

**CORRELATION AMONG STUDENTS' MASTERY IN USING
ADJECTIVE, SPEAKING AND WRITING ABILITY AT
SMA NU PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439 H**

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ADJECTIVE, SPEAKING AND WRITING ABILITY AT
SMA NU PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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2018 M / 1439 H**

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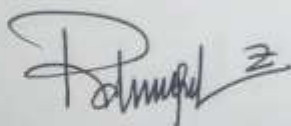
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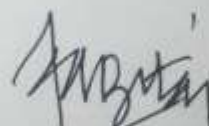
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Thank you for your attention.

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MOTTO AND DEDICATION

من جدّ و جد

(Whoever strives shall succeed)



This Thesis is dedicated to:

My beloved Father Jali Rahman and Mother Rita Minarni for their valuable endless prayer, sacrifice, and support. My beloved brother M. Rizky Wirayudha.

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Yours Faithfully,

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ABSTRACT

Rahmadanita, R. 2018. *Correlation among Students' Mastery in Using Adjective, Speaking and Writing ability at SMA NU Palangka Raya*. Unpublished Thesis, Department of language education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) Sabarun, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key words: correlation, adjective, writing, speaking, descriptive text.

The aim of the research is to find out ; (1) Correlation between mastering adjective and writing, (2) Correlation between mastering adjective and speaking, (3) Correlation writing and speaking, (4) Correlation among mastering adjective, speaking and writing ability. It was focus on descriptive text. It was carried out to the tenth grade students of SMA NU Palangka Raya.

This research applied quantitative research with correlation design. The population of this research was the Tenth Grade IPA and IPS at SMA NU Palangka Raya which consist of 24 students. To collect the data, the researcher used multiple choice for mastering adjective, writing decriptive text test and speaking test for describe person.

The result of the study showed that: (1) correlation among mastering adjective, speaking and writing in descriptive text In SMA NU Palangka was strong correlation, (2) The significant values of correlation coefficient (r) the was 0.77. Based on the categorization interval of correlation power which is reinforced by sudijono that 0.70- 0.90 indicates there is strong correlation among the three variable. (3) The significant values of correlation coefficient (r) was 0.77, it meant there was strong and positive significant correlation among mastering adjective, speaking and writing in descriptive text In SMA NU Palangka Raya.

ABSTRAK

Rahmadanita, R. 2018. *Hubungan antara penguasaan siswa dalam kata sifat, kemampuan berbicara dan menulis di SMA NU Palangka Raya*. Skripsi tidak diterbitkan, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M.Pd; (II) Akhmad Ali Mirza, M.Pd.

Kata kunci : hubungan, kata sifat, menulis, berbicara, teks deskripsi.

Tujuan dari penelitian ini untuk menemukan : (1) Hubungan antara penguasaan kata sifat dan kemampuan menulis, (2) Hubungan antara penguasaan kata sifat dan kemampuan berbicara, (3) Hubungan antara kemampuan menulis dan berbicara, (4) Hubungan antara penguasaan kata sifat, kemampuan berbicara dan menulis. Penelitian ini fokus dalam teks deskripsi. Penelitian ini dilaksanakan pada siswa kelas X di SMA NU Palangka Raya.

Penelitian ini menggunakan metode kuantitatif dengan desain korelasi. Populasi dari penelitian ini adalah siswa kelas X IPA dan IPS di SMA NU Palangka Raya yang terdiri dari 24 siswa. Untuk memperoleh data penulis menggunakan tes pilihan ganda untuk penguasaan kata sifat, menulis teks deskripsi dan berbicara untuk mendeskripsikan seseorang.

Hasil penelitian menunjukkan bahwa: (1) Hubungan antara kata sifat, kemampuan berbicara dan menulis di sekolah SMA NU Palangka memiliki korelasi yang kuat, (2) Nilai signifikan korelasi (r) adalah 0.77. Berdasarkan interval kategorisasi kekuatan korelasi yang didukung oleh sudijono bahwa 0.70-0.90 mengindikasikan ada korelasi yang kuat antara ketiga variabel. (3) Nilai signifikan korelasi (r) adalah 0.77 artinya ada korelasi yang kuat dan positif antara hubungan penguasaan kata sifat, kemampuan berbicara dan menulis dalam teks deskripsi di SMA NU Palangka Raya.

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The Researcher,

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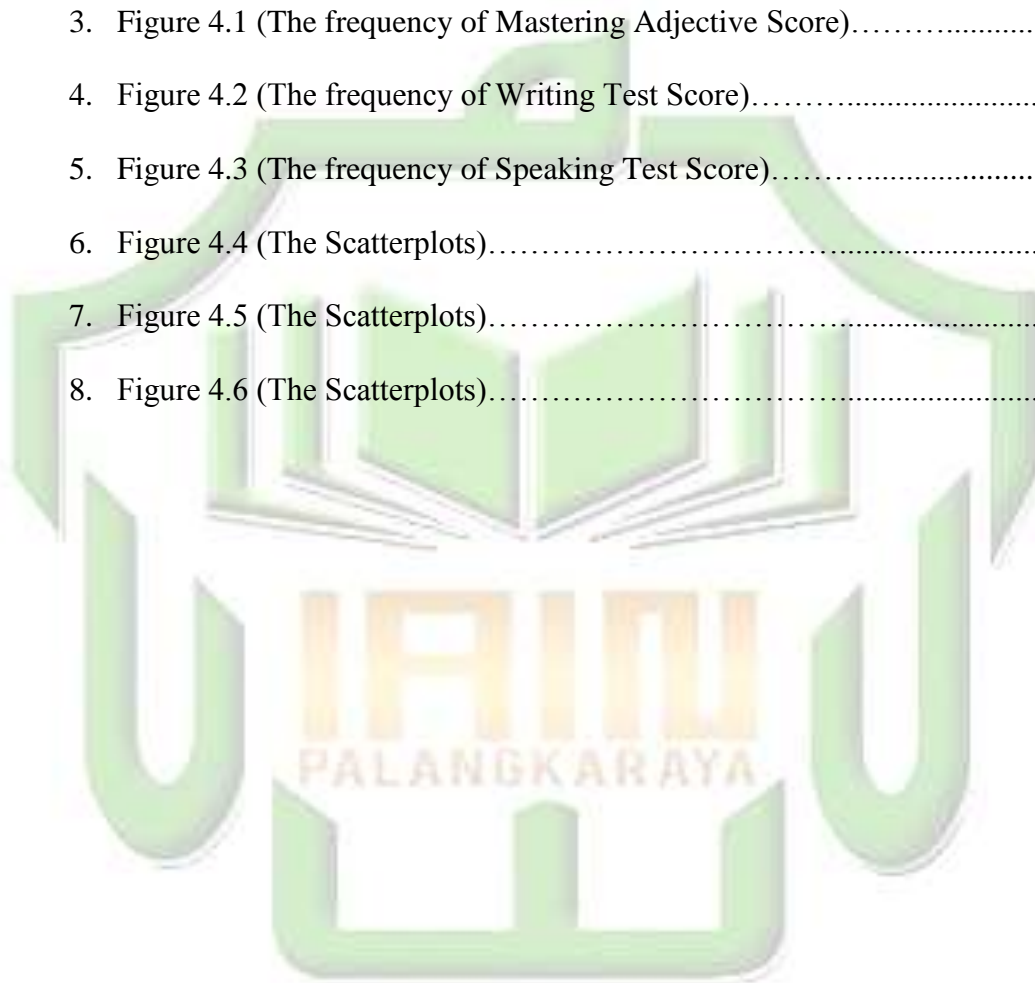
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, objective of the study, hypotheses of the study, assumption of the study, scope and limitation, significance of the study and definition of key terms.

A. Background of the Study

English is the lingua franca of the world, thus occupies an important place. English is a compulsion due to the reason that the knowledge of English is expected to enable us to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the world (Khan, 2013).

English covers four skills namely speaking, reading, listening and writing. There are also three parts in language such as vocabulary, grammar, and pronunciation should be learnt. Those parts play important role supporting the skills of language in use (Mahmudah, 2014, p.192).

One of the elements which is taught to support the four skills is grammar. According to Subasini, Grammar is important because it is the language that make it possible for us to talk about the language. Grammar is the structural foundation of our ability to express ourselves. Using the correct grammar is important to avoid misunderstanding and to help the speaker easily. (Subasini, 2013, p.57).

As a skill, according to Richards (2008,p.19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. All in all, speaking skill seems to be the most demanding and important one.

Furthermore, in the real life communication, being able to speak in English is not enough. It is because not all communication activities can be held in the form of spoken language, but they sometimes need written form, as stated by Langan (2005) that writing can be used as a means of communication. In short, writing is unspoken communication and it is one of ways to express ideas that involve many aspects such as grammar, vocabulary, idioms and so on.

Although, writing was very important for us, it was a difficult subject especially for the student. Learning to write will take a longer time than learning to speak, because writing requires greater accuracy and variation. Many students feel hard to learn writing, because writing not only need good vocabulary building and grammatical function, but also need good arranging the words and sentences to make a good paragraph to another for arranging a good written language (Aryanika, 2016).

According to syllabus of KTSP 2013 in teaching English at senior high school, students learn a lot of expressions, various forms of tenses, a variety of texts such as recount, procedural, narrative, and the descriptive texts.

Students should master grammar and they should be able to apply it to writing sentences.

Descriptive text is a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. (Wardani, 2014). The purpose of teaching speaking through descriptive texts in describing objects is to make the students able to use the language communicatively and meaningfully by not only paying attention on its language features and generic structure but also by using appropriate vocabulary, good pronunciation, fluency and comprehension (Nasution, 2013).

In learning, the researcher believes that adjective is very important in writing english, especially in writing descriptive text. According to woods adjective is a descriptive word that changes the meaning of noun or a pronoun (Woods,2010,p.86). It means that adjective is important used for describe word order to make it clear and easy to understand. Adjective is one part of grammar that has an important position. It is used in arranging good sentences which has complete meaning especially in descriptive text, to describe about someone, something, or place. We need to know about adjective well.

Based on the explanation above, the researcher was interested in examining entitle : **Correlation Among Students' Mastery In Using Adjective, Speaking And Writing Ability At SMA NU Palangka Raya.**

The reasons for choosing this topic were as follows : First, the researcher thinks that grammar was the aspect which is very important especially mastering of adjective to compose a descriptive text and the students have to master about it if they want to speak and write the paragraphs in descriptive text. Second, a few of the students and teacher did not know the correlation among students' mastery in using adjective, writing and speaking skill. In teaching and learning English as a foreign language it needs grammar to speak and write correctly. Third, the researcher want to knew and got the data about the correlation among students' mastery in using adjective, writing and speaking skill of the student at that school and then the result of this research would be very necessary for the researcher and the next researcher. Fourth, based on the previous study, it is found that there was positive correlation between students' mastery in using adjective and their ability in writing descriptive text and there is a positive correlation between speaking and writing achievement.

The reasons for choosing SMA NU Palangka Raya as the object of the research was thought that the students already learnt of grammar especially mastering adjective, writing and speaking skill. It has been taught when they were in junior high school.

