THE CORRELATION AMONG GRAMMAR MASTERY, LISTENING COMPREHENSION AND SPEAKING SKILL OF ENGLISH STUDENTS AT IAIN PALANGKA RAYA

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STUDY PROGRAM OF ENGLISH EDUCATION

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THE CORRELATION AMONG GRAMMAR MASTERY, LISTENING COMPREHENSION AND SPEAKING SKILL OF ENGLISH STUDENTS AT IAIN PALANGKA RAYA

THESIS

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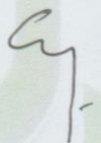Faculty   : Teacher Training and Education

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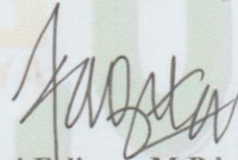
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MOTTO AND DEDICATION

من عرف نفسه فقد عرف ربه

Who know himself, he will know his god

This Thesis is dedicated to:

My beloved Father Juhriansyah and Mother Aidawati for their valuable endless prayer, sacrifice, and support. My beloved brother Hasan Saputra, Amirul Solihin, Amiril Mu'minin and my beloved sister Mutmainah, Aulia Yusfika, Kismi Mjaidah for their motivation, and support.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, September 9th 2019

Yours Faithfully,

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ABSTRACT

Syarifudin 2019. *The Correlation among Grammar Mastery, Listening Comprehension and Speaking Skill of English Students at IAIN 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 Unpublished Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.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) Santi Erliana, M.Pd.

Key words: correlation, grammar mastery, listening comprehension, speaking skill, English students

This study aims at exploring the relation among grammar mastery, listening comprehension, and speaking skill of English students at IAIN Palangka Raya. This study used a quantitative method where the correlation as a design. The population in this research is all of English students at IAIN Palangka Raya with the sample 28 students in English education program academic year 2019. To collect the data the researcher use a test such as: grammar test, listening test, and speaking test. Before analysis the data the researcher do normality test and linearity test as prerequisite analysis the data. To analysis the data the researcher use analysis correlation Bivariate when correlate two variables and the researcher use regression linear for correlate all of the variables.

The result in this study showed: (1) There is significant correlation between grammar mastery and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019 with the evidence r_{count} value (0,644) is higher than r_{table} (0,374) and significant value 0,05. (2) There is significant correlation between listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019 with the evidence r_{count} value (0,533) is higher than r_{table} (0,374) and significant value 0,05. (3) There is significant correlation among grammar mastery, listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019 with the value of multiple correlation (r) is 0,677. From the result above, it could be concluded that there was positive correlation among grammar mastery, listening comprehension and speaking skill English students at IAIN Palangka Raya in Academic Year 2019.

ABSTRACT

Syarifudin 2019. *Hubungan antara Penguasaan Tata Bahasa, Pemahaman Mendengarkan, dan Kemampuan Berbicara Mahasiswa Bahasa Inggris IAIN Palanga Raya.* Skripsi tidak diterbitkan, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Sabarun, M.Pd., (II) Santi Erliana, M.Pd.

Kata kunci: hubungan, penguasaan tatabahasa, pemahaman mendengarkan, kemampuan berbicara, siswa bahasa inggris

Tujuan dari penelitian ini ialah untuk menyelidiki hubungan antara penguasaan tata bahasa, pemahaman mendengarkan, dan kemampuan berbicara siswa bahasa Inggris di IAIN Palangka Raya. Penelitian ini menggunakan metode kuantitatif dengan desain korelasi. Populasi dari penelitian ini ialah semua mahasiswa bahasa Inggris di IAIN Palangka Raya dengan sample 28 siswa jurusan bahasa Inggris tahun ajaran 2019. Untuk mengumpulkan data peneliti menggunakan tes seperti: test tata bahasa, tes pemahaman mendengarkan, dan tes berbicara. Sebelum menganalisis data peneliti melakukan uji normalitas dan uji linearitas sebagai prasyarat analisis data. Untuk menganalisis data peneliti menggunakan analisis korelasi Bivariate ketika mengkorelasikan dua variabel dan peneliti menggunakan regresi linear untuk mengkorelasikan semua variabel.

