colloquialisms and relevant cultural references.
	9-10	
Fluency	1-2	<ul style="list-style-type: none"> • No specific language description. For implicit language levels, see his other four language areas.
	3-4	<ul style="list-style-type: none"> • Most social interactions, such as job interviews and casual conversations about current affairs, work, family, autobiographical material, etc., can be handled with confidence, but not easily.
	5-6	<ul style="list-style-type: none"> • Can moderately easily discuss special competency concerns. Less need to search for words. • Fluent at all levels and easily participates in all conversations within this experience. • speaks the language so fluently that their

	7-8	speech is perfectly acceptable to educated native speakers.
	9-10	
Pronunciation	1-2	<ul style="list-style-type: none"> • Mispronunciations are common, but can be understood by those used to dealing with foreigners trying to speak their language.
	3-4	<ul style="list-style-type: none"> • Accents are understandable, but often wrong.
	5-6	<ul style="list-style-type: none"> • Errors never interfere with comprehension and are rarely noticed by native speakers. The accent could be clearly alien.
	7-8	<ul style="list-style-type: none"> • Pronunciation errors are very rare
	9-10	<ul style="list-style-type: none"> • Equivalent to and completely common via way of means of knowledgeable local speakers.
Comprehension	1-2	<ul style="list-style-type: none"> • His language experience is so limited that he can understand simple questions and statements slowed down, repeated, or paraphrased.
		<ul style="list-style-type: none"> • Can obtain the majority of non-technical

	3-4	dialogue (i.e., topics that require no specialized knowledge).
		• Can be comprehended fairly completely at normal speech rates.
	5-6	• Can understand anything conversation.
		• frontier to an educated native speaker
	7-8	
	9-10	

The way to score students' speaking ability test:

$$\text{Total score} = \frac{\text{speaking score}}{\text{maximal score}} \times 100$$

1. The students' score are classified

Table 3.3 The Students Classification Score⁴⁶

Classification	Scores
Excellent	86 - 100
Good	71 - 85
Fair	56 - 70

⁴⁶Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (edisi revisi) (Jakarta: PT. BumiAksara, 2005), p.245

Poor	41 - 55
Very Poor	≤ 40

F. Procedure of Collecting Data

To collect the data of this research , the researcher will use two kinds of instruments. They are grammar test and speaking test. To collect the data on student's grammar test and student's speaking test the researcher follow the step:

1. The researcher tested the students by giving 50 questions about grammar.
2. The researcher asked the students or research sampling to speak for minimal 5 minutes about their favorite thing.
3. The researcher gave and calculate the score of each student based on the grammar and speaking test.

G. Technique of Data Analysis

To analyze the data, the researcher used quantitative analysis. Quantitative analysis is an analysis that is used to count a group of numbers as the basic source. The data analysis methods that the searcher use such as:

1. The researcher will the total score of student's grammar mastery and students speaking ability.
2. The researcher will find the coefficient correlation between students' grammar mastery and student's speaking ability by using formulate analyze the data and test the statistical hypothesis using the product moment

correlation coefficient technique. The product moment correlation is formulated as follows⁴⁷:

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

Information:

r_{xy} : The coefficient correlation between X and Y

n : Subjects number

x : Item score

y : Total score

$\sum x$: Sum of total item score

$\sum y$: Sum of total score

$\sum x^2$: Sum of squares of item score

$\sum y^2$: Sum of squares of total score

After receiving the percentage results and distributed survey the student then decides on the categories and results of the assessment the researcher formulate the study as follows.:

⁴⁷Anas Sujono, *Pengantar Statistik Pendidikan* (Jakarta: PT.Raja Grafindo Persada,2010), h.206

Table 3.4 Index Product Moment Correlation⁴⁸

Large “r” Product Moment (r _{xy})	Interpretation
0,00-0,199	There is a correlation between variables X and Y, but the correlation is negligibly weak or small (variables X and Y are considered uncorrelated).
0,20-0,399	A weak correlation between variables X and variables Y
0,40 -0,599	A medium or moderate correlation between variable X and variable Y
0,60 -0,799	A high or strong correlation between variable X and variable Y.
0,80-1,000	Very high or very strong correlation between variable X and variable Y
$R_{xy} \leq 0,00$	Invalid

⁴⁸Sugiyono, “*Metode Penelitian Kuantitatif Kualitatif dan R&D*” (Bandung: Alfabeta, 2013). P.186

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Presentation

a. The Result of The Grammar Mastery Test

To get the grammar mastery score, the researcher used multiple choice question that consisted of 50 Questions by using google form. The participant joined of the test were 22 students. Below are the grammar test scores as follows:

Table 4.1 The Result of The Grammar Mastery Test Score

No	Participant	Score (X)	X ²	Category Score
1	Students 1	78	6048	Good
2	Students 2	72	5184	Good
3	Students 3	74	5550	Good
4	Students 4	50	2500	Poor
5	Students 5	78	6048	Good
6	Students 6	88	7744	Excellent
7	Students 7	76	5776	Good
8	Students 8	80	6400	Good
9	Students 9	68	4624	Excellent
10	Students 10	66	4356	Fairy
11	Students 11	60	3600	Fairy
12	Students 12	82	6724	Good
13	Students 13	82	6724	Good

14	Students 14	72	5184	Good
15	Students 15	56	3136	Fairy
16	Students 16	72	5184	Good
17	Students 17	68	4624	Fairy
18	Students 18	56	3136	Fairy
19	Students 19	60	3600	Fairy
20	Students 20	72	5184	Good
Total		$\sum X = 1436$	$\sum X^2 = 101326$	

The results of the students' grammar test are displayed in the table above. By dividing the students' overall score by their maximum score and multiplying the result by 100, one may determine the students' grammar exam score. Then the researcher found the highest score is 88 and the lowest score is 50 in the scoring 1-100.