B. Research Questions

Based on the background of study above, the problems of the study were as follows:

1. Is there any significant correlation between students' mastery in using adjective and writing ability in descriptive text ?
2. Is there any significant correlation between students' mastery in using adjective and speaking ability in descriptive text ?
3. Is there any significant correlation between speaking and writing ability in descriptive text ?
4. Is there any significant correlation among students' mastery in using adjective , speaking and writing ability in descriptive text ?

C. Objectives of the Study

The objectives of the study were to find out:

1. To explain the significant correlation between students' mastery using adjective and writing ability in descriptive text.
2. To explain the significant correlation between students' mastery using adjective and speaking ability in descriptive text.
3. To explain the significant correlation between speaking and writing ability in descriptive text.
4. To explain the significant correlation among students' mastery in using adjective, speaking and writing ability in descriptive text.

D. Hypothesis of the Study

1. Ha : There was a correlation between students' mastery in using adjective and writing ability in descriptive text.
Ho : There was no correlation between students' mastery in using adjective and writing ability in descriptive text.
2. Ha : There was a correlation between students' mastery in using adjective and speaking ability in descriptive text.
Ho : There was no correlation between students' mastery in using adjective speaking ability in descriptive text.
3. Ha : There was a correlation between speaking and writing ability in descriptive text.
Ho : There was no correlation between speaking and writing ability in descriptive text.
4. Ha : There was a correlation among students' mastery in using adjective, speaking and writing ability in descriptive text.
Ho : There was no correlation among students' mastery in using adjective, speaking and writing ability in descriptive text.

E. Assumption

1. Mastering of adjective had significant correlation towards writing ability in descriptive text.
2. Mastering of adjective had significant correlation towards speaking ability in descriptive text.
3. Writing ability had significant correlation towards speaking ability in descriptive text.
4. Mastering of adjective had significant correlation towards speaking and writing ability in descriptive text.

F. Scope and Limitation

The study belongs to correlation study. This study was limited on students mastery in using adjective, speaking and writing ability of the tenth grade of SMA NU Palangka Raya. It also focused on descriptive text.

G. Significance of the Study

The study had theoretical and practical significance.

1. Theoretical: The research can inform for the English teacher and learners about the important of mastering grammar, especially adjective, it was useful to have a good writing and speaking in descriptive text. it also helped the teacher and students to know about correlation among mastering adjective, speaking and writing the descriptive text.
2. Practical : The result of the research became input for learners to understand about grammar especially using adjective. It also helped the

students comprehend speaking and writing descriptive text. The study can give contribution for the English teacher in SMA NU Palangka Raya. The teacher can give a good teaching to increase and improve the grammar mastery especially in using adjective and their speaking and writing descriptive text. This study is expected to serve as an alternative method in teaching grammar in English which provides opportunity efforts for students to speak and write more freely and enthusiastically. The result of the study showed that there are significance correlation among students' mastery in using adjective, speaking and writing ability in descriptive text.

H. Definition of Key Terms

1. Correlation: Correlations indicate the relationship between paired scores. The correlations indicate whether the relationship between paired score is positive or negative and the strenght of this relationship (Ary, 2010). In this study the researcher wants to know the significant correlation among mastering adjective, speaking and writing ability in descriptive text.
2. Writing: Writing is one of communication skills as means of communication that we must consciously learn because no one learns to write automatically. People cannot write even a single letter of the alphabet without a conscious effort of mind and hand, and to get beyond the single letter we must be shown how to form words, how to put shown together into sentences, and how to punctuate those sentences

(Mahmudah, 2014). In this study writing means by the ability to write about descriptive text using adjective correctly.

3. Speaking : According to Cameron (2001, p. 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. In this study speaking means by the ability to speak about descriptive text using adjective and fluently.
4. Adjective : According to Mas'ud (2005,p.112), adjectives are words that are used to clarify the noun or pronoun. In this study the research about descriptive text using appropriate adjective.
5. Descriptive text : Descriptive text is a text to retell about person, thing, and place. It is a type of written text which has the specific function to give description about an object (human or no human). (Rahayu & Isrina Fitri, n.d.). In this study descriptive text as a object for the research. It focused on describing about person.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the previous study, concept of adjective, classification of adjective, definition of speaking, kind of speaking activities, speaking assessment, definition of writing, writing process, kinds of writing, writing assesment, definition of descriptive text, generic structure, language features, example of descriptive text.

A. Related Study

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study as follows :

Table 2.1

Previous Study

No	Resear cher	Topic	Method	Findings	Relevance	The limitation
	Sevia Yolanda (2017)	The correlation between students' mastery in using adjective and their ability in writing descriptive text	Correlatio nal study	The result of pearson's product moment correlation showed that the result was 0.8 and then it was consulted to r critical. The result of r critical with significant	This study is relevant to my study to give strong fondation on students' mastery in using adjective and their ability in writing descriptive text.	The topic in the descriptive text are : My family, cat, my house and computer.

				level 0.05 was 0.325. due to observed is higher than r critical (0,8> 0.325), the conclusion of the research is that there is correlational between students' mastery in using adjective and their ability in writing descriptive text.		
	Agus Priyanto and Lies Amin L. (2015)	The correlation between english grammar competence and speaking fluency	Correlational study	The end result of the calculation of r value suggested that students' English grammar competence moderately correlates with their speaking fluency.	This study is relevant to my study to give strong fondation on english grammar competence and speaking fluency.	Specifically there are 12 primary rules that were tackled upon constructing the test namely tenses, subject and verb agreement, noun modifier, pronouns, modals, passive voice, clausal structures, gerunds, infinitives to, parallel structures, connectives,

						and conditional sentences.
	Zaiyana Putri, Tengku Maya Silvianti and Diana Achmad (2016)	The correlation between grammar mastery and writing ability	Correlational study	This indicates that the null hypothesis of no correlation is rejected, and thus the investigation confirms that there is a significant correlation between students' mastery of past tense and their achievement in writing recount is accepted. This means that the better the students master past tense, the better they achieve in writing about the past activities.	This study is relevant to my study in term of understanding the correlation between grammar mastery and writing ability.	The tense requested to be used was past tense including simple past tense, past progressive tense and past perfect tense which makes up of some sequences of events about retelling or informing readers of the past activities
	Pamela Rusch (2015)	The Relationship between English Speaking and Writing Proficiency	Correlational study	Such purposeful instruction of speaking appears to be transferable, also benefiting	This study is relevant to my study in term of understanding the relationship between speaking and	Argumentative essays and argumentative speaking samples as well as standardize

		and Its Implications for Instruction		English learners' writing skills. However, while students are able to transfer skills relating to critical analysis and organization, they will need additional instruction on skills, such as spelling and other conventions, that are exclusive to writing.	writing ability.	d language assessment results were collected from all students for analysis.
	Siti Istiqomah, patuan raja, Budi kadaryanto (2015)	Correlation between grammar mastery and writing ability	Correlational study	The result of the analysis shows that there is a correlation of the students' grammar mastery and their descriptive writing to 0.868 at the significant level of 0.05 with the critical value	This study is relevant to my study in term of understanding the relationship between grammar mastery and writing ability.	The topics of the writing test were describing a person and a place.

				<p>of r table 0.361 and p was 0.000. The correlation of the students' grammar mastery and their descriptive writing ability is significant since the coefficient correlation is higher than the critical value of r table (0.868 > 0.361) with p 0.000 which is less than 0.05. The better one's grammar mastery the better his or her writing ability. Therefore, those who want to improve their writing ability should learn grammar.</p>		
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Those study above discuss the correlation between students' mastery in using adjective and their ability in writing descriptive text (Sevia Yolanda's), the correlation between english grammar competence and speaking fluency

(Agus's), the correlation between grammar mastery and writing ability (Zaiyana's), the relationship between english speaking and writing proficience and its implications for instruction (Pamela's), the correlation study in term grammar mastery and writing ability (istiqomah's).

Those study are different from the present study. This study focused on students mastery in using adjective, writing and speaking ability. SMA NU Palangka Raya as the object of the research. Population of this research was tenth grade. The type of test for students mastery in using adjective test used multiple choice, speaking and writing test about descriptive text.

B. Concept of Adjective

According to Bhardwaj, adjective is a word that adds something to the meaning of a noun or pronoun (Bhardwaj, 2010,p.23). It is used before the noun or pronoun or come after it in the predicate. For example : a cleaver boy does his work well, this boy is clever.

According to seaton says that adjective is a describing word. It tells more about noun. An adjective usually appear before the noun it describes (Seaton, 2007,p.52). It means adjective is word that used to describe noun by giving some information about thing, people, or place. Moreover, adjectives are words describe nouns or pronouns. They may come before the word they describe (that is a cute puppy) or they may follow the word they describe (that puppy is cute). (Straus,2008,p.10).

Based on the statement above, it can be concluded that adjective is often used to describe word, especially noun or pronoun without an adjective we cannot describe a thing, or a person in the sentences.

C. Classification of Adjective

To understand about the classification of adjective here will explain the classifications of adjective (Mas'ud , 2005, p. 93).

1. Descriptive Adjective, which explains condition. It covers size, shape, color, scent, and taste

Example: she is beautiful girl, he is tall man.

2. Possessive adjective is the adjective that is used to show the possession.

Examples: - My, our, your, his, her, its, their.

This is my book, your car is outside.

3. Adjective of numeral is adjective that shows definite or indefinite amount or sequence.

Examples:

- One, two, three, etc. First, second, third, Some, another, every, each, many, much, a few, etc : Angkor temple has got five towers

4. Demonstrative Adjective is the adjective to indicate something.

Examples:

- this, that, those, these, a, an.

: that man is very handsome, these girl are good looking.

5. Interrogative adjective is the adjective that is used a question.

Examples:

- Which animal do you like?
- What food do you prefer?

D. Speaking

1. The Definition of Speaking

According to Richards and Renandya (2002, p.204), speaking is one of the elements of communication, where communication is the output modality and learning is the input modality of language acquisition. Richards and Reynanda comments that As a human being, a personal ways needs communication to express his idea to do everything; more over as students or learners, they have to speak with their teacher as long as in learning process to express their idea.

Thornbury argues that in nature of speaking, speakers do some important parts to express their intention (Thornbury, 2005). They should deal with

speech production and self-monitoring, articulation of their words, and manage their talk accurately and fluently.

Speaking is a productive skill which means it involves producing language rather than receiving it (Sprat, 2005, p.34). The ability to produce oral language considered by several aspects such as intonation, stress, etc. When students able to produce spoken language, furthermore they should consider the fluency and accuracy. Fluency is speaking at normal speed with no hesitation, repetition, or self-correction while accuracy means the perfect use of grammar, vocabulary, and pronunciation.

Speaking skill (oral proficiency) consists of at least four subskills area. They are pronunciation, grammar, vocabulary, and fluency as described below:

a. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

b. Grammar

In linguistics, the term is used to refer to the rules or principles by which a language works, its system or structure (Brinton,2000). It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

d. Fluency

Fluency is typically measured by speed of access or production and by the number of hesitations (Nation & Newton,2009). Speed is a factor, but it is not the only. The other factors are pausing and filling pauses. According to Thornbury, the features of fluency are: the pauses may be long but not

frequent, pauses are usually filled, pauses occur at meaningful points, and there are long run of syllables and words between pauses (Thornbury,2004).