Hasil dari penelitian ini menunjukkan: (1) Terdapat hubungan yang signifikan antara tata bahasa dan kemampuan berbicara pada siswa bahasa Inggris semester 2 tahun ajaran 2019 dengan dibuktikan nilai r hitung (0,644) yg lebih besar dari r tabel (0,374) serta dengan taraf kesalahan 0,05. (2) Terdapat hubungan yang signifikan antara pemahaman mendengarkan dan kemampuan berbicara pada siswa bahasa Inggris semester 2 tahun ajaran 2019 dengan dibuktikan nilai r hitung (0,533) yg lebih besar dari r tabel (0,374) serta dengan taraf kesalahan 0,05. (3) Terdapat hubungan yang signifikan antara tata bahasa, pemahaman mendengarkan dan kemampuan berbicara pada siswa bahasa Inggris semester 2 tahun ajaran 2019 dengan nilai korelasi (r) 0,677. Berdasarkan hasil tersebut dapat disimpulkan bahwa terdapat korelasi positif antara penguasaan tata bahasa, pemahaman mendengarkan, dan kemampuan berbicara siswa bahasa Inggris di IAIN Palangka Raya tahun ajaran 2019.

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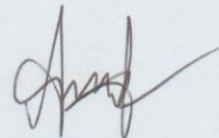
His appreciation is addressed to:

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The Researcher,

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study, research problem, objective of the Study, hypothesis, assumption, scope and limitation, significance of the Study, and definition of key terms.

A. Background of the Study

As a second language, English is one of the things considered as difficult subjects to be mastered by students in Indonesia. Mastery of a second language at a university, especially English is one of the conditions that must be possessed by students. English also has a big role in connecting the student for many purposes, such as to study abroad or to look for a job in companies. The main point of learning a foreign language is how we be able to communicate using that language. Speaking a foreign language is a major part of communicating in that language. So, in communication, speaking becomes an important skill that must be mastered.

In communications, speaking has important role to connect between people to other people. Speaking also is useful to sharing idea, sharing information, or looking for solution in a problem. Moreover, to get a job in a company, generally more opportunities are given to the employers who can speak English well. It happens because many companies in Indonesia have cooperation with foreign companies.

Speaking has two characteristics that are fluency and accuracy. Fluency refers to the ability to convey ideas in a way that can be understood, while accuracy refers to the carefulness and completeness of language forms, such as focus on grammar, vocabulary, and pronunciation. In this case the mastery of grammar underlies the speaking skill. Although English has been studied all over the world in long time, problems are found during teaching and learning process. Based on pre- observation, the researcher finds there is some problem in speaking students of IAIN Palangka Raya. The problem is when the students speak the listener can't understand what the grammar their used. The students speak ungrammatically so that make the listener confuse to understand their speaking. It is include grammatical accuracy (tenses, preposition, and sentence construction), vocabulary (incorrect word choice), fluency (frequent repair), and interactive communication (difficulties in getting the meaning across or keeping the conversation going). They do not understand how to use grammar properly. Consequently they can't speak correctly and effectively. Meanwhile grammar and speaking are two significant variables in foreign language acquisition. Without a good knowledge of grammar, learner's language development will be severely constrained. Such as Swan said in Fauziawati defines grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning (Fauziawati, 2010, p.79).

Beside that their listening score is less then speaking score while in theory the listening is as input process to make a good speaking skill. Snow stated listening is the language skill used most often and the channel through which students get much of their language input (Snow, 2007, p.10). Not only listening activity can be a native exposure for students, but listening also can be used for teacher in developing students' pronunciation, vocabulary and the structures of the language they have heard. Harmer stated listening is good for our students' pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech (Harmer, 2007, p.133). So the listening can predicted the score of speaking skill.

In this study, the researcher analyzes "The Correlation among Grammar, Listening Comprehension, and Speaking Skills of English students at IAIN Palangka Raya". There are four reasons why the researcher decided to choose the topic, which are; (1) an adequate English competency is essential especially among students in order to achieve a good career in their future, (2) grammar is important in English learning, (3) listening is the basic skill, so students must improve their listening skill, and (4) speaking will be able if the students have good grammar and listening comprehension. From the reason above leads the researcher to conduct a research with the title: The Correlation among Grammar Mastery, Listening Comprehension and Speaking Skill of English Students in IAIN Palangka Raya.

B. **Research Problem**

The students can speak English but they speaking are not good, they can understand when someone speaks English language but they still can't speak well. It is because they don't understand about using grammar in speaking. Besides that listening is the only way to get audio input in which the audio input will be applied to speaking. This is related to Nation's and Newton's theory that explained that listening is the natural precursor to speaking skill. It means that listening is the process that precedes speaking skill. People can speak because they know how to make the sound that they heard. From the problem above there are research question such as:

1. Is there significant correlation between grammar mastery and speaking skill of English students at IAIN Palangka Raya?