Table 4.2 The Mean Score of The Students' Grammar Mastery Test

Sample	Mean Score	Classification
20	71.8	Good

The table 4.2 shows that the mean score of the students' grammar mastery was 71.8. Based on the standard classification score, it was good category where 71.8 is in between 71-85 score. It means that the students 3rd semester of English Education at IAIN Parepare was good

Table 4.3 The Student's Score of The Grammar Mastery Test

No	Classification	Score	Frequency Of Grammar Mastery Test Score	Percentage Of Grammar Mastery Test Score
1	Excellent	86-100	1	5%
2	Good	71-85	12	60%
3	Fairy	56-70	7	35%
4	Poor	41-55	1	5%
5	Very Poor	≤40	0	0%
	Total		20	100%

(Data source: rate percentage the frequency of grammar mastery test)

Based the table above conducted that from the 20 samples, there was 1 sample got a score of 88 by excellent category because the classification is in 86-100 score, 12 samples got good classification is in 71-85 category score, 7 samples got fair classification is in 56-70 category score, and 1 sample got poor classification is in 41-55 category score.

b. The Result of The Speaking Ability Test

To get the speaking ability score, the researcher asked the student to speak for 3-5 minutes by choosing one topic that has determined. The topic are favorite thing, favorite place, and favorite food, so the students have chosen one topic from the three topic. Below are the speaking ability test scores as follows:

Table 4.4 The Student's Score of The Speaking Ability Test

No	Name	Vocab	Comprehension	Fluency	Pronunciation	Total Score
1	Students 1	9	8	9	9	35
2	Students 2	6	7	6	5	24
3	Students 3	8	7	8	8	31
4	Students 4	7	6	8	7	28
5	Students 5	8	7	8	7	30
6	Students 6	7	6	6	6	25
7	Students 7	6	6	6	6	24
8	Students 8	7	8	8	6	29
9	Students 9	5	6	6	7	24
10	Students 10	8	8	9	8	33
11	Students 11	6	7	7	7	27
12	Students 12	8	8	9	9	34
13	Students 13	6	4	5	5	20
14	Students 14	5	4	6	5	20
15	Students 15	7	7	7	6	27
16	Students 16	5	5	6	5	21
17	Students 17	8	7	8	7	30

18	Students 18	6	5	5	5	21
19	Students 19	7	7	8	8	30
20	Students 20	8	7	8	7	30
Total		131	125	143	133	543

(Datas' source: The students' speaking test score)

After discovering the students' score of the speaking ability test based on the criteria of the speaking ability there are vocabulary, fluency, comprehension, and pronunciation. The following table below is to know students' total score of speaking ability test.

Table 4.5 The Student's Score of The Speaking Ability Test

No	Name	Max Score	Total Score (Y2)	$(Y2)^2$	Classification
1	Students 1	40	88	7744	Excellent
2	Students 2	40	60	3600	Fairy
3	Students 3	40	78	6084	Good
4	Students 4	40	70	4900	Fairy
5	Students 5	40	75	5625	Good
6	Students 6	40	63	3969	Fairy
7	Students 7	40	60	3600	Fairy
8	Students 8	40	73	5329	Good
9	Students 9	40	60	3600	Fairy
10	Students 10	40	83	6889	Good

11	Students 11	40	68	4624	Fairy
12	Students 12	40	85	7225	Good
13	Students 13	40	50	2500	Poor
14	Students 14	40	50	2500	Poor
15	Students 15	40	68	4624	Fairy
16	Students 16	40	53	2809	Poor
17	Students 17	40	75	5625	Good
18	Students 18	40	53	2809	Poor
19	Students 19	40	75	5625	Good
20	Students 20	40	75	5625	Good
Total			$\sum Y = 1362$	$\sum Y^2 = 95306$	

(Datas' source: The students' speaking test score)

The results of the speaking test for students are shown in the table above. By dividing the students' overall score by their maximum score, then multiplying the result by 100, one may determine the students' speaking exam score. The researcher then discovered that in the scoring range of 1-100, the greatest score is 88 and the lowest score is 50.

Table 4.6 The Mean Score of The Students' Speaking Ability Test

Sample	Mean Score	Classification
20	68.1	Fair

Table 4.6 showed that mean score of the students' speaking ability test was 68.1. It means that the category of the classification score was in fair because the score is in 56-70 category score. So the researcher conclude that the

students 3rd semester of English Education at IAIN Parepare is fair category.

The table below shows the rate of frequency and percentage the students speaking ability test.

Table 4.7 The Percentage Students' Score of The Speaking Ability Test

No	Clasification	Score	Frequency Of Grammar Mastery Test Score	Percentage Of Grammar Mastery Test Score
1	Excellent	86-100	1	5%
2	Good	71-85	9	45%
3	Fair	56-70	6	30%
4	Poor	41-55	4	20%
5	Very Poor	≤40	0	0%
	Total		20	100%

(Data source: rate percentage the frequency of speaking ability test)

Based the table above conducted that from the 20 samples, there was 1 student got a score of 88 by excellent category because the classification is in 86-100 score, 9 students got good classification is in 71-85 category score, 6 students got fair classification is in 56-70 category score, and 1 sample got poor classification is in 41-55 category score.

2. Analysis Data

Table 4.8 The Result of Grammar Mastery and Speaking Ability Test

NO	X	Y	XY	X ²	Y ²
1	78	88	6864	6048	7744
2	72	60	4320	5184	3600
3	74	78	5772	5550	6084

4	50	70	3500	2500	4900
5	78	75	5850	6048	5625
6	88	63	5544	7744	3969
7	76	60	4560	5776	3600
8	80	73	5840	6400	5329
9	68	60	4624	4624	3600
10	66	83	5478	4356	6889
11	60	68	4080	3600	4624
12	82	85	6970	6724	7225
13	82	50	4100	6724	2500
14	72	50	3600	5184	2500
15	56	68	3808	3136	4624
16	72	53	3816	5184	2809
17	68	75	5100	4624	5625
18	56	53	2968	3136	2809
19	60	75	4500	3600	5625
20	72	75	5400	5184	5625
Total	$\Sigma X = 1410$	$\Sigma Y = 1362$	$\Sigma XY = 96694$	$\Sigma X^2 = 101326$	$\Sigma Y^2 = 95306$

$$N = 20$$

$$\Sigma X = 1410$$

$$\Sigma Y = 1362$$

$$\Sigma XY = 96694$$

$$\sum X^2 = 101326$$

$$\sum Y^2 = 95306$$

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

$$r_{xy} = \frac{20.96694 - (1410)(1362)}{\sqrt{[2026520 - 1988100] [(1906120 - 1855044)]}}$$

$$r_{xy} = \frac{13460}{\sqrt{[38420] [51076]}}$$

$$r_{xy} = \frac{13460}{\sqrt{1962339920}}$$

$$r_{xy} = \frac{13460}{44298,2992902}$$

$$r_{xy} = 0,303$$

From the calculating above, the correlation coefficient value between variable X and variable Y is 0,303, thus the variable can be categorized as a weak category. It means that there is a weak correlation between students' grammar mastery and students' speaking ability the 5th semester of English Education at IAIN Parepare. Based on the pearson product moment index at page 40, it is at the product moment index 0.20-0.399 which means a weak correlation.