According to those theories, it can be concluded that speaking is the ability to communication, thinking and learning.

2. Kinds of Speaking Activities

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Nunan. (Nunan,2003,p.6).

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that kind of speaking is important for the teacher to plan some speaking activities. When the students have been ready and prepared for the activity, they also can use the language appropriately.

3. Assesment Speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004, p.140).

The students' speaking performances will be assessed using a scoring rubric proposed by David P. Harris as it is cited in Nurnia (2011, p.27). The rubric was shown in the following table.

Scoring Rubric of Speaking

No	Criteria	Score	Description
	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrate listening and occasionally lead to misunderstanding.

		2	Very hard to understand because of pronunciation problems, most frequently be asked to repeat.
		1	Pronunciation problems to serve as to make speech virtually unintelligible.
	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and /or word order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order error make comprehension difficult, must often rephrases sentences and / or rest rich himself.
		1	Errors in grammar and word order so, severe as to make speech virtually unintelligible
	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.

		4	Sometimes uses inappropriate terms and/or must rephrases ideas because of lexical inadequacies
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
	Fluency	5	Speech as fluent and efforts less as that of a native speaker.

		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is also halting and fragmentary as to make conversation virtually impossible.
	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
		3	Understand most of what is said as slower than normal speed without repetition
		2	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent

			repetition
		1	Cannot be said to understand even simple conversational English.

E. Writing

1. The Definition of Writing

Raimes states that writing is a skill in which we express ideas, feelings and thought which to be arranged in words, sentences and paragraph using eyes, brain and hand. In the same way, Linderman defines writing as a process of communication, which uses a conventional graphic system to convey a message to reader.

According to Oshima, Writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product.

Trimmer states that writing is also opportunity. It allows you to express something about yourself. To explore and explain ideas, and to assess the claims of other people. By formulating, organizing, and finding the right words to present them, you gain power.

According to Brown (2001) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and

give them structure and coherent organization. In this research, students doing the thinking process through descriptive writing.

In short, writing is unspoken communication and it is one of ways to express ideas that involve many aspects such as grammar, vocabulary, idioms and so on.

2. Writing Process

The process of writing with a general sequence of stages are prewriting, drafting, revising and editing They are: (Nunan,2001)

a. Prewriting

Prewriting is first step to think about your topic and idea to be focus on writing activity (Regina, Mary, & Joann, 2000) Lauren says that prewriting become one of strategies that will appear the unique thought and experiences with using effectively writing on number of possible essay topics.

b. Drafting

Drafting is the actual writing of the paragraph or essay. Once you have gathered material and made a rough plan, you are ready to write. As you write a first draft, you will follow the general plan you have mapped out.

c. Revising

Come to the next step is revising. It is re-seeing our writing content and organization of the paragraph. The important one reason is revising as a way to evaluate the writing from drafting.

d. Editing

Editing is re-phrase some sentences on paragraph where not clear. It is also back to review and check the grammatically area and mechanically correct. It is the last step on writing process to find a good writing (Starkey,2004).

3. The Types of Writing

An article states that writing can divided into four main categories; they are description, exposition, argumentation and narration. It explain in the following ways.

- a. Exposition is a writing form in which it includes most of people, read and write magazine or article and so forth.
- b. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.
- c. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, same or the like.
- d. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.

4. Writing Assesment

Urquhart & McIver (2005,p.26) argue that the most time intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005,p.27) defines that assessment as gathering information to meet the particular needs of a student.

Research by klimova (2011,p.392) states that there are five major writing components: content, organization, vocabulary, language use, and mechanics.

Scoring Rubric of Writing

No	Elements of Writing	Components		Description	
.	Content	Extend	1 0%	3 0%	
		Relevance	1 0%		
		Subject knowledge	1 0%		
.	Organization	Coherence	5 %	20 %	
		Fluency	5 %		
		Clarity	5 %		
		Logical	5 %		
.	Vocabulary	Richness	10 %	20%	
		Appropriate Register	5 %		
		Word form mastery	5%		
.	Language use	Accuracy	A usage of articles	5%	25 %
			Word order	5%	
			Tenses	5%	
			Preposition	5%	
			Sentence	5%	

			Constru ctions	5%	
.	Mechanics	Paragraphing		2 %	5%
		Spelling		1%	
		Capitalization		1%	
		Punctuation		1%	
Total score				100%	

F. Concept of Descriptive Text

1. The Definition Descriptive Text

Descriptive text is based on Gerot and Wignell, it is stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing According to oshima, Descriptive paragraph is a text that describes something. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds.

Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. (Husna, Zainil,& Rozimela,2013). In this research, the topic of the writing text is about person. In writing descriptive text the students have to use an

appropriate grammar. In composing the text, students have to choose the appropriate adjective and accurate words to express the ideas.

2. Generic Structure

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description (Djuhari,2007,p.24). The generic structure of descriptive text includes:

- a. Identification : This part introduces the subject of the description to the audience. It gives the audience brief details about the when, where, who or what of the subject. On the other words this part is stating classification of general aspect of thing, animal, public place, plant etc which will be discussed in specifically.
- b. Description : This part consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this part should describe one feature of the subject. All the paragraphs in this part build the detailed description of subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics.

- c. **Conclusion (Optional)** The concluding paragraph contains the conclusion of the topic, and signs the end of the text. There are two important part of the generic structure when writing descriptive text, the first is identification, and the second one is description. Students can add with the concluding paragraph but it is not a must.

3. Language Features.

- a. **The use of General Nouns**

Descriptive text is always using certain nouns; it is line with the purpose of the text to describe things.

- b. **Detailed Noun Phrase**

A noun phrase is a phrase with a noun as the head, added with some adjectives or nouns or 'participle' as the modifier (Pardiyono, 2007,p.44). The examples of the noun phrase are: a sweet young lady, it is a large house, an intelligent tall student, a big large beautiful wooden house, etc.

- c. **Descriptive Adjective**

An adjective phrase is a phrase with adjective as the head, functioning to complete the predicate that takes the form of "be".

- d. **Technical thinking verbs and feeling verbs**

It is used to express the researcher's personal opinion about the subject. The examples are: I think it is useful plant, Police believe the suspect is armed, etc. While the example of action verb is like, the robot dances beautifully, etc.

e. Adverbials

An adverbial phrase is a phrase with 'preposition' as the head, which is then followed by another phrase-showing place, time, purpose, etc. The examples are: Down to a small lake; most of time; not far from Solo; etc. It is used to give the additional information about the characteristic of the subject. For example, fast, at the corner room.

f. Figurative Language

The figurative language is used to sign comparison, such as metaphor, simile, hyperbola, etc. For examples: Her eyes as round as globe, my throat is as dry as a desert; etc.

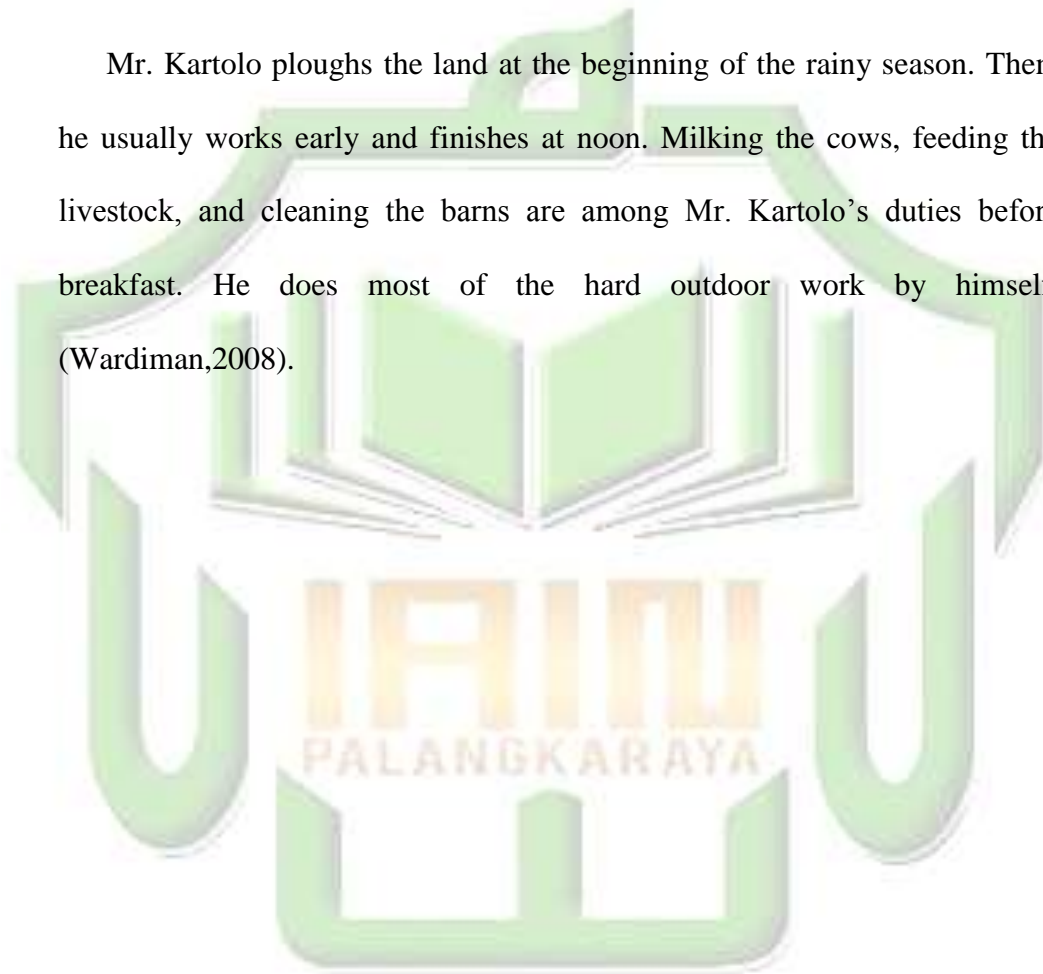
g. Simple Present Tense

Simple present tense is one of the common tenses in English, both in writing and speaking. It is used for general statements of fact/to express the habitual or everyday activity (Yudha & Chakim, 2015).

4. The Example of Descriptive Text

Mr. Kartolo, the farmer Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr.Kartolo is ready to harvest his corps.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself. (Wardiman,2008).



G. Theoretical Framework

The aims of the study was to know the significant correlation among students' mastery in using adjective, speaking and writing ability in descriptive text. Therefore, the frame work is as follows:

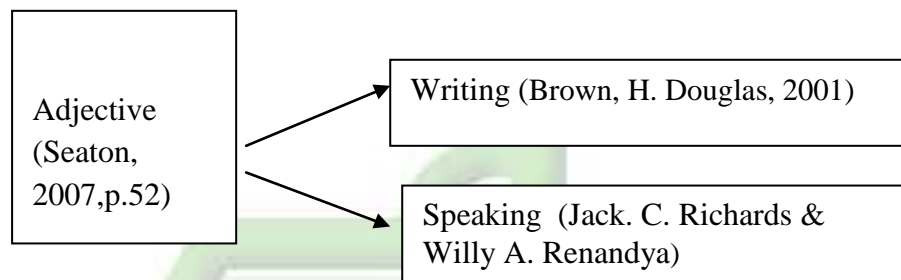


Figure. 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method in the present study. It consisted of research design, place and time, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures.

A. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Khotari,2004,p.31).

According to Arikunto research design was plan about how to collect data so that the research can do economically and matching with objectives of the study (Arikunto,2002). Thus, research design was a plan of collecting and analyzing data in order to match the research objectives. It stated that research design was a guide for the researcher to conducted a scientific research. It gave the researcher a description of in what ways data was collected, coded, and analyzed. It was a well-organized plan of achieving the research objectives.

The researcher used quantitative correlation method. The Correlation indicates whether the relationship between paired scores is positive or negative and the stength of this relationship (Ary, 2010,p.128).

This research conducted to discovered the correlation among three intended variables, The understanding in using adjective, speaking and writing ability in descriptive text.

Ary et all (2010, p.132) also stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation one with dots going from upper left to lower right indicates a negative correlation.

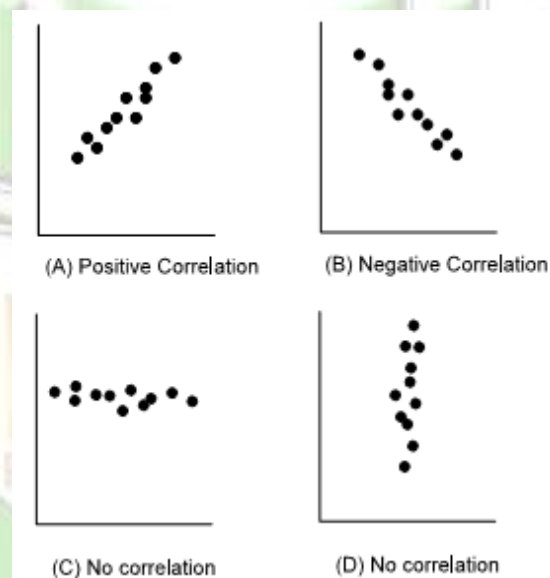


Figure 3.1

The Scatterplots

Ary et al (2010,p.349) stated that Correlational research assessed the relationships among two or more variables in a single group. The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation. There were two possible results of a correlation study :

1. Positive correlation : Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicate a strong positive correlation.
2. Negative correlation : Indicated that as amount of one variable increases, the other decreases. A correlation coefficient close to -1.00 indicate a strong negative correlation .

B. Place and Time

The study was took place in the tenth grade class of SMA NU Palangka Raya, which is located at Jl. RTA Milono, Km.3 Palangka Raya. This study was conducted for two month.

C. Variable of the Study

A variable is defined as something that varies from one case to another. Variable is a construct or a characteristic that can take different value or scores (Ary, 2010, p.37). Variable are classified as continuous if they show gradational differences in the same trait possessed by individuals (Latief, 2014, p.11). Variables used in this research were continuous variables. In this

research there were three continuous variables, they were : students' mastery in using adjective, speaking and writing ability in descriptive text.

D. Population and Sample

1. Population

The larger group about which the generalization is made is called population. A population is define as all members of any well-defined class of people, events or objects. (Ary, 2010, p. 148). Population was the object of research from which the researcher may collected data.

The population is the group of people whom the study is about (Dornyei, 2007,p.96). Population means all the members of the group of participants/objects to which the writer wants to generalize his or her research findings.(Perry, 2005,p.59). The researcher concluded that a population was the entire group of people or objects which the researcher would like to generalize the study findings and provides the researcher with information or data used to solve the research problems.

In this case, population of this research was the tenth grade students of SMA NU Palangka Raya. There were two classes of tenth grade; X IPA and X IPS. Where each class had 12 students. The type of test was mastery of adjective using multiple choice, speaking and writing test about descriptive text.

2. Sample

A sample is a portion of a population (Ary,2010,p.148). If the research subject is less than 30 students was better to take all of them. So, it was called a population research (Sugiyono,2012,p.126). Therefore, the all students in population was as sample. In this study, X IPA and X IPS class were the sample. So, total sample were 24 students.

E. Research Instrument

1. Research Instrument Development

In this research, the researcher used test as an instrument of the research. The test divided into three: Mastering adjective test, writing test and speaking test.

a. Mastering Adjective Test

The researcher used multiple choice questions. According to Hammer, for many years multiple choice questions were considered to be an ideal test instrument for measuring students' knowledge of grammar and vocabulary. In addition, Heaton describes multiple choice questions as a device that tests the ability to recognise sentences which are grammatically correct (Zlabkova, 2005,p.15). In this study focus on mastering adjective.

In mastering adjective test, the researcher asked the students to answer 50 multiple choice questions with 5 alternatives answer about mastering in using adjective. Before giving the test, the researcher explained the procedure and continued by giving the test. (See appendix 2)

Table 3.1
Content Specification of Items in mastering adjective test

Language Skills or Components	Items of test	Type of test	Description of test item
Mastery in using adjective	38 Questions	Descriptive Adjective	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50.
	10 Questions	Possessive adjective	30, 31, 32, 33, 34, 35, 36, 37, 38, 39
	1 Questions	Adjective of numeral	47
	1 Questions	Demonstrative Adjective	14

b. Writing test

In writing test, the researcher collected the data from the students' writing products of describing person at least 100 words. The researcher asked the students to describe about their friend. (See appendix 3)

Table 3.2
Content Specification in writing test

Language Skills or Components	The topic	Parts of description
Writing	Describe about classmate	Identification
		Description

c. Speaking Test

In speaking test, the researcher collected the data from the students' speaking of describing person. The students asked to speak about their idol.

(See appendix 4)

Table 3.3
Content Specification in speaking test

Language Skills or Components	The topic	Parts of description
Speaking	Describe about Idol	Identification
		Description

2. Instrument Try Out

The tryout of instruments conducted to X IPA in SMAN 4 Palangka Raya. There were 31 students. The researcher used test as the sample of tryout. Mastering adjective test was used to know students' mastery of adjective. The researcher asked students to answer 100 multiple choice questions with alternatives answer about mastery in using adjective. The researcher conducted a try out test before being applied to the real sample of this study. Try out of the instrument was necessary to know how valid, or reliable and difficult the instruments before it apply to the real sample. The researcher obtained the instrument quality consists of instrument validity and reliability. The procedures of the try out as follows:

- a. The researcher gave try out to the respondents.
- b. The researcher collected the answers and gave score to the respondents' answer.
- c. The researcher analyzed the obtain data to knew the instrument validity and reliability.
- d. The researcher gave the test to the real sample.

3. Instrument Validity

Validity is the most important consideration in developing and evaluating measuring instruments (Ary, 2010,p.225). In this study, the validity was classify into, face, content and construct of mastering adjective.

a. Face Validity

According to Ary face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. (Ary, 2010,p.228). Mastering adjective test instrument used to measure the students mastery in using adjective in descriptive text.

b. Content validity

It is espically important for achievements tests. It is also a concern for other types of measuring instruments, such as personality and aptitude measures (Ary, 2010,p.228). In this study, adjective test consist of 100 test items. The students asked Descriptive Adjective, Possessive adjective, Demonstrative Adjective. It was presented by multiple choice.

c. Construct Validity

It is focuses on test scores as a measure of a psychological construct. (Ary, 2010:231). In this case, after the instrument was constructed on the aspect that measured based on a particular theory, then it is consulted with experts.

4. Instrument Reliability

Reliability is the degree of consistency with which it measures whatever it is measuring. To be able to make valid inferences from a test's scores, the test must first be consistent in measuring whatever is being measured (Ary,2010,p.236).

The Researcher used the following formula K-R 21

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{M(k-M)}{kVt} \right]$$

In which:

r_{11} = Instrument Reliability

k = number of items on the test

M = mean total of the score

$$Vt = \text{Variance of scores on the total test. } Vt = \frac{(\sum x^2) - \frac{(\sum x)^2}{N}}{N}$$

In which :

Vt = Variance of scores on the total test

$(\sum x^2)$ = sum of the squared scores.

$(\sum x)^2$ = sum of X

\bar{N} = mean total score of the test item.

F. Data Collection Procedure

1. Mastering adjective test

- a. Chose the place of the study
- b. Asked permission to carry out the study
- c. Created the adjective instrument test with 100 multiple choice question for instrument try out.
- d. Conducted the instrument try out to X IPA in SMAN 4 Palangka Raya. There were 31 students.
- e. Analyzed the reliability and validity of the try out test. The researcher Analyzed the data obtained into calculation.
- f. Gave the Adjective instrument test to the real sample. It was to SMA NU Palangka Raya. There were 24 students. The test consisted 50 multiple choice test (a, b, c, d and e).
- g. Asked the students to answer the tests in certain time.
- h. Checked the students answer and gave the score
- i. The researcher analyzed the data obtained into calculation to calculate the data.

2. Writing test

- a. Chose the place of the study
- b. Aske permission to carry out the study
- c. Created the writing instrument. The researcher asked the students to describe about their friend.

- d. Gave the students writing test. The researcher asked the students to describe about their friend.
- e. Asked the students to answer the tests in certain time.
- f. Checked the students answer and gave the score.
- g. The researcher analyzed the data obtained into calculation to calculate the data.

3. Speaking test

- a. Chose the place of the study
- b. Asked permission to carry out the study
- c. Create the speaking instrument. The researcher asked the students to describe about their idol.
- d. Gave the students speaking test. The researcher asked the students to describe about their idol.
- e. Asked the students to answer the tests in certain time.
- f. Checked the students answer and gave the score
- g. The researcher analyzed the data obtained into calculation to calculate the data.

G. Data Analysis Procedure

1. Calculated the students' score of students' mastery in using adjective by using formula :

$$S = \frac{n}{N} \times 100$$

Where:

S = students' score

n = number of true answer

N = number of test items

2. Calculated the students' score of writing describing text test by using writing rubric scoring.
3. Calculated the students' score of speaking describing text test by using speaking rubric scoring.
4. To found out the correlation coefficient mastery of adjective, speaking and writing describing text test. The researcher used 16.0 SPSS program.
5. To find the multiple correlation coefficient, the researcher is used formula as follow :

$$R_{x1.x2.Y} = \sqrt{\frac{r^2_{x1.Y} + r^2_{x2.Y} - 2(r_{x1.Y})(r_{x2.Y})(r_{x1.x2})}{1 - r^2_{x1.x2}}}$$

Where :

$R_{X_1X_2Y}$: The multiple correlation coefficient

r_{x_1y} : The correlation coefficient between variable x_1 and y

r_{x_2y} : The correlation coefficient between variable x_2 and y

$r_{x_1x_2}$: The correlation coefficient between variable x_1 and x_2

6. To know the significant of multiple correlation X_1 , X_2 and Y , the researcher used the formula that Ridwan stated in his book (2013,p.238)

:

$$f_{value} = \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{n-k-1}}$$

Where :

R = Score of multiple correlation

k = Total of Independent variable

n = total of sample

f = Comparison between F_{value} and F_{table}

7. To know the score of F_{value} the researcher used F table that stated by Riduwan (2013,p.239) with formula :

$F_{table} = df_1 = k-1$

$df_2 = n-k$

where :

k = total of variable

n = total of sample

8. Interpretation

After the researcher found the F_{observe} , the next step was compare with the F table, if the F observe was greater than F table, it meant there was correlation among the three variables.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study, which consisted data of presentation, research finding and discussion.