2. Is there significant correlation between listening comprehension and speaking skill of English students at IAIN Palangka Raya?

3. Is there correlation among grammar mastery, listening comprehension and speaking skill of English students at IAIN Palangka Raya?

C. **Objective of the Study**

1. To measure the correlation between grammar mastery and speaking skill of English students at IAIN Palangka Raya.

2. To measure the correlation between listening comprehension and speaking skill of English students at IAIN Palangka Raya.

3. To measure the correlation among grammar mastery, listening comprehension and speaking skill of English students at IAIN Palangka Raya.

D. Hypothesis

A Hypothesis in the research is a basic assumption of how the result of the research will be prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis:

1. Alternative Hypothesis (Ha):

    a) There is significant correlation between grammar mastery and speaking skill of English students at IAIN Palangka Raya.

    b) There is significant correlation between listening comprehension and speaking skill of English students at IAIN Palangka Raya.

    c) There is significant correlation among grammar mastery, listening comprehension and speaking skill of English students at IAIN Palangka Raya.

2. Null Hypothesis (H_0):

    a) There is no significant correlation between grammar mastery and speaking skill of English students at IAIN Palangka Raya.

    b) There is no significant correlation between listening comprehension and speaking skill of English students at IAIN Palangka Raya.

c) There is no significant correlation among grammar mastery, listening comprehension and speaking skill of English students at IAIN Palangka Raya.

E. Assumption

If the value of score grammar and listening students high will followed their speaking score. It means that, the score of grammar and listening can predict the speaking score of students.

F. Scope and Limitation

This study belongs to correlation study among grammar mastery, listening comprehension and speaking skill of English students at IAIN Palangka Raya, and focused to observe English class on second semester academic year 2019. This study was focused on observing students' ability using grammar to speak in class and observing their ability to respond to their interlocutors or speaker.

G. Significance of the Study

Theoretical: By conducting this research, the researcher hopes this research can give valid information about the correlation among grammar mastery, listening comprehension and their speaking skill.

1. This research will provide readers with awareness so that they want to improve listening comprehension.

2. As a reference or input for other researchers who want to do further research.

3. Providing information on how much listening comprehension and grammar mastery influence the speaking skills.

Practical: The result of this study can be input to English teachers and also English learners in their teaching and learning process.

H. Definition of Key Term

1. Correlation: According to Ary correlation is technique for attempting to determine the extent and the direction of the relationship between two or more variables (Ary, 2010, p.639). In this study the researcher wants to correlate the correlation among grammar mastery, listening comprehension, and speaking skill.

2. Grammar mastery: Booji stated that grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence (Booji, 2007, p.5). Mastery defined as learning or understanding something completely and having no difficulty in using it (Collins Cobuild Dictionary). In this study grammar mastery is the ability of students to combine the words into good sentence and they know the rules of structure language.

3. Listening comprehension: Richard stated that Listening comprehension is the process of understanding speech in a first or second language (Richard, 2002, p.313). In this study listening is the ability to understand what others people are saying. This knowledge is emphasized on transfer information and it is useful for the listener to comprehend the content of the speaker's message.

4. Speaking skill: According to Tarigan speaking skill is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings (Tarigan, 1981, p.15). Speaking skill in this study meant the ability of the students to talking out their daily activity by using oral language related to its pronunciation, grammar, accuracy, and fluency.

5. English students: In this study English students are all of the students at IAIN Palangka Raya who take English study program.