By checking table "r" product moment that with n = 20 at significant level 5% obtained "r" table = 0,444, so $r_{xy} = 0,303 < r_{table} = 0,444$, so there is

no correlation or a weak correlation between students' grammar mastery and students' speaking ability the 5th semester of English Education at IAIN Parepare.

Correlation Significance Test

$$t_{hit} = \frac{r_{xy} \sqrt{n - 2}}{\sqrt{1 - r_{xy}^2}}$$

$$t_{hit} = \frac{0,303 \sqrt{20 - 2}}{\sqrt{1 - (0,303)^2}}$$

$$t_{hit} = \frac{0,303 \sqrt{18}}{\sqrt{1 - (0,091)}}$$

$$t_{hit} = \frac{0,303 (0,242)}{\sqrt{0,909}}$$

$$t_{hit} = \frac{0,073}{0,953}$$

$$t_{hit} = 0,076$$

By checking table "t" that with $n = 20$ at significant level 5%. With $dk = n - 2 = 20 - 2 = 18$ that obtained $t_{table} = 1,734$, so $t_{hit} = 0,076 < t_{table} = 1,734$, so H_0 accepted and H_a rejected it indicated that there is no significance correlation between students' grammar mastery (X) and students' speaking ability (Y) the 5th semester of English Education at IAIN Parepare.

Variable Contribution

$$KD = rxy^2 \times 100\%$$

$$KD = (0,303)^2 \times 100\%$$

$$KD = 0,918 \times 100\%$$

$$KD = 9,18\%$$

From the result above indicated that variable contribution grammar mastery 9,18% with speaking ability. So the researcher conclude that the contribution of grammar mastery and speaking ability the students 5th semester of English Education at IAIN Parepare was 9,18%

B. Discussion

Before explaining the results findings above, the researcher first described about grammar mastery, speaking ability, and the correlation between students' grammar mastery and students' speaking ability 5th semester of English Education at IAIN Parepare.

1. Grammar Mastery

Grammar is a structure and system for forming language meanings with rules for forming words into correct sentences.⁴⁹ Grammar is used to mean the analysis of language system, and the study of grammar is not just considered an essential feature of language learning, but is though to be sufficient for learners to acquire another language.

⁴⁹ Fauzul Etfita, "The Correlation Between students' Grammar Mastery and News Writing Ability" *Al-Ishlah: Jurnal Pendidikan* Vol. 11, No 1, 2019, p. 59

Grammar mastery is the mastery of English Structure in English that supports 4 skills in English. Thus are speaking, writing, reading and listening. Specially for speaking grammar mastery well can convey the feelings and ideas. Beside that grammar mastery is helpful to make us understand what people say with us or what we say to other people. Grammar has many components that English students and teachers should master. Such as part of speech, phrase, tenses, clause, WH question, then these points have parts that must be understood and mastered.

In this research the researcher had given the grammar test by using google form with the type question was multiple choice. The total questions was 50 that consist of 10 questions about part of speech, 8 questions about phrases, 7 questions about clause and sentence, 10 questions about tenses, 7 question about nominal and verbal, and 8 question about WH Question.

Based on the grammar mastery result test indicated that from 50 questions, there are several questions where the average student answers were incorrectly. 14 students has chosen incorrect on number 13 about phrase, 17 students was answered incorrectly on number 19 about clause, 12 students was answered incorrectly on number 20 that's about clause, 11 students was answered incorrectly on number 34 about nominal and verbal, and 12 students was answered incorrectly on number 37 about nominal and verbal,

Based on the data analysis of the students' grammar mastery had shown that the students grammar mastery at the 5th semester of English Education at IAIN Parepare was categorized good. It based on the mean score of the students grammar mastery test was 71.8. From the 20 students or sample research, there was 1 student (5%) was categorize Excellent, 12 students (60%) was categorize good, 7 students (35%) was categorize fair, 1 students (5%) was categorize poor.

2. Speaking Ability

Speaking is an action of conveying expression or information one's thoughts and feelings in spoken language.⁵⁰ While speaking ability is a person's ability or skill that serves to convey ideas and feelings to others orally. Speaking is not a natural ability that a person has, but an ability that must be trained continuously so that speaking skills become fluent, fluent and use appropriate grammar.

To measure the speaking ability of the students that has been the sample of this research, the researcher gave the speaking ability test by instructed the students to speak then record themselves for 3-5 minutes based on theme had been determined by the researcher. The themes are favorite thing, favorite food, and favorite place. So they had to choose on of the topic which one they one to choose.

⁵⁰ Webster's Comprehensive Dictionary. 2003. *The New International Webster's Comprehensive of the English Language*. (Trident Press International), p. 330

Based on the result of the students' speaking ability test. There was only one student got the highest score with 88 score means that the criteria was excellent. Then, there were 2 students got 50 score as the lowest score. 50 score means that poor classification categorize.

Based on the data analysis of the students' speaking ability test that had indicated that the speaking ability the students 5th semester of English Education at IAIN Parepare was fair or enough with the mean score was 68.1, the rate category was in 56-70 categorize score (fair).

The rate percentage of the frequency of speaking ability test result that from 20 students, there was 1 student (5%) got excellent categorize, 9 students (45%) got good categorize, 6 students (30%) got fair categorize, 4 students (20%) got poor categorize.

3. The Correlation Between Grammar Mastery and Speaking Ability The Students 3rd Semester at IAIN Parepare

In this study, the researcher formulated 1 problem contained in chapter 1, then it will be answered in this section after analyzing the data in the previous section.