A. Data Presentation

1. The Result of Mastering Adjective Test Score

To get the mastering adjective score, the researcher gave test to the students. The multiple choice test consisted 50 item test. The test was conducted to the X IPA and X IPS students on Wednesday, May 2th 2018. The participant joined the test were 24 students. After that, the researcher gave the scores as described in table 4.1.

Table 4.1
The Result of Mastering Adjective Test Score

Code	Mastering Adjective Test (Y)	Y ²
A1	76	5776
A2	78	6084
A3	76	5776
A4	76	5776
A5	72	5184
A6	84	7056
A7	80	6400

A8	74	5476
A9	78	6084
A10	78	6084
A11	74	5476
A12	70	4900
A13	68	4624
A14	66	4356
A15	80	6400
A16	72	5184
A17	66	4356
A18	68	4624
A19	76	5776
A20	70	4900
A21	78	6084
A22	74	5476
A23	66	4356
A24	66	4356
Sum	1766	130564
Lowest Score	66	
Highest Score	84	
Mean	73.58	
Standard Deviation	5.17	

Based on the calculation variable Y was found $\sum Y = 1766$ and $\sum Y^2 = 130564$. Based on the data above, it was known that the highest score was

84 and the lowest score was 66. The classification of the students' scores could be seen in table 4.2.

Table 4.2
Distribution of Students' Mastering Adjective Test Score

No	Category	Frequency
1	Score 80 – 100	3
2	Score $70 \leq 80$	15
3	Score $60 \leq 70$	6
4	Score $50 \leq 60$	-
5	Score <50	-
	Total	24

Based on the data above, it could be seen that there are variation of scores. Based on the calculation there were three students who acquired score 80 – 100, fifteen students who acquired score $70 \leq 80$, six students who acquired score $60 \leq 70$, no students who acquired score $50 \leq 60$ and no students who acquired score < 50 .

After scoring process, researcher made several groups of the data in some level on predicate of score then made percentage by using formula

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : The number of students who got score in a level

N : Total of the students

Table 4.3

Distribution Frequency and Presentation Score of Mastering Adjective Test Score

No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 – 100	Very good	A	3	12.50%
2	Score $70 \leq 80$	Good	B	15	62.50%
3	Score $60 \leq 70$	Fair	C	6	25.00%
4	Score $50 \leq 60$	Poor	D	-	-
5	Score <50	Bad	E	-	-
	Total			24	100%

Based on the data above, it can be explained that there were 3 (12.50 %) students who acquired scores 80-100, 15 (62.50%) students who acquired score $70 \leq 80$, 6 (25.00%) students who acquired score $60 \leq 70$, students who acquired score $50 \leq 60$ and no students who acquired score < 50 . The following was about the frequency of mastering adjective test scores.

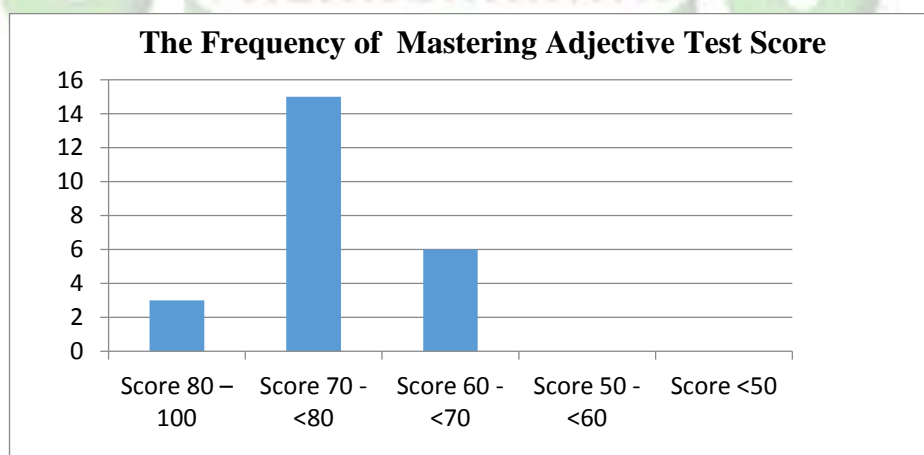


Figure 4.1 The frequency of Mastering Adjective Test Score

2. The Average of The Students' Mastering Adjective Test Score

To find the average of the students' mastering adjective test score, the researcher was used the formula as follow :

$$M = \frac{\sum Y}{N}$$

Where :

M = Mean

$\sum Y$ = the sum of scores

N = number of the students

It was known that :

M = 73.58

$\sum Y$ = 1766

N = 24

As the calculation above, the average scores the students' mastering adjective test score was 73.58. Based on the valuation scale used in SMA NU Palangka Raya, the average of the students' mastering adjective test was in good criteria .

. 3. The Result of Writing Test Score

To get the writing score, the researcher gave test to the students. The writing test was describing person. The test was conducted to the X IPA students on Friday, May 4th 2018 and X IPS students on Monday, May 7th 2018. The participant joined the test were 24 students. After that, the researcher gave the scores as described in table 4.4.

Table 4.4
The Result of Writing Test Score

Code	Writing (X_1)	X_1^2
A1	85	7225
A2	77	5929
A3	79	6241
A4	76	5776
A5	73	5329
A6	80	6400
A7	82	6724
A8	78	6084
A9	76	5776
A10	80	6400
A11	81	6561
A12	74	5476
A13	65	4225
A14	71	5041

A15	78	6084
A16	69	4761
A17	74	5476
A18	74	5476
A19	77	5929
A20	74	5476
A21	76	5776
A22	74	5476
A23	70	4900
A24	69	4761
Sum	1812	137302
Highest Score	85	
Lowest Score	65	
Mean	75.5	
Standard Deviation	4.64	

Based on the calculation Variable X_1 was found $\sum X_1 = 1812$ and $\sum X_1^2 = 137302$. Based on the data above, it is known that the highest score was 85 and the lowest score was 65. The classification of the students' scores could be seen in table 4.5

Table 4.5
Distribution of Students' Writing Test Score

No	Category	Frequency
1	Score 80 – 100	5
2	Score $70 \leq 80$	16
3	Score $60 \leq 70$	3
4	Score $50 \leq 60$	-
5	Score <50	-
	Total	24

Based on the data above, it could be seen that there are variation of scores. Based on the calculation there were five students who acquired score 80-100, sixteen students who acquired score $70 \leq 80$, and three students who acquired score $60 \leq 70$. no students who acquired score $50 \leq 60$ and no students who acquired score < 50 .

Table 4.6
Distribution Frequency and Presentation Score of the Students' Writing Score Test

No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 – 100	Very good	A	5	20.83 %
2	Score $70 \leq 80$	Good	B	16	66.66%
3	Score $60 \leq 70$	Fair	C	3	12.50%
4	Score $50 \leq 60$	Poor	D	-	-
5	Score <50	Bad	E	-	-
	Total			24	100%

Based on the data above, it could be explained that there were 5 (20.83 %) students who acquired scores 80-100, 16 (66.66%) students who acquired score $70 \leq 80$, 3 (12.50%) students who acquired score $60 \leq 70$, no students who acquired score $50 \leq 60$ and no students who acquired score < 50 . The following was about the frequency of writing test scores.

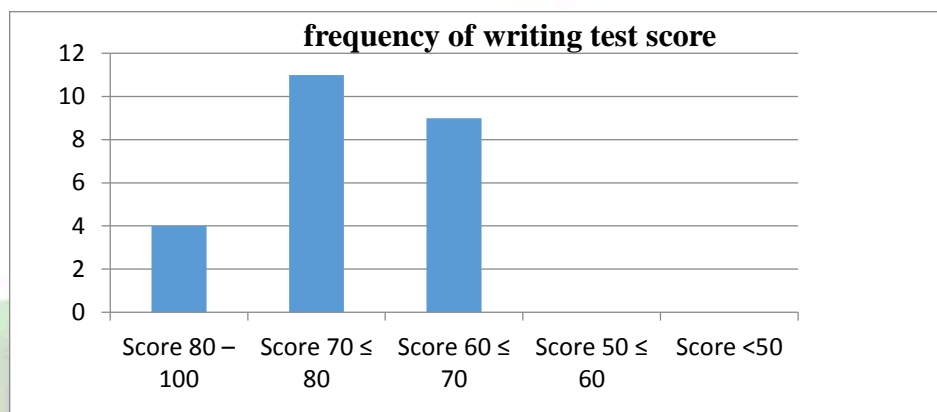


Figure 4.2 Frequency of Writing Test Score

4. The Average of The Students' Writing Test Score

To find the average of the students' writing test score, the researcher used the formula as follow :

$$M = \frac{\sum X_1}{N}$$

Where :

M : Mean

X_1 : The Sum of the scores

N : Number of students

It was known that :

M : 75.5

X_1 : 1812

N : 24

As the calculation above, the average scores the students' writing test was 75.5 Based on the valuation scale used in SMA NU Palangka Raya, the average of the students' writing test score was in good criteria .

5. The Result of Speaking Test Scores

To get the speaking score, the researcher gave test to the students. The speaking test was describing person. The test was conducted to the X IPA and X IPS students on Wednesday, May 9th 2018. After that, The researcher gave the scores as described in table 4.7.

Table 4.7
The Result of Speaking Test Score

Code	Speaking(X_2)	X_2^2
A1	78	6084
A2	70	4900
A3	76	5776
A4	82	6724
A5	70	4900
A6	84	7056
A7	82	6724
A8	70	4900
A9	68	4624

A10	88	7744
A11	70	4900
A12	66	4356
A13	62	3844
A14	68	4624
A15	74	5476
A16	62	3844
A17	72	5184
A18	66	4356
A19	70	4900
A20	66	4356
A21	74	5476
A22	70	4900
A23	62	3844
A24	62	3844
Sum	1712	123336
Highest Score	88	
Lowest Score	62	
Mean	71.33	
Standard Deviation	7.26	

Based on the calculation Variable X_2 was found $\sum X_2 = 1712$ and $\sum X_2^2 = 123336$. Based on the data above, it is known that the highest score was

88 and the lowest score was 62 . The classification of the students' scores could be seen in table 4.8.

Table 4.8
Distribution of Students' Speaking Test Score

No .	Category	Frequency
1	Score 80 – 100	4
2	Score $70 \leq 80$	11
3	Score $60 \leq 70$	9
4	Score $50 \leq 60$	-
5	Score < 50	-
	Total	24

Based on the data above, it could be seen that there are variation of scores. Based on the calculation there were four students who acquired score 80-100, eleven students who acquired score $70 \leq 80$, and nine students who acquired score $60 \leq 70$. no students who acquired score $50 \leq 60$ and no students who acquired score < 50 .