6. TOEFL: The Test of English as a Foreign Language is designed to measure the English proficiency of second language. In this study, TOEFL is English proficiency level used at IAIN Palangka Raya.
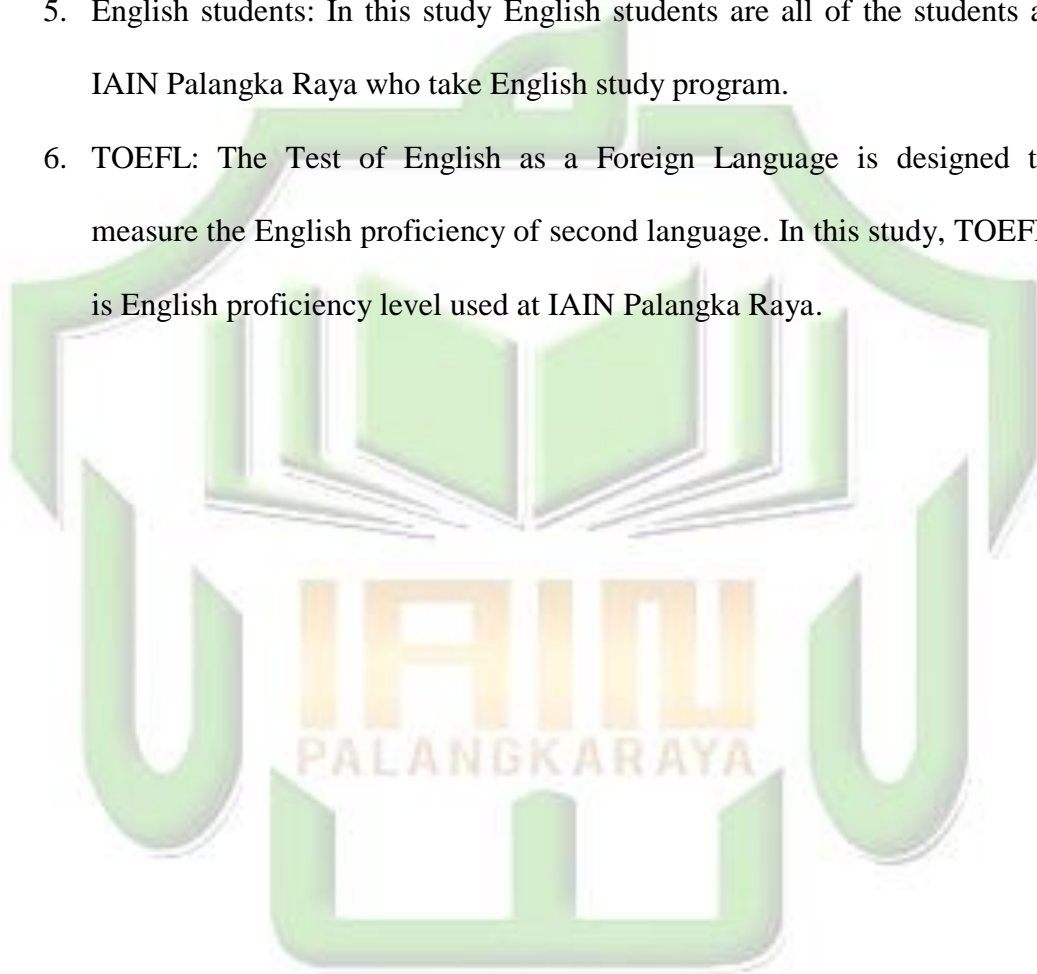
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some related theories to support the study. The theories used for underlying requirement to solve the problems. This study will present some theories about the correlation between listening and speaking by others souces.

A. Related Studies

This study is supported by previous studies investigating the same relation. Soraya (2011) with the title: *The Contribution of Grammar Mastery toward Speaking Ability at the Second Year Students of MAN 2 Model Pekanbaru*. This study conducted to investigate the relation grammar mastery and speaking ability. This findings demonstrated that the two variables are closely related; proving that grammar has a positive correlation on improving speaking ability.

The similar study focusing on the relationship between grammar mastery speaking skill from Hasanah (2016) with the title: *The Correlation between Students' Grammar Mastery and Their Speaking Ability at 4th Semester of English Education Program Students' of Muhammadiyah University of Purworejo in the Academic Year of 2015/2016*. The purpose of this study is to find out whether there is positive and significant correlation between grammar mastery and speaking ability. The samples of this study were 27 students and this study find there is significant correlation between grammar mastery and speaking skill with strong correlation.

The next study is from Kisworo (2017) with the title: *The Correlation between Grammar Mastery and Speaking Skill of The Second Semester Students of English Education Department of Universitas Muria Kudus in Academic Year 2017/2018.* There are 33 students in this study as a sample. The instrument in this study is tests where multiple choices for test grammar mastery and oral test for listening test. This study find there is significant correlation between grammar mastery and speaking skill.

The next study from Hidayatullah (2018) with the title: *The Correlation between Students' Grammar Mastery and Their Speaking Accuracy at The First Semester of Thetenth Grade of Sman 01 Lemong Pesisir Barat in the Academic Year of 2016/2017.* The sample of this research consist 130 students. The instrument to collect data in this study are oral test about introduction for speaking test and multiple choice test for grammar test. The finding this research is there significant correlation between that variable.