This research was conducted at IAIN Parepare with a population of 85 PBI students in 5th semester and a sample of 20 students in PBI 5th semester of English Education at IAIN Parepare. The sampling technique in this study used

the Random Sampling Technique, namely the technique of taking samples from the population randomly without having certain criteria.

Instrument technique in this research has used test instrument. The test is divided into 2, namely the grammar mastery test and speaking ability test. For Grammar mastery test is done through google form with a total of 50 grammar questions with a total of 2 points for each question. While the speaking ability test is done by asking respondents to speak for 3-5 minutes by choosing one of the themes that have been determined by the researcher. The data analysis technique used is correlational design using Pearson product moment correlation.

After the researcher has analyzed the data, the researcher will describe or discuss the results of the research that has been carried out in accordance with the research guidelines used.

Based on the result of the analysis data before that, the researcher found that the correlation coefficient value between variable X and variable Y is 0,303, thus the variable can be categorized as a weak category. Than the value is at the product moment index 0.20-0.399 which means a weak correlation. It means that there is a weak correlation between students' grammar mastery and students' speaking ability the 5th semester of English Education at IAIN Parepare.

After that, the researcher checked table "r" product moment that with $n = 20$ at significant level 5% obtained "r" table = 0,444, so $r_{xy} = 0,303 < r_{table} = 0,444$, it also means that there is a weak correlation between students' grammar

mastery and students' speaking ability the 5th semester of English Education at IAIN Parepare.

Then, the researcher found the value of t_{table} and t_{hitung} with table "t" that with $n = 20$ at significant level 5%. With $dk = n - 2 = 20 - 2 = 18$ that obtained $t_{table} = 1,734$, so $t_{hitung} = 0,076 < t_{table} = 1,734$, so H_0 accepted and H_a rejected it indicated that there is no significance correlation between students' grammar mastery (X) and students' speaking ability (Y) the 5th semester of English Education at IAIN Parepare.

Based on the variable contribution that indicate that variable contribution of grammar mastery (X) 9,18% with speaking ability (Y) the students 3rd semester English Education at IAIN Parepare.

A similar research from Siska Anisa Kusumardani and Endah Mardiyani by the title "The Correlation Between English Grammar Competence and Speaking Fluency 6th Garde at MAN Cimahi in Academic Year 2018-2019". From the result indicated that the score of coefficient correlation was 0.277 with the criteria of the correlation 0.20-0.399. It means that the interpretation of relationship between English Grammar Competence and Speaking Fluency is weak correlation

CHAPTER V

CLOSING

A. Conclusion

The result of data analysis that there is no significant correlation or weak correlation between grammar mastery (X) and speaking ability (Y) the students 5th semester of English Education at IAIN Parepare. It can be seen from the correlation coefficient value between variable X and variable Y is 0,303, thus the variable can be categorized as a weak category at the index person product moment 0.20-0.399. Then the variable contribution between grammar mastery (X) and speaking ability (Y) was 9.18%.

Based on the description above, it can be concluded that the correlation between grammar mastery and speaking ability the students 5th semester of English Education at IAIN Parepare was weak correlation, then the variable contribution shown that there was 9.18% the contribution between grammar mastery and speaking ability the students 5th semester of English Education at IAIN Parepare.

B. Suggestion

Based on the research, the research gives some suggestion as follows:

1. For the Students

Based on the research that indicate that there is no significant correlation between students grammar mastery and speaking ability, so the students have to exercise their self to speak up clearly, fluency and accuracy by using the good grammar and their speaking.

2. For the Teachers

The teacher should always give motivations and tricks to the student how to speak English well by using the good grammar or how to apply the grammar into speaking.



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APPENDICES





**KEMENTERIAN AGAMA REPUBLIK
INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI
PAREPARE FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

APPENDIX 1 : INSTRUMET
NAMA MAHASISWA : NUR AYU RIJAL
NIM : 17.1300.033
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE CORRELATION BETWEEN STUDENTS GRAMMAR
MASTERY AND SPEAKING ABILITY THE 5th SEMESTER
OF ENGLISH EDUCATION AT IAIN PAREPARE

Based on the Research, the researcher will use the instrument below:

1. Grammar Test

- 1) Jumrawanti has bought 5 new In the mall.
 - a. Phone
 - b. Book
 - c. Bag
 - d. Veils
- 2) I Her message that I would be late
 - a. Got
 - b. Sent
 - c. Received
 - d. Approved
- 3) They had gone to mall when they visited uncle in Makassar
 - a. His
 - b. Their
 - c. Our
 - d. Her
- 4) My sister's body mist is...
 - a. Soft
 - b. Smelly
 - c. Energizing

- d. Dramatic
- 5) James ran.....and won the race.
- Quickly
 - Cruelly
 - Heavily
 - Carefully
- 6) Some students go to school The car
- By
 - In
 - on
 - at
- 7) “ ... , I thought I have added the sugar, but I added the salt instead. Now it tastes salty!” What is the right interjection to fill the blank to express angry feeling or frustration?
- Arrghh
 - Umm
 - Oh wow
 - What
- 8) My mother has been Rendang since this morning because of my friends will to my home.
- Cook, came
 - Cooked, come
 - Cooks, come
 - Cooking, came
- 9) Robin’s car stolen yesterday.
- Has
 - Had
 - Was
 - Were
- 10) My father is reading in the office now.
- A newspaper
 - A television
 - A speaker
 - A radio
- 11) Khadijah is a ... girl with red ... and ... type hairstyle.
- Beautiful, skies, black
 - Beautiful, hand, twisted
 - Beautiful, ribbon, ponytail
 - Good, smart, ugly
- 12) She was wearing
- A dirty old wooden hut
 - An old dirty wooden hut
 - A wooden dirty old hut
 - A hut wooden dirty old
- 13) Did you enjoy watching the movie.