Table 4.9

Distribution Frequency and Presentation Score of the Students' Speaking Score Test

No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 – 100	Very good	A	4	16.66%
2	Score $70 \leq 80$	Good	B	11	45.83%
3	Score $60 \leq 70$	Fair	C	9	37.5%
4	Score $50 \leq 60$	Poor	D	-	-
5	Score <50	Bad	E	-	-
	Total			24	100%

Based on the data above, it could be explained that there were 4 (16.66%) students who acquired scores 80-100, 11 (45.83%) students who acquired score $70 \leq 80$, 9 (37.5%) students who acquired score $60 \leq 70$, no students who acquired score $50 \leq 60$ and no students who acquired score < 50 . The following was chart about the frequency of speaking test scores.

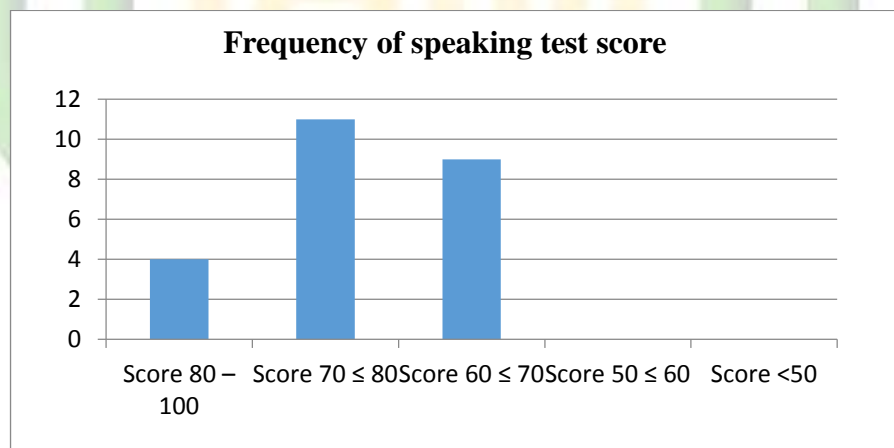


Figure 4.3 The frequency of Speaking Test Score

6. The Average of Speaking Test Score

To find the average of speaking test score, the researcher used the formula as follow :

$$M = \frac{\sum X_2}{N}$$

Where :

M : Mean

X₂ : The Sum of the scores

N : Number of students

It was known that :

M : 71.33

X₂ : 1712

N : 24

As the calculation above, the average scores the students' speaking test was 71.33. Based on the valuation scale used in SMA NU Palangka Raya, the average of the students' speaking test was in good criteria .

B. Research Findings

1. Testing Normality and Linierity

In this study, the researcher used Shapiro-Wilk Test to test normality.

The first variable to test is Mastering Adjective Test.

a) Normality Test of Mastering Adjective Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Mastering Adjective Test	.138	24	.200 [*]	.941	24	.174

a. Lilliefors Significance Correction

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

Based on the calculation using SPSS 16.0 Program, the asymptotic significance normality of mastering adjective test was 0.17. Then, the normality was consulted with the table of Shapiro-Wilk Test with the level significance 5% ($\alpha = 0.05$). Because asymptotic significance of mastering adjective test = $0.17 \geq \alpha = 0.05$ it could be concluded that the data was normality distributed.

b) Normality Test of Writing Test

Test Normality of Writing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
WRITING	.123	24	.200 [*]	.985	24	.971

a. Lilliefors Significance Correction

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

Based on the calculation using SPSS 16.0 Program, the asymptotic significance normality of writing was 0.97. Then, the normality was consulted with the table of Shapiro-Wilk with the level significance 5% (α

= 0.05). Because asymptotic significance of writing test = $0.97 \geq \alpha = 0.05$ it could be concluded that the data was normality distributed.

c) Normality Test of Speaking

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
SPEAKING	.198	24	.016	.924	24	.072

a. Lilliefors Significance Correction

Based on the calculation using SPSS 16.0 Program, the asymptotic significance normality of speaking was 0.07. Then, the normality was consulted with the table of Shapiro-Wilk with the level significance 5% ($\alpha = 0.05$). Because asymptotic significance of speaking test = $0.07 \geq \alpha = 0.05$ it could be concluded that the data was normality distributed.

d) Linierity Test of Writing and Mastering Adjective

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
writing * mastering adjective	341.333	8	42.667	4.138	.009
Between Groups	341.333	8	42.667	4.138	.009
Linearity	263.722	1	263.722	25.577	.000
Deviation from Linearity	77.611	7	11.087	1.075	.425
Within Groups	154.667	15	10.311		
Total	496.000	23			

Based on the calculation using SPSS 16.0 Program, the significance linearity of writing and mastering adjective was 0.42. From the table above, it could be seen that the result of of F_{value} was 1.07 Next the researcher also found the F_{table} using formula :

$$\begin{aligned}
 F_{\text{table}} &= (\text{df deviation from linearity ; df Within Groups}) \\
 &= (7 ; 15) \\
 &= 2.71
 \end{aligned}$$

Because significance of writing and mastering adjective test = $0.42 \geq \alpha = 0.05$ and the value F_{observe} was lesser than F_{table} ($1.07 \leq 2.71$). it could be concluded that the data was linearity distributed.

e) Linierity Test of Speaking and Mastering Adjective

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
speaking *	Between (Combined)	750.333	8	93.792	3.039	.030
mastering	Groups					
adjective	Linearity	643.129	1	643.129	20.836	.000
	Deviation					
	from	107.204	7	15.315	.496	.823
	Linearity					
	Within Groups	463.000	15	30.867		
	Total	1213.333	23			

Based on the calculation using SPSS 16.0 Program, the significance linearity of speaking and mastering adjective was 0.82. From the table above, it could be seen that the result of F_{value} was 0.49. Next the researcher also found the F_{table} using formula :

$$\begin{aligned}
 F_{\text{table}} &= (\text{df deviation from linearity ; df Within Groups}) \\
 &= (7 ; 15) \\
 &= 2.71
 \end{aligned}$$

Because significance of writing and mastering adjective test = 0.82 $\geq \alpha = 0,05$ and the value F_{observe} was lesser than F_{table} ($0.49 \leq 2.71$). it could be concluded that the data was linearity distributed.

f) Linierity Test of Speaking and Writing

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
speaking * writing	Between	(Combined)	1066.667	13	82.051	5.594	.005
	Groups	Linearity	706.581	1	706.581	48.176	.000
		Deviation from Linearity	360.086	12	30.007	2.046	.133
	Within Groups		146.667	10	14.667		
	Total		1213.333	23			

Based on the calculation using SPSS 16.0 Program, the significance linearity of speaking and grammar was 0.13. From the table above, it could be seen that the result of of F_{value} was 2.04. Next the researcher also found the F_{table} using formula :

$$F_{\text{table}} = (\text{df deviation from linearity ; df Within Groups})$$

$$= (12 ; 10)$$

$$= 2.98$$

Because significance of writing and grammar test = 0.13 \geq α = 0.05 and the value F_{observe} was lesser than F_{table} ($2.04 \leq 2.98$). It could be concluded that the data was linearity distributed.

2. Testing Hypothesis and Interpretation of the result

a) Correlation Between Writing and Mastering Adjective

In this case, both the writing and mastering adjective were related by using Pearson Product moment formula. The data are described on the following table:

Table 4.10
The Correlation between Writing and Mastering Adjective

No.	X_1	Y	X_1Y	X_1^2	Y^2
1.	85	76	6460	7225	5776
2.	77	78	6006	5929	6084
3.	79	76	6004	6241	5776
4.	76	76	5776	5776	5776
5.	73	72	5256	5329	5184
6.	80	84	6720	6400	7056
7.	82	80	6560	6724	6400
8.	78	74	5772	6084	5476
9.	76	78	5928	5776	6084
10.	80	78	6240	6400	6084
11.	81	74	5994	6561	5476
12.	74	70	5180	5476	4900
13.	65	68	4420	4225	4624
14.	71	66	4686	5041	4356
15.	78	80	6240	6084	6400
16.	69	72	4968	4761	5184

17.	74	66	4884	5476	4356
18.	74	68	5032	5476	4624
19.	77	76	5852	5929	5776
20.	74	70	5180	5476	4900
21.	76	78	5928	5776	6084
22.	74	74	5476	5476	5476
23.	70	66	4620	4900	4356
24.	69	66	4554	4761	4356
	$\sum X_1 =$ 1812	$\sum Y$ =1766	$\sum X_1 Y$ =133736	$\sum X_1^2 =$ 137302	$\sum^2 =$ 130564



$$\Sigma X_1 = 1812$$

$$\Sigma Y = 1766$$

$$\Sigma X_1 Y = 133736$$

$$\Sigma X_1^2 = 137302$$

$$\Sigma Y^2 = 130564$$

Based on the calculation of correlation between variable X_1 and variable Y above, it can be known of each variable. Based on the product moment was found the product of r_{xy} , as follow:

$$r_{xy} = \frac{N \Sigma X_1 Y - (\Sigma X_1)(\Sigma Y)}{\sqrt{\{N \Sigma X_1^2 - (\Sigma X_1)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{24 \times 133736 - (1812)(1766)}{\sqrt{\{24 \times 137302 - (1812)^2\} \{24 \times 130564 - (1766)^2\}}}$$

$$r_{xy} = \frac{3209664 - 3199992}{\sqrt{(3295248 - 3283344)(3133536 - 3118756)}}$$

$$r_{xy} = \frac{9672}{\sqrt{(11904)(14780)}}$$

$$r_{xy} = \frac{9672}{\sqrt{175941120}}$$

$$r_{xy} = \frac{9672}{13264.279852}$$

$$r_{xy} = 0.73$$

Correlations

		Writing	Mastering adjective
Writing	Pearson Correlation	1	.730**
	Sig. (2-tailed)		.000
	N	24	24
Mastering adjective	Pearson Correlation	.730**	1
	Sig. (2-tailed)	.000	
	N	24	24

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

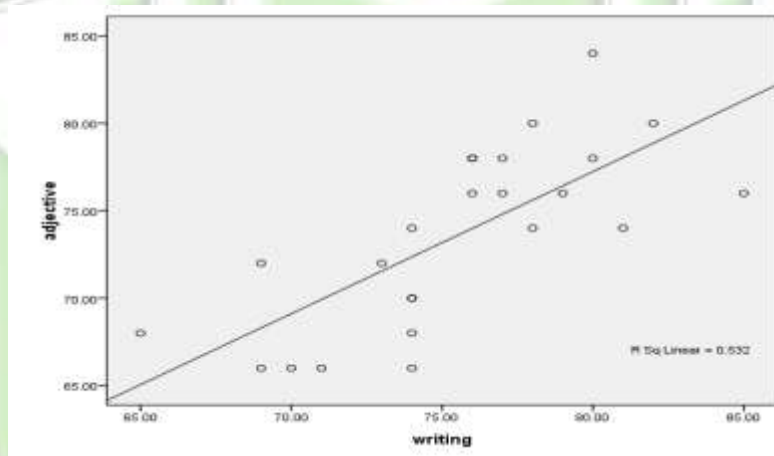


Figure 4.4 Scatterplots Correlation Between Writing and Mastering Adjective

Based on the manual calculation and The result of the test using SPSS 16.0 Program above, it was found that the r_{value} was 0.73. Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows :

Table 4.11
Coefficient Correlation Interpretation

Interval	Category
0.00 – 0.20	Very Low
0.20 – 0.40	Low
0.40 – 0.70	Average
0.70 – 0.90	Strong
0.90 – 1.00	Very Strong

(Sudijono, 2013, p.193)

From the table above can be seen that index of product moment correlation was 0.73 for 0.05 significance level. The correlation index ($r_{xy} = 0.73$) is in the interval of (0.70-0.90), this means that the correlation belongs to “Strong Correlation”. The result of the calculation that was counted by the product moment above showed that the index of correlation was 0.73. To prove the value of “r” based on the calculation degree of freedom was known that $df = N - nr$, $N = 24$, $nr = 2$.