The next study from Priyanto dan Amin (2013), with the title: *The Correlation between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in SMAN 1 Sidoarjo.* This study aims to reveal whether there is a significant correlation between students' grammar competence and their speaking fluency. In this case, the researcher drew 5 students from each eleventh grade class to be the sample of the study. SMAN 1 Sidoarjo has 10 classes of eleventh graders. Thus, there were 50 students who can be assumed to be representative to the huge number of the whole population. In this study the correlation between the variable is moderately correlation.

Beside that the correlation between listening comprehension and speaking skill also support by previous study from Pinem (2006), with title: *The Correlation between Listening and Speaking among High School Students.* The objective of the study is to find out the extent of influence contributed by listening toward speaking. These studies also give treatment in listening class. The sample of this study is 17 students, and the finding in this study is low correlation with significant correlation 0,308.

Next study Farikhah (2009), with the title: *The Correlation between Listening Comprehension and Speaking Ability of the Eighth Grade Student of MTs NU Raudllatut Tholibin.* In this study there are 40 students as a sample, to collect the data the researcher use listening test which consist 10 items for listening test and retelling for speaking test. The finding in this study is there a significant correlation between that variable.

Study from Budianto (2011) entitled: *The Correlation Between Listening and Speaking Ability of the Fifth Semester Students of English Education Department of Muria Kudus University in the Academic Year 2010/2011.* In this study the sample are 40 students. To collect the data the researcher in this study use data documentation. The finding in this research: there is significant correlation between that variable and the category of correlation is high.

Next from Cahyono (2012), with title: *The Correlation between Interpersonal Listening and Interpersonal Speaking.* The participant in this study was 80 students. The data in this study were students' final scores of the two

courses given by teacher. In this study was found that Interpersonal Listening Interpersonal Speaking had a low correlation.

A study from Azizah (2014), with the title: *The Correlation between Listening Comprehension and Speaking Ability*. In this study the research take 31 students as sample. Instruments in this study use documentation for listening and speaking test for speaking with topic (agreeing and disagreeing). This study find there is significant correlation between listening comprehension and speaking ability with coefficient correlation (0,46). The research shows that the correlation in the medium level.

Similar studies also from Astroga (2015) about *The Relationship between Listening Proficiency and Speaking Improvement in Higher Education: Considerations in Assessing Speaking and Listening*. This study examines the outcomes of having recourse to listening skills as support to improve oral skills in English language teaching. In this study 120 students at a specific higher education institution as a sample which 60 of whom were provided with totally listening focused instruction and activities, while a separate group of 60 students receiving normal institutional English teaching. The results of this study found there is significant correlation between listening and speaking.

The next study from Celik and Yavuz (2015) conducted a study to find the correlation between speaking and listening grades at university level. To carry out this study, the participants who belonged to different scientific fields of study were allowed a six-hour training of listening per week for fourteen weeks. It included listening to short passages followed by different activities. At the end of

the term, they set for a listening exam and an oral speaking exam. The correlation between the speaking and the listening grades proved to be very low, contrary to the researchers' expectations.

The next study that still relevant is from Jaiyote (2015) with the title: *The relationship between test-takers' L1, listening proficiency and their performance on paired speaking tests.* The 40 participants from two different L1 backgrounds (20 Urdu and 20 Thai) participated in the study. To collect the data the research use speaking performance gathered as well as discourse and interviews. The result of this study is not supported by findings but the purpose of the study is same, in which the correlation between the two skills proved to be very low.

Tamador (2017) with the title *On The Relationship between Listening and Speaking Grades of AL-Balqa Applied University English as a Foreign Language Students.* The sample in this study consist 122 student registered in the English 102 course. To collect the data the researcher in this study used listening exam as part of the mid-semester exam with multiple choice. For the speaking test the researcher used oral test which each student is given a speaking prompt, allowed to think for 2-3 minutes then is allowed to speak in the form of monologue for 2 minutes. This study aims to exploring the relation between two language skill (listening and speaking). This study found there is significant correlation between listening and speaking.

The difference between this study and previous study is in the number of variables, subject and place. Previous studies only used two variables while in this

study used three variables. In addition, this study was also conducted with the subject 28 students second semester at IAIN Palangka Raya.