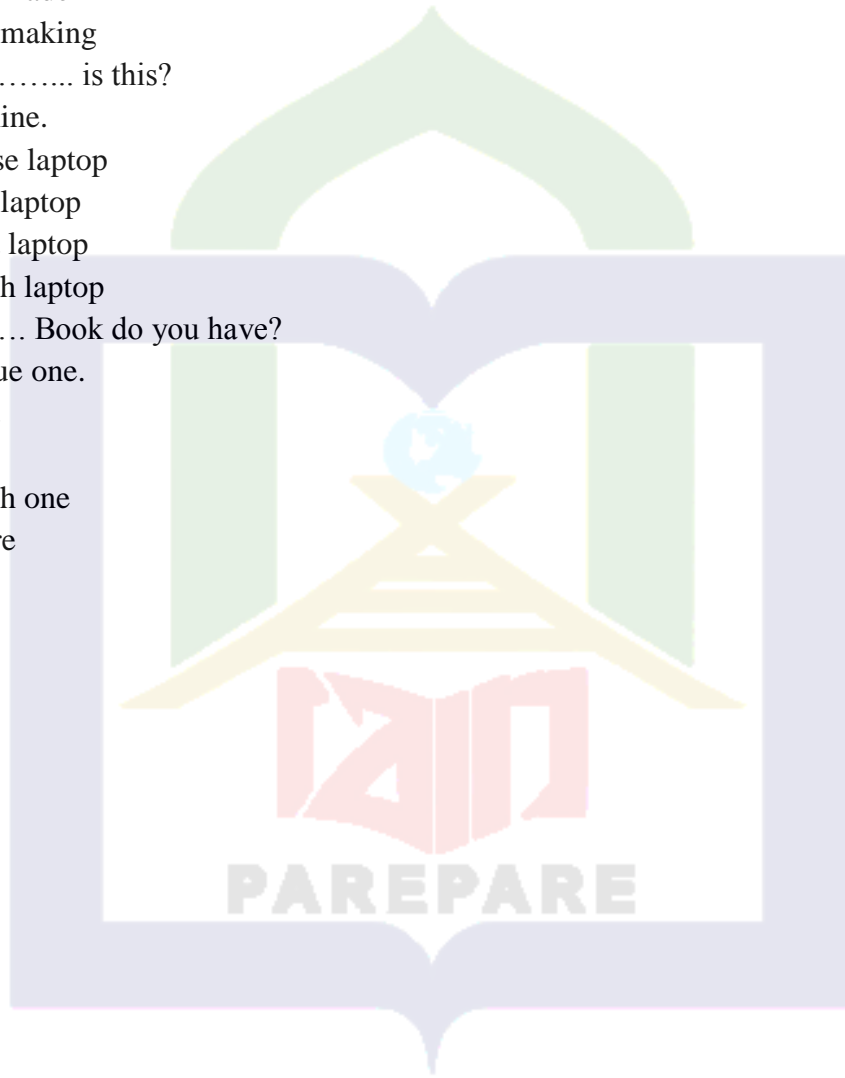
- Which is the phrase of the sentence?
- Didi you
 - Didi you enjoy
 - Enjoy watching
 - Watching the movie
- 14) Ayu is very..... about his wedding.
- Exciting
 - Interesting
 - Boring
 - Supporting
- 15) Asrianti felt very When his sister failed the final examination.
- More disappointed
 - Disappointed
 - Most disappointed
 - Disappointing
- 16) I was standing just enough to hear what they were saying.
- Near
 - Nearly
 - Nearing
 - Neared
- 17) Their house is decorated.
- Beautiful
 - A beautiful
 - Beautifully
 - Beautiful
- 18) My parents knew I would get a good GMAT score.
Which one is the verb phrase of the sentence?
- My parents new
 - I would
 - Would get
 - Would get a good GMAT score
- 19) The doctor carefully examined patients Heads had been injured in accident
- That
 - Whom
 - Who
 - Whose
- 20) Sunday is the day Everybody has a day off.
- What
 - When
 - That
 - Which
- 21) This is the house he showed me his new collection of cars.
- When
 - Where

- c. What
d. Who
- 22) The insect stung my sister's hand two days ago.
a. A big bee with black body color
b. Which is a big bee with black body color
c. With is a big bee which black body color
d. It is a big bee with black body color
- 23) It will be possible
a. That she will be able to make our situation get worse
b. That she be able to our situation get worse
c. Whether she will be able to make our situation get worse
d. she will be able to make our situation get worse
- 24) Isna always talks about her life experience with
a. Will listen to her
b. Whoever will listen to her
c. Will whomever listen to her
d. listen to her
- 25) it is already known water and solar energy are alternative energy source.
a. Whether
b. What
c. That
d. In case
- 26) Hasmi Badminton every weekend.
a. Playing
b. Played
c. Paly
d. Plays
- 27) They Cake in the kitchen now.
a. Made
b. Is making
c. Making
d. Make
- 28) Ayu next year.
a. Marry
b. Married
c. Marriage
d. Will marry
- 29) Agus In his home yesterday.
a. Played game
b. Plying game
c. Is playing game
d. Plays game
- 30) They had Thailand before you moved to New York.
a. Study

- b. Studied
c. Studying
d. Will study
- 31) When I Him I noticed that he had had a haircut.
a. See
b. Is see
c. Will see
d. Saw
- 32) They been from Sidrap.
a. Have
b. Has
c. Was
d. Were
- 33) She is in the park
a. Walking
b. Walked
c. Walk
d. Walks
- 34) They a letter for 15 minutes.
a. Has been writing
b. Has write
c. Have been write
d. Have been writing
- 35) The skirtbeautiful.
a. Was
b. Were
c. Has
d. Have
- 36) Indah had from Makassar.
a. Be
b. Been
c. Being
d. Done
- 37) We At Singapore tomorrow
a. Will
b. Would
c. Will be
d. Could
- 38) I will The homework by 1 hour.
a. Have finished
b. Has finished
c. Have been finish
d. Has been finished
- 39) Her shoes very beautiful.