Even so, it was known that the result of r observed $= 0.73 \geq 0.40$. It can be explained that the value of r observed (0.73) showed positive correlation between writing and mastering adjective in significant level 5%

b) The Correlation Between Speaking and Mastering Adjective

Table 4.12
The Correlation between Speaking and Mastering Adjective

No.	X₂	Y	X₂Y	X₂²	Y²
1	78	76	5928	6084	5776
2	70	78	5460	4900	6084
3	76	76	5776	5776	5776
4	82	76	6232	6724	5776
5	70	72	5040	4900	5184
6	84	84	7056	7056	7056
7	82	80	6560	6724	6400
8	70	74	5180	4900	5476
9	68	78	5304	4624	6084
10	88	78	6864	7744	6084
11	70	74	5180	4900	5476
12	66	70	4620	4356	4900
13	62	68	4216	3844	4624
14	68	66	4488	3844	4356
15	74	80	5920	5476	6400
16	62	72	4464	3844	5184
17	72	66	4752	4096	4356
18	66	68	4488	4356	4624
19	70	76	5320	4900	5776

20	66	70	4620	4356	4900
21	74	78	5772	5476	6084
22	70	74	5180	4900	5476
23	62	66	4092	3844	4356
24	62	66	4092	3844	4356
	$\Sigma X=171$ 2	$\Sigma Y=1766$	$\Sigma X^2 Y$ =126604	$\Sigma X^2=$ 123336	$\Sigma Y^2=$ 130564

From the calculation of variable X_2 and Y, It was known that:

$$\Sigma X_2 = 1712$$

$$\Sigma Y = 1766$$

$$\Sigma X_2 Y = 126604$$

$$\Sigma X_2^2 = 123336$$

$$\Sigma Y^2 = 130564$$

Based on the calculation of correlation between variable X_2 and variable Y above, it can be known of each variable. Based on the product moment was found the product of r_{xy} , as follow:

$$r_{xy} = \frac{N \Sigma X_2 Y - (\Sigma X_2)(\Sigma Y)}{\sqrt{\{N \Sigma X_2^2 - (\Sigma X_2)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{24 \times 126604 - (1712)(1766)}{\sqrt{\{24 \times 123336 - (1712)^2\} \{24 \times 130564 - (1766)^2\}}}$$

$$r_{xy} = \frac{3038496 - 3023393}{\sqrt{(2960064 - 2930944)(3133536 - 3118756)}}$$

$$r_{xy} = \frac{15104}{\sqrt{(29120)(14780)}}$$

$$r_{xy} = \frac{15104}{\sqrt{430393600}}$$

$$r_{xy} = \frac{15104}{20745.929721}$$

$$r_{xy} = 0.72$$

Correlations

		Speaking	Mastering Adjective
Speaking	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	24	24
Mastering Adjective	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	24	24

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

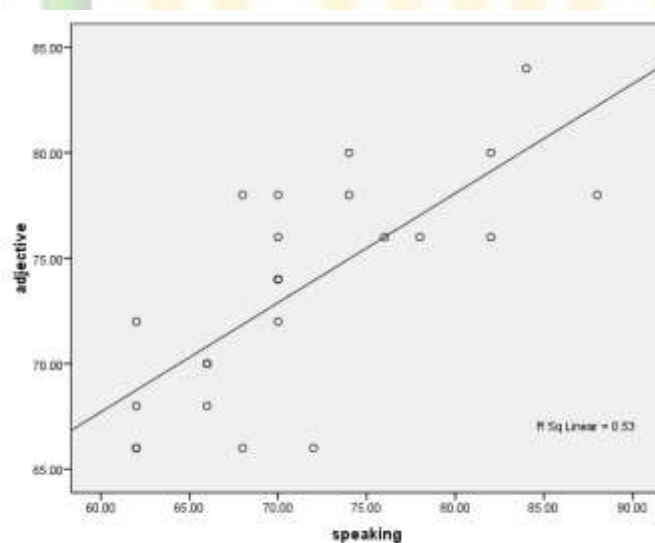


Figure 4.5 Scatterplots Correlation Between Speaking and Mastering Adjective

Based on the manual calculation and the result of the test using SPSS 16.0 Program above, it was found that the r_{value} was 0.72 . Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows :

Table 4.13
Coefficient Correlation Interpretation

Interval	Category
0.00 – 0.20	Very Low
0.20 – 0.40	Low
0.40 – 0.70	Average
0.70 – 0.90	Strong
0.90 – 1.00	Very Strong

(Sudijono, 2013, p.193)

From the table above can be seen that index of product moment correlation was 0.72 for 0.05 significance level. The correlation index ($r_{xy} = 0.72$) is in the interval of (0.70-0.90), this means that the correlation belongs to “Strong Correlation”. The result of the calculation that was counted by the product moment above showed that the index of correlation was 0.72. To prove the value of “ r ” based on the calculation degree of freedom was known that $df = N - nr$, $N = 24$, $nr = 2$.

Even so, it was known that the result of r observed $= 0.72 \geq 0.40$. It can be explained that the value of r observed (0.72) showed positive correlation between speaking and mastering adjective in significant level 5% .

c) The Correlation Between Writing and Speaking

Table 4.14
The Correlation between Writing and Speaking

No.	X_1	X_2	X_1X_2	X_1^2	X_2^2
1	85	78	6630	7225	6084
2	77	70	5390	5929	4900
3	79	76	6004	6241	5776
4	76	82	6232	5776	6724
5	73	70	5110	5329	4900
6	80	84	6720	6400	7056
7	82	82	6724	6724	6724
8	78	70	5460	6084	4900
9	76	68	5168	5776	4624
10	80	88	7040	6400	7744
11	81	70	5670	6561	4900
12	74	66	4884	5476	4356
13	65	62	4030	4225	3844

14	71	68	4828	5041	3844
15	78	74	5772	6084	5476
16	69	62	4278	4761	3844
17	74	72	5328	5476	4096
18	74	66	4884	5476	4356
19	77	70	5390	5929	4900
20	74	66	4884	5476	4356
21	76	74	5624	5776	5476
22	74	70	5180	5476	4900
23	70	62	4340	4900	3844
24	69	62	4278	4761	3844
	X₁ = 1812	Σ X₂=1712	Σ X₁ X₂ = 129848	Σ X₁²=137302	Σ X₂²= 123336

From the calculation of variable X₂ and Y, It was known that:

$$\Sigma X_1 = 1812$$

$$\Sigma X_2 = 1712$$

$$\Sigma X_1 \Sigma X_2 = 129848$$

$$\Sigma X_1^2 = 137302$$

$$\Sigma X_2^2 = 123336$$

Based on the calculation of correlation between variable X₁ and variable X₂ above, it can be known of each variable. Based on the product moment was found the product of r_{xy}, as follow:

$$r_{xy} = \frac{N\sum X_1X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{N\sum X_1^2 - (\sum X_1)^2\}\{N\sum X_2^2 - (\sum X_2)^2\}}}$$

$$r_{xy} = \frac{24 \times 129848 - (1812)(1712)}{\sqrt{\{24 \times 137302 - (1812)^2\}\{24 \times 123336 - (1712)^2\}}}$$

$$r_{xy} = \frac{3116352 - 3102144}{\sqrt{(3295248 - 3283344)(2960064 - 2930944)}}$$

$$r_{xy} = \frac{14208}{\sqrt{(11904)(29120)}}$$

$$r_{xy} = \frac{14208}{\sqrt{346644480}}$$

$$r_{xy} = \frac{14208}{18618.390908}$$

$$r_{xy} = 0.76$$

Correlations

		Writing	Speaking
Writing	Pearson Correlation	1	.763**
	Sig. (2-tailed)		.000
	N	24	24
Speaking	Pearson Correlation	.763**	1
	Sig. (2-tailed)	.000	
	N	24	24

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

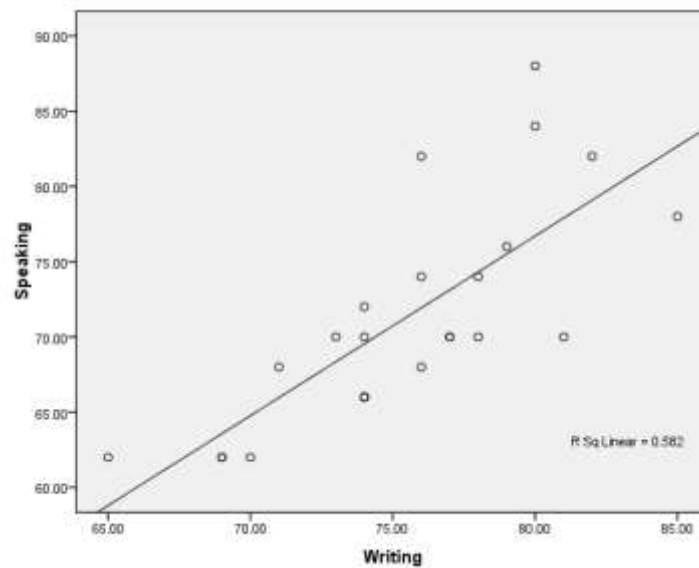


Figure 4.6 Scatterplots Correlation Between Speaking and Writing

Based on the manual calculation and the result of the test using SPSS 16.0 Program above, it was found that the r_{value} was 0.76. Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows :

Table 4.15
Coefficient Correlation Interpretation

Interval	Category
0.00 – 0.20	Very Low
0.20 – 0.40	Low
0.40 – 0.70	Average
0.70 – 0.90	Strong
0.90 – 1.00	Very Strong

(Sudijono, 2013, p.193)

From the table above can be seen that index of product moment correlation was 0.76 for 0.05 significance level. The correlation index ($r_{xy} = 0.76$) is in the interval of (0.70-0.90), this means that the correlation belongs to “Strong Correlation”. The result of the calculation that was counted by the product moment above showed that the index of correlation was 0.76. To prove the value of “r” based on the calculation degree of freedom was known that $df = N - nr$, $N = 24$, $nr = 2$.