B. Grammar Mastery

1. Definition of Grammar Mastery

Knowing grammar means understanding what the text means correctly. Booji stated that grammar is the study of the classes of words, their inflections, and their functions and relations in the sentence (Booji, 2007, p.5). A grammar has a description the rules of the structure of a language, the way words combine, the order they come in, the way they change according their relationship to other words, how they build up into units like a sentence. In addition, Baker stated that grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language (Baker, 1992, p.83). Thus, grammar is very important in any language. There is no language which has no its specific grammar and no people can learn a language without learning its grammar.

Grammar gives language users the control of expression and communication in everyday life. Once, grammar deals with the form of sentences and smaller units such as words, phrases and clauses, (Rodney, 2010, p.1). Mastering grammar will help people or students to express their emotions or ideas and purpose more effectively. Moreover, grammar also gives effect in written or spoken communication such as in translation. Grammar is a very important aspect of written or spoken language beside unity, coherence, and mechanics. Ungrammatical pieces

of written or spoken language may show immaturity of language acquisition. Then, Penny stated that grammar does not only affect how units of language are combined in order to look right; it also affects of meaning (Penny, 1996, p.76). Therefore, people must comprehend the grammar in order to avoid misunderstanding towards the intended meaning.

The grammar mastery has different meaning to different people. According to Lado grammar mastery is the analysis of his own language, or one he has mastered in order to discover its "rules" of propriety, that is, what may and may not be said in particular language (Lado, 1961, p.141). It means that the mastery grammar can be different to each people. It depends on their native language or their culture. In this research, grammar mastery refers to the students" competence and performance in using the correct rules of English by changing the form of words correctly and joining them into sentence.

2. **Types of Grammar**

    According to George Yule, there are three types of grammar (George Yule, 1985, p.69). Those are:

    a. Mental Grammar

        Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill).

b. Linguistic Etiquette

Linguistic etiquette is the identification of the proper or best structures to be used in a language.

c. Traditional grammar

Traditional grammar involves the analysis study of the structures found in a language.

On the other hand, Kolln and Funk divided the types of grammar into two, namely; Structural and Transformational Grammar (Martha Kolln and Robert Funk, 2010, p.3).

a. Structural Grammar

The structuralisms recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralisms examined sentences objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called "new grammar", is its emphasis on the systematic nature of English.

b. Transformational Grammar

Unlike the structuralisms, whose goal was to examine the sentences we actually speak and to describe their systematic nature, the transformation lists wanted to unlock the secrets of language; to build a model of our internal rules, a model that would produce all of the

grammatical - and no ungrammatical - sentences. It might be useful to think of our built-in language system as a computer program. The transformation lists are trying to describe that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences. Another major adoption from transformational grammar is the description of our system for expanding the verb.

Grammar is still an important component in English no matter how many experts classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target language itself.

3. **Importance of Grammar**

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Ur (1991: 76) "Grammar does not only affect how units of language are combined in order to 'look right', it also affects their

meaning". Supporting his opinion, Knapp and Watkins state that Grammar is a name for the resources available to users of a language system for producing texts (Knapp and Watkins, 2005, p.32).

A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning. Knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function. Therefore, to write or speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

4. **Assessment of Grammar**

According to Heaton, there are some of the most common types that used to test of the grammatical features of the language (J. B. Heaton, 1988, p.34). The types of the assessment such as:

a. Multiple- choice

   Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly.

b. Error correction

   Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

c. Completion items

   Completion items are items in which the test is asked to fill in blanks in sentences. The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there will be some cases where the marker needs to make judgments about whether a response is correct.

d. Transformation items

   The transformation type of item is extremely useful for testing ability to produce structures in the target language and helps to provide a balance when included in tests containing multiple-choice items.

e. Items involving the changing of words

       Another type of item is one in which test are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

f. Broken sentence item

       This type of item tests the student's ability to write full sentence from series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class. When setting this item, make sure that the instructions are very clear indeed and provide one or two examples.

g. Pairing and matching items

       This type of item usually consists of a short conversation; a stimulus in the form of a statement or question followed by a response often in the form of statement. The item is more useful for testing students' sensitivity and their awareness of the functions of language rather than their knowledge of grammar. Students are simply required to write the letter of the correct response in the space provided.

h. Combination items and Addition items

       These objective-type items have long been used in past tests. They should used, sparingly, however, as they involve largely

mechanical responses on the part of students. Note that although the separate sentences are linked to one another by theme, the items can hardly be described as being contextualized in any real way.