- a. Are
 - b. Were
 - c. Is
 - d. Am
- 40) She A new house in Makassar.
- a. Has bought
 - b. Has buy
 - c. Have bought
 - d. Have been bought
- 41) A: Did you eat
B: I ate noodle.
- a. Why
 - b. Where
 - c. When
 - d. What
- 42) Lin the bread.
- a. Throw
 - b. Eat
 - c. Bakes
 - d. Bake
- 43) I at march next year.
- a. Will be graduate
 - b. Will graduate
 - c. Will graduating
 - d. Will graduated
- 44) Shoppee a big discount every month.
- a. Giving
 - b. Gives
 - c. Given
 - d. Gave
- 45) A: Are they?
B: they are 22 years old.
- a. What
 - b. Why
 - c. How much
 - d. How old
- 46) A:he need?
B: he needs money.
- A. What did
 - B. Why does
 - C. What does
 - D. What do
- 47) A: do you live in Parepare?
B: I live at Melingkar Street No. 48

- a. When
 - b. How
 - c. What
 - d. Where
- 48) A:..... this cake?
B: Ayu and Juju
- a. Who make
 - b. Who makes
 - c. Who made
 - d. Who making
- 49) A: is this?
B: it is mine.
- a. Whose laptop
 - b. Who laptop
 - c. What laptop
 - d. Which laptop
- 50) A: Book do you have?
B: the blue one.
- a. What
 - b. Why
 - c. Which one
 - d. Where



2. Speaking Test

The researcher will instruct 22 students of English Program at IAIN Parepare as the sample of this research to explain one topic about “Favorite thing, favorite place, or favorite food” for three or five minutes.

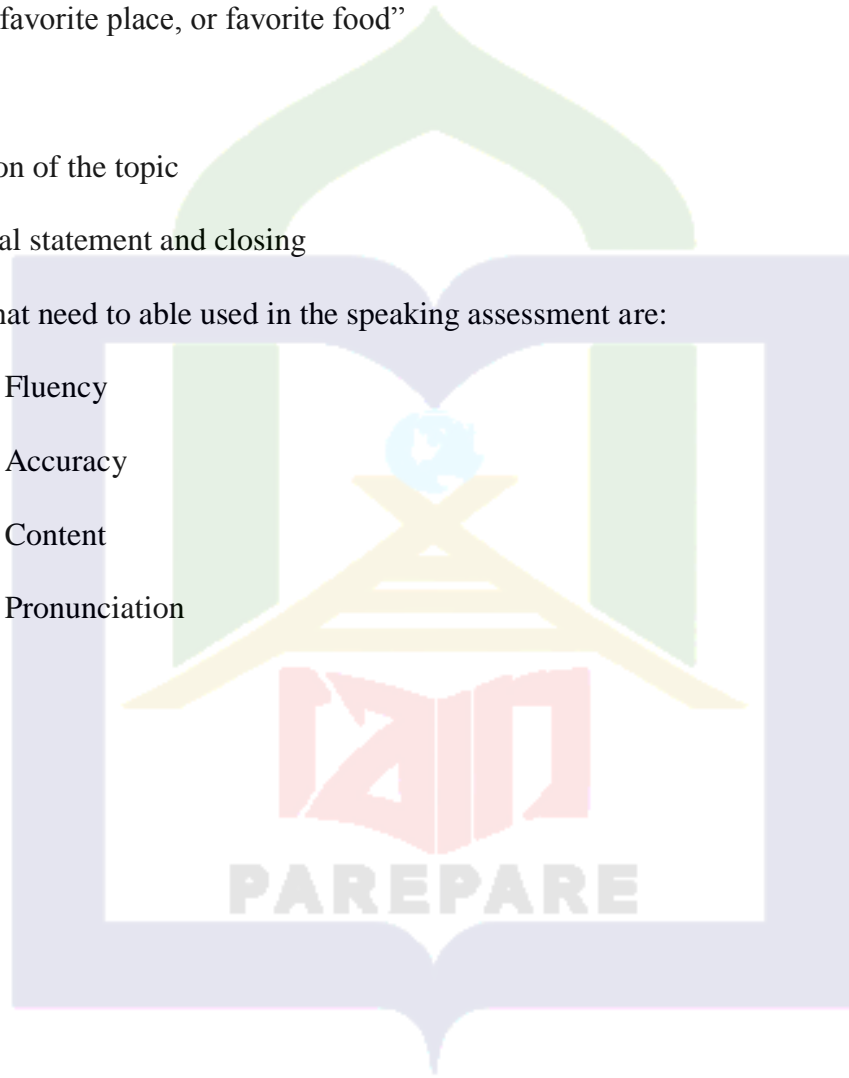
Topic template:

“Favorite thing, favorite place, or favorite food”

1. Opening
2. Discussion of the topic
3. Additional statement and closing

Aspect that need to able used in the speaking assessment are:

- a. Fluency
- b. Accuracy
- c. Content
- d. Pronunciation



APPENDIX .2 RESEARCH ALLOWANCE



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1797 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
Menetapkan	:	MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;
Kesatu	:	Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd. 2. Dra. Hj. Nanning, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Nur Ayu Rijal NIM : 17.1300.033 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Correlation Between Grammar Mastery And Speaking Ability On 5 th Semester Students Of English Education Program At IAIN Parepare
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 13 Juli 2021



H. Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Sorocang Parepare 91132 telp. (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.311/In.39.5.1/PP.00.9/01/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nur Ayu Rijal
Tempat/Tgl. Lahir : Amparita, 01 April 1998
NIM : 17.1300.033
Fakultas / Program Studi : IX (Sembilan)
Alamat : Wanio Timoreng, Kec. Panca Lautang, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**The Correlation Between Students Grammar Mastery And Speaking Ability The 5th Semester Of English Education Program At IAIN Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 25 Januari 2022

Wakil Dekan I,



Mub. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP000099

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 99/IP/DPM-PTSP/2/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA

: **NUR AYU RIJAL**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **DUSUN SABBANG, KEC. PANCA LAUTANG, KAB. SIDRAP**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE CORRELATION BETWEEN STUDENTS GRAMMAR MASTERY AND SPEAKING ABILITY THE 5th SEMESTER OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **09 Pebruari 2022 s.d 09 Maret 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **11 Februari 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST RAHMAH AMIR ST, MM

Pangkat : **Pembina, (IV/A)**

NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
UPT. PERPUSTAKAAN

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: perpustakaan@iainpare.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

No. : B-845/In.39.1.1/KS.02/8/2022

Kepala UPT. Perpustakaan IAIN Parepare menerangkan bahwa mahasiswa dengan identitas berikut :

Nama : NUR AYU RIJAL

NIM : 17.1300.033

Fakultas/Prodi : Tarbiyah/PBI

Benar telah bersih dari pinjaman pustaka di UPT. Perpustakaan Institut Agama Islam Negeri (IAIN) Parepare. Bukti bebas pustaka ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Agustus 2022