Even so, it was known that the result of r observed $= 0.76 \geq 0.40$. It can be explained that the value of r observed (0.76) showed positive correlation between writing and speaking in significant level 5% .

d) The Correlation among Mastering Adjective, Speaking and Writing

The researcher used formula multiple correlation as follow :

$$R_{x1.x2.y} = \sqrt{\frac{r^2_{x1.y} + r^2_{x2.y} - 2(r_{x1.y})(r_{x2.y})(r_{x1.x2})}{1 - r^2_{x1.x2}}}$$

$$R_{x1.x2.y} = \sqrt{\frac{0.53 + 0.52 - 2(0.73)(0.72)(0.76)}{1 - 0.58}}$$

$$= \sqrt{\frac{1.05 - 0.80}{0.42}}$$

$$= \sqrt{\frac{0.25}{0.42}}$$

$$= \sqrt{0.59}$$

$$= 0.77$$

Next the researcher measured the MDC (Multiple Correlation Determinant) after getting multiple correlation coefficient .

$$\text{MDC} = R^2 \times 100\%$$

$$\text{MDC} = 0.77^2 \times 100\%$$

$$\text{MDC} = 59.29 \%$$

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	370.857	2	185.428	15.895	.000 ^a
	Residual	244.977	21	11.666		
	Total	615.833	23			

From the table above, it could be seen that the result of F_{value} was

15. 895 Next the researcher also found the F_{table} using formula :

$$df1 = k - 1 = 3 - 1 = 2$$

$$df2 = n - k = 24 - 3 = 21$$

Where :

df1 : Degree of Freedom 1

df2 : Degree of Freedom 2

k : Total Variables

n : Total of Sample

So the F table at $df1 = 2$, and the $df2 = 21$. The correlation index (0.77) is in the interval of (0.70 – 0.90) this means that the correlation

belongs to “Strong Correlation”. After checked at the F_{table} , the score of F_{table} was 3.47. After that the researcher compare the $F_{observe}$ and the F_{table} . The value $F_{observe}$ was greater than F_{table} ($15.895 \geq 3.47$). It meant that the accepted. There was strong and positive correlation among Mastering adjective, writing and speaking.

C. Discussion

1. The correlation between Writing and Mastering Adjective

Based on the result of used SPSS 16.0 program it was indicates that mastering adjective gave contribution to writing, it meant that every improvement of mastering adjective will be followed by the improvement of writing. In other word, the better students’ mastery in adjective then they would be better in writing descriptive text. In this case there was positive correlation that $r_{observe}$ greater than r_{table} . ($0.73 \geq 0.40$). The correlation index ($r_{xy} = 0.73$) is in the interval of (0.70 – 0.90), this means that the correlation belongs to “Strong Correlation”.Hypothesis alternative was accepted and hypothesis null was rejected. Mastering grammar gave contribution to writing for the Students at SMA NU Palangka Raya on Academic years 2017/2018.

These findings showed that there was correlation between writing and grammar. Writing is one of ways to express ideas that involve many aspect especially grammar. The researcher concluded that Grammar gave contribution to writing for the Students. According to Zaiyana (2015)

stated that there was significant correlation between grammar mastery and writing ability (Chap. II, p. 11). This findings was also in accordance with Istiqomah (2015) the better one's grammar mastery the better his or her writing ability (Chap. II, p. 13). Therefore, those who want to improve their writing ability should learn grammar. In line with this result, the students' who have a good mastering adjective, they will also have a good writing ability in descriptive text.

2. The Correlation between Speaking and Mastering Adjective

Based on the result of used SPSS 16.0 program it was indicates that mastering adjective gave contribution to speaking descriptive text, it meant that every improvement of mastering adjective will be followed by the improvement speaking. In other word, the better students' mastery in adjective then they would be better in speaking descriptive text. In this case there was positive correlation that r_{observe} greater than r_{table} . ($0.72 \geq 0.40$). The correlation index ($r_{xy} = 0.72$) is in the interval of (0.70 – 0.90), this means that the correlation belongs to “Strong Correllation”.Hypothesis alternative was accepted and hypothesis null was rejected.

This findings showed that there was correlation between speaking and mastering adjective. Grammar is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oralAccording to Priyanto (2015) stated that there was significant correlation between english

grammar and speaking fluency (Chap.II,p.11). The researcher concluded that mastering adjective gave contribution to speaking descriptive text.

3. The Correlation between Writing and Speaking

Based on the result of used SPSS 16.0 program it was indicates that writing gave contribution to speaking, it meant that every improvement of writing will be followed by the improvement speaking. In other word, the better students' writing then they would be better in speaking. In this case, there was positive correlation that r_{observe} greater than r_{table} . ($0.76 > 0.40$). The correlation index ($r_{xy} = 0.76$) is in the interval of (0.70-0.90), this means that the correlation belongs to "Strong Correlation". Hypothesis alternative was accepted and hypothesis null was rejected. There was significant correlation writing and speaking for the Students at SMA NU Palangka Raya on Academic years 2017/2018.

This findings showed that there was correlation between writing and speaking. In the real life communication, being able to speak in English is not enough. It is because not all communication activities can be held in the form of spoken language, but they sometimes need written form. According to Pamela (2015) stated that there was correlation between english speaking and writing proficiency (Chap. II, p. 12).

4. The Correlation among the Mastering Adjective, Writing and Speaking

Based on the analyzed, mastering adjective gave contribution 59.29% to Writing and speaking. It can be assumed that if a student had a good

adjective they would be better on writing and speaking in descriptive text. The value of F_{observe} was greater than F_{table} ($15.895 \geq 3.47$). It mean that there was positive correlation among Mastering adjective, writing and speaking. The correlation index (0.77) is in the interval of (0.70-0.90), this means that the correlation belongs to “ Strong Correllation”.Hypothesis alternative was accepted and hypothesis null was rejected.

These findings showed that there was correlation between grammar, speaking and writing. The researcher thinks that adjective is the aspect which is very important to compose a descriptive text and the students have to master about it if they want to speak and write the paragraphs in descriptive text. According to sevia (2014) there was correlation between students mastery in using adjective and their ability in writing descriptive text (Chap. II, p. 10).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

Based on the calculating using SPSS 16.0 program regression linear and the test, the result showed :

1. There was positive significant correlation among mastering adjective, speaking and writing descriptive text of the tenth grade students Academic Year 2018 in SMA NU Palangka Raya. After gaining the significant values of correlation coefficient (r) from each correlation (mastering adjective and writing, mastering adjective and speaking, writing and speaking) it was known that the value of multiple correlation (r) was 0.77. If it belonged strong correlation.
2. Based on the calculation of Multiple Determination Coefficient, it was gained that the mastering adjective, speaking and writing in descriptive text was 52.29%.
3. After testing the Fvalue using Ftest, it was gained that the value of Fobserve was 15.89. Meanwhile the value Ftable was 3.47. Based on the value of Fobserve and Ftable, the value of Fobserve was greater than the value of Ftable ($15.89 \geq 3.47$), It meant the null hypothesis stating that

there was no significant correlation among mastering adjective, speaking and writing was rejected and the alternative hypothesis stating that there was strong and positive significance correlation among mastering adjective, speaking and writing was accepted.

B. Suggestion

According to the conclusion in the result of study, the researcher would like to propose some suggestions for the students, teachers and the future researcher as follow :

1. For the Students

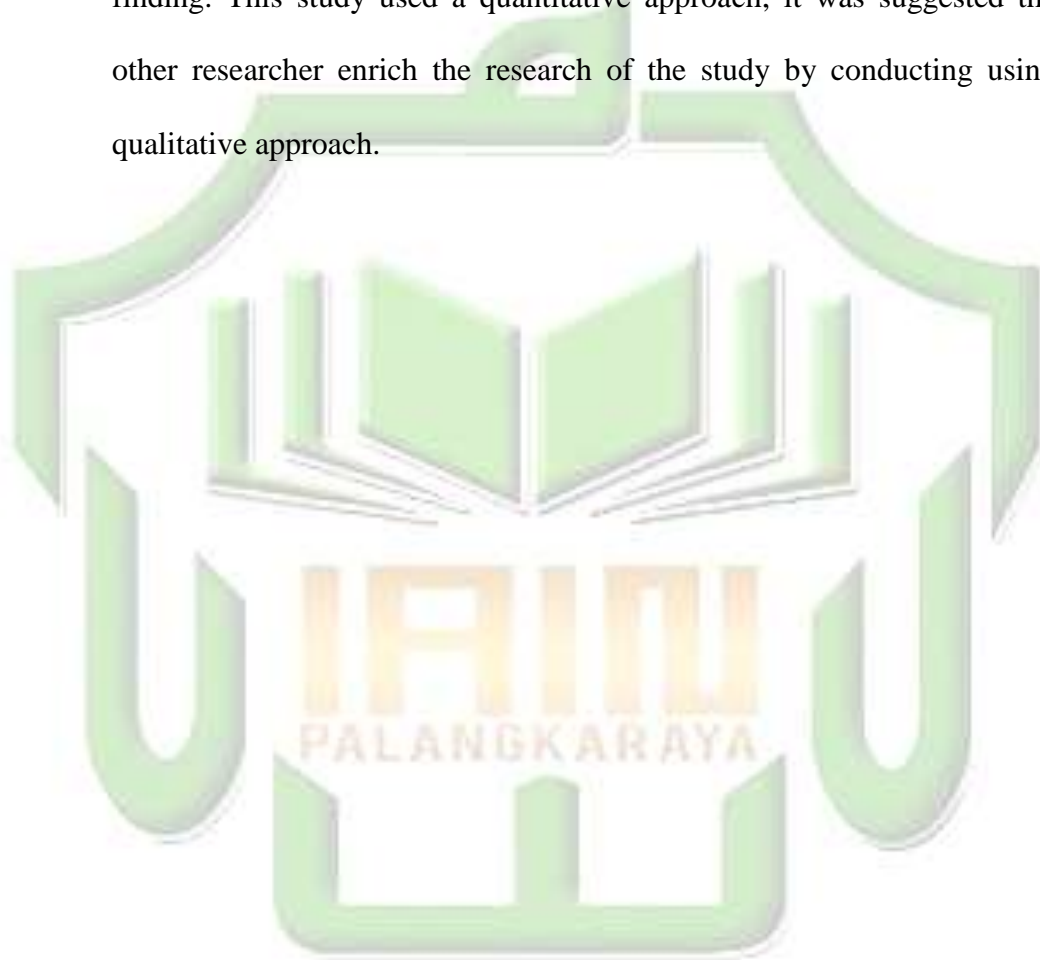
The research showed that there was positive correlation among mastering adjective , speaking and writing in descriptive text. So, the students should be practice anything that can be improve their mastering in adjective to better comprehend speaking and writing in descriptive text.

2. For the Teacher

The teacher is a motivator and stimulator for students. The teacher should support and gave motivation the students' to improve and increase their mastering in adjective to better comprehend speaking and writing in descriptive text because the research show that there was strong and positive correlation among mastering adjective, speaking and writing in descriptive text

3. For the Next Researcher

In this study, there were significant correlation among mastering adjective, speaking and writing in descriptive text. Therefore, for further researcher; it is expected that the other researcher can improve this study with better design and different object in order to support the result finding. This study used a quantitative approach, it was suggested the other researcher enrich the research of the study by conducting using qualitative approach.



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