Relate to this study for collecting the data I will use multiple choice. The test consists 50 items. The scoring system for the test is that if the students answer the item correctly, they will be scored 2 whereas if the students answer them incorrectly, they will be scored 0. The way to score students' grammar mastery:

In mastering adjective test, the researcher asked the students to answer 50 multiple choice questions with 4 alternatives answer about grammar mastery. Before giving the test, the researcher explained the procedure and continued by giving the test.

$$\text{Total score} = \frac{Total\ correct\ answers}{Total\ test\ item} \times 100$$

So the high score was gotten 100 if the students answer the entire question correctly.

C. Listening

1. The Definition of Listening

Listening is a process of understanding a message from a spoken discourse. Flor and Juan state that listening is a process of catching the meaning of information from a spoken discourse (Flor and Juan, 2006, p.29). So, a listener can interpret a message directly as he listens to the information (real time processing).

The process of listening does not end at getting the spoken information. As Kotzman says the listener not only receives a message from the speaker (processing it and making meaning from it), but also responds to it (Kotzman, 2008, p.18). It is stated that a listener needs to give response on what s/he listens. By means, the listener needs to give response so that the speaker can know whether the listener catches the meaning meant by the speaker and that the communication process runs well. Then, listening contains the process of interpreting the meaning as well as responding to it.

Listening skill is the first skill in acquiring a language. According to Scott and Ytreberg listening is the skill that children acquire first, especially if they have not yet learnt to read (Scott and Ytreberg, 2003, p.21). When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupil hear is their main source of the language.

Furthermore, as the theory of language acquisition is written, the student gets introduced to a new language mostly from listening. He listens to the sound, learns how to say it and imitate it.

Not only for the first language, listening skill also the first skill needs to be acquired by students in learning other new language. Nation and Newton say that listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in

naturalistic acquisition of other languages) are dependent on listening (Nation and Newton, 2009, p.37).

It is as beginning of other skill, such as speaking and that the students' improvement in mastering a language is stated to be depended on this skill. From listening, the students learn to speak and it supports the rest skills.

Burley and Allen (1955) writes another perspective on why listening is important from the frequency of usage point of view (Burley and Allen, 1955, p.21). They say that listening has the highest percentage is daily usage. It is 40 % for listening, 35 % for speaking, 16 % for reading and 9 % for writing. From this statement, listening is known to be the communication capacity that is used most often among other language skills.

Starting at the theories above, a conclusion had been drawn that listening is a process of interpreting spoken information and giving response to it. It is the first language skill that is acquired by a student in his first language as well as the new learnt language. This skill is very important because it is the bridge to learn the other skill and as the most widely used language skill in daily life.

2. **Types of Listening**

According to Brown there are four types of listening (H. Douglas Brown, 2005, p.120). They are as follow:

a. Intensive Listening

Intensive listening is listening for perception of the language components (phonemes, words, intonation and discourse markers, and etcetera.)

b. Responsive Listening

Listening to a relatively short stretch of language (a greeting question, command, and comprehension check, etc) in order to make an equally short response.

c. Selective Listening

Processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language.

d. Extensive Listening

Extensive listening is listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea and making inferences are all part of extensive listening.

Among the four types of listening mentioned before, the researcher has made the research focus on extensive listening.

3. **Processes of Listening**

Listening itself is a process of interpreting meaning of the spoken language. Farrel states that there are two process in meaning interpretation activity that happens in listening (Thomas S.C. Farrel, 2006, p.108-109). These processes are:

a. Top-down Process

Top-down listening is a point of view that sees listening is a skill that built up from complex skill in which the listeners use what they know of communication context the situation which cause language be used-to predict what the message will contain. It involves the listeners in going from the whole–their prior knowledge-to the parts. On the other words, top-down process refers to the use of background knowledge in understanding meaning of a message.

b. Bottom-up Process

Bottom-up listening is the process of listening where the listeners assemble the message piece-by-piece by the speech stream, going from the parts to the whole. On the other words, bottom-up listening is the process of listening which use the incoming input as the basis for understanding message.