Kepala UPT. Perpustakaan

Catatan : Mahasiswa yang mengambil cuti kuliah, jika aktif kembali harap membawa slip pembayaran SPP/UKT semester berjalan ke Perpustakaan

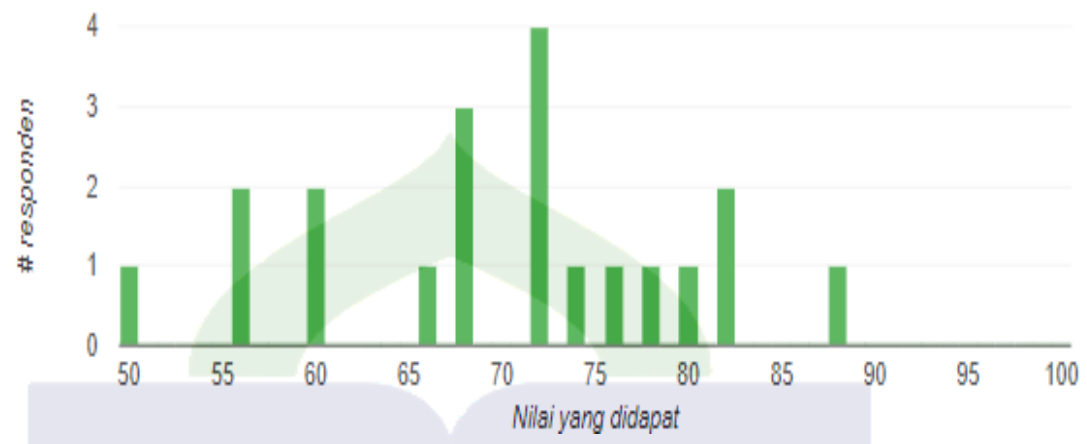
APPENDIX.3 SPEAKING TEST SCORE

No	Name	Vocab	Comprehension	Fluency	Pronunciation	Total Score
1	Students 1	9	8	9	9	35
2	Students 2	6	7	6	5	24
3	Students 3	8	7	8	8	31
4	Students 4	7	6	8	7	28
5	Students 5	8	7	8	7	30
6	Students 6	7	6	6	6	25
7	Students 7	6	6	6	6	24
8	Students 8	7	8	8	6	29
9	Students 9	5	6	6	7	24
10	Students 10	8	8	9	8	33
11	Students 11	6	7	7	7	27
12	Students 12	8	8	9	9	34
13	Students 13	6	4	5	5	20
14	Students 14	5	4	6	5	20
15	Students 15	7	7	7	6	27
16	Students 16	5	5	6	5	21
17	Students 17	8	7	8	7	30
18	Students 18	6	5	5	5	21
19	Students 19	7	7	8	8	30
20	Students 20	8	7	8	7	30
Total		131	125	143	133	543

APPENDIX.4 GRAMMAR TEST SCORE

No	Participant	Score (X)	ΣX	Category Score
1	Students 1	78	6048	Good
2	Students 2	72	5184	Good
3	Students 3	74	5550	Good
4	Students 4	50	2500	Poor
5	Students 5	78	6048	Good
6	Students 6	88	7744	Excellent
7	Students 7	76	5776	Good
8	Students 8	80	6400	Good
9	Students 9	68	4624	Excellent
10	Students 10	66	4356	Fairy
11	Students 11	60	3600	Fairy
12	Students 12	82	6724	Good
13	Students 13	82	6724	Good
14	Students 14	72	5184	Good
15	Students 15	56	3136	Fairy
16	Students 16	72	5184	Good
17	Students 17	68	4624	Fairy
18	Students 18	56	3136	Fairy
19	Students 19	60	3600	Fairy
20	Students 20	72	5184	Good
Total		$\Sigma X = 1436$	$\Sigma X^2 = 101326$	

Distribusi poin total



Name

20 jawaban

Nur Ainun Fadhilah.S
Hildayanti
Alya Rahma Halik
Paradillah
Herlina Ningsi
A.Asty Fatma Syamsiar
Ayu Lestari
MARLINA
Siti Rahmayan Rahman

Reg Number / Nim

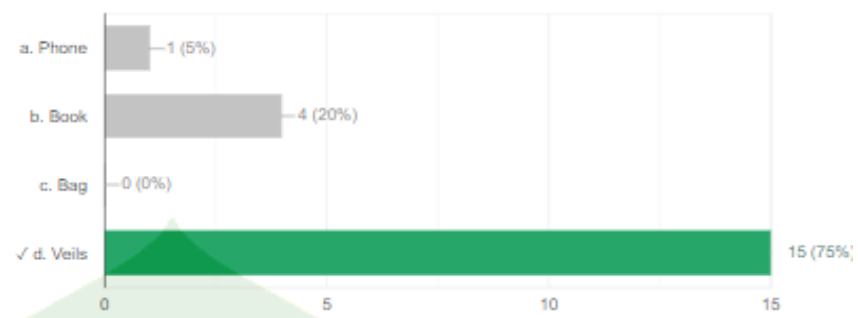
20 jawaban

19.1300.037
19.1300.077
19.1300.056
.....

1) Jumrawanti has bought 5 new In the mall.

Salin

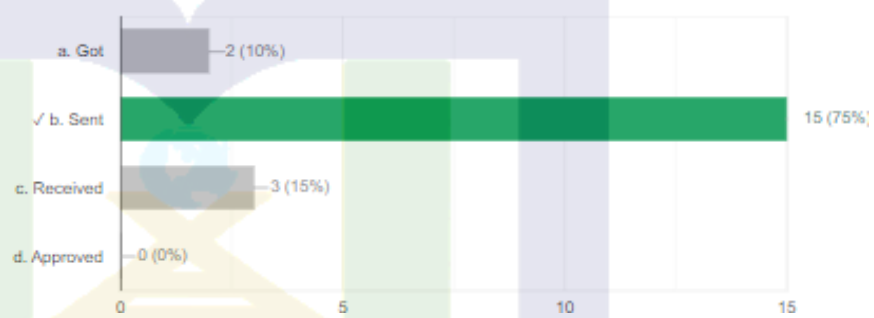
15 / 20 jawaban yang benar



2) I Her message that I would be late

Salin

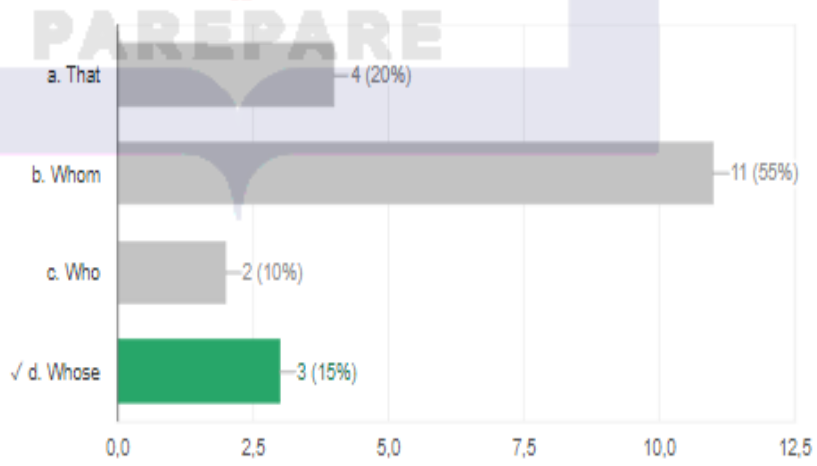
15 / 20 jawaban yang benar



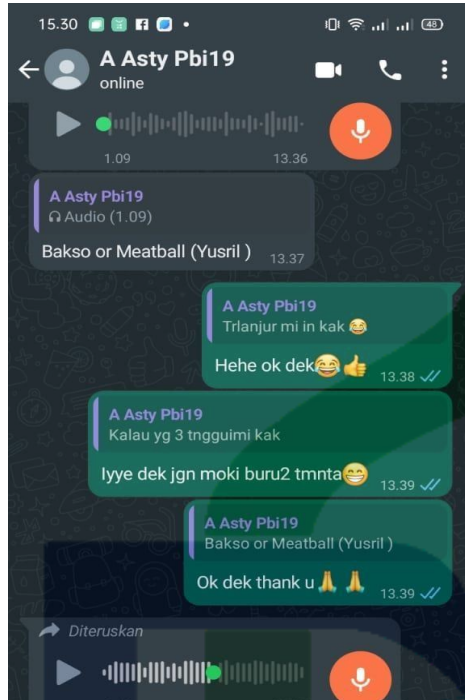
17) The doctor carefully examined patients heads had been injured in accident

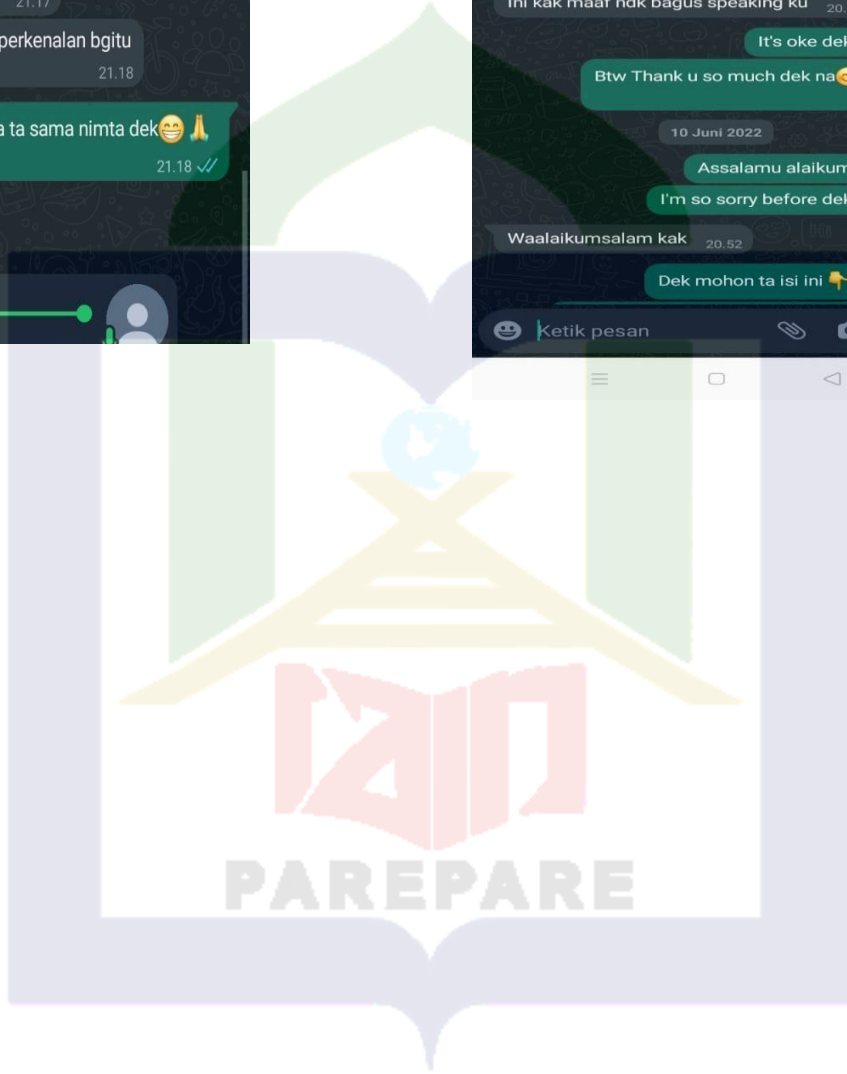
Salin

3 / 20 jawaban yang benar



APPENDIX.5 DOKUMENTATION





CURICULUM VITAE



Nur Ayu Rijal, the writer was born on April 1th 1998 in Amparita Sidenreng Rappang District of South Sulawesi. She is the first child from three children in her family, her father's name is Muh. Rijal and her mother's name is Norma. She is a students of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she has studied at MIS DDI AMPARITA on 2004 - 2010, while at the same years she continue her study in MTsS DDI AMPARITA and finish on 2013, then continued her study in MAS DDI TELLU LIMPOE and graduated on 2017.

After graduated, he decided to continued his study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. He took Tarbiyah Faculty and focused on English Education Program. He completedhis skripsi on 2022 with the title “The Correlation Between Students Grammar Mastery and speaking Ability the 5th Semester of English Education Program at IAIN Parepare” at IAIN Parepare.



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