4. **Some Problems in Listening**

Ur mentions some basic students' problems in listening (Penny Ur, 1996, p.111). They are as follows.

a. Trouble with sounds

This problem occurs when the students only focus on the context for the comprehension, they are unaware of wrong sound perception.

b. Have to understand every word

When the students think that every single word they listen from the listening material played by the teacher is important information, they will get much pressure to listening to every word. This will cause them to be tired and feeling that they are failed.

c. Can't understand fast, natural native speech

In listening task, the students often complain on the fast recording. But, giving the students the words which sound in isolation will not help the students to learn the cope with everyday informal speech.

d. Need to hear things more than once

In listening activity, the students always ask of repetition to play the recording. This actually will not make them ready in daily life 'one off' listening.

e. Find it difficult to keep up

The students frequently feel exhausted with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

f. Get tired

This happens when the listening material is too long and repeated frequently.

5. **Assessment of Listening**

According to Brown there are some types of listening performance such as bellow (H. Douglas Brown, 2001, p.120):

a. Intensive. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

b. Responsive. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

c. Selective. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.

d. Extensive. Listening to· develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to

lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

In this research I will use extensive test as instrument to collect the data. Brown divide become two assessing in extensive test such as: dictation and communicative stimulus response, and I choose communicative stimulus response as assessing listening. Here is a typical example of communicative stimulus response.

Dialogue and multiple-choice comprehension items

Test-takers hear:

Directions: Now you will hear a conversation between Lynn and her doctor. You will hear the conversation two times. After you hear the conversation the second time, choose the correct answer for questions 11-15 below. Mark your answers on the answer sheet provided.

Doctor : Good morning, Lynn. What's the problem?
Lynn : Well, you see, I have a terrible headache, my nose is running, and I'm really dizzy.
Doctor : Okay. Anything else?
Lynn : I've been coughing, I think I have a fever, and my stomach aches.
Doctor : I see. When did this start?
Lynn : Well, let's see, I went to the lake last weekend, and after I returned home I started sneezing.
Doctor : Hmm. You must have the flu. You should get lots of rest, drink hot beverages, and stay warm. Do you follow me?
Lynn : Well, uh, yeah, but... shouldn't I take some medicine?
Doctor : Sleep and rest are as good as medicine when you have the flu.
Lynn : Okay, thanks, Dr. Brown.

Test-takers read:

1. What is Lynn's problem?

   (A) She feels horrible.

   (B) She ran too fast at the lake.

   (C) She's been drinking too many hot beverages.

2. When did Lynn's problem start?

   (A) When she saw her doctor.

   (B) Before she went to the lake.

   (C) After she came home from the lake.

3. The doctor said that Lynn ___

   (A) flew to the lake last weekend

   (B) must not get the flu

   (C) probably has the flu

4. The doctor told Lynn __

   (A) to rest

   (B) to follow him

   (C) to take some medicine

5. According to Dr. Brown, sleep and rest are ___ medicine when you have the flu.

   (A) more effective than

   (B) as effective as

   (C) less effective than

$$\text{Total score} = \frac{\text{Total correct answers}}{\text{Total test item}} \times 100$$

So the high score was gotten 100 if the students answer the entire question correctly.

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 Renandya, 2002, p.204). 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, 2004, p.23). 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). 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 subs-kills 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, p.20).

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 communicative 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, p.35). 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, p.22).

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

2. **Types of Speaking**

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom (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.

3. **Processes of Speaking**

Speech, like written language, needs to be processed. People speak what they have in their mind. There are some phases in speaking processes:

a. Conceptualization

Conceptualization is a phase of forming ideas (what is going to be spoken) or principles in the mind (Michael & Chaterine, 2009, p.419). During this phase the intention is conceived. This phase is also known by the lexical level. In lexical level is the stage of brain conveys meaning of a word. For the example is when someone figures out "Goat", there will be an activation of the lexical module carrying all the features of the goat.

b. Words Level

The words level is the level of carrying the meaning of words. The meanings of the words are carried out based on the syntactic frame. It is the process of the mind to arrange meaning from the smallest unit of the words into sentences.

c. Articulation

This phase is the phase of turning the idea or concept into a spoken word. This phase of oral production requires matching the syntactical elements from the words level to the sound that make up the language.

4. **Some Problems in Speaking**

Speaking in target language needs skills since speakers need to know the vocabularies and to know how to use the language, so the interlocutors could understand the speakers. Some learners may be reluctant to speak. Nation found some possibilities that make some learners have no willingness to speak (Nation & Newton, 2009, p.8):

a. Inadequate Vocabulary

Vocabulary is needed since it is the thing that the speakers are going to produce. It also that learning foreign language involves learning thousands of words. The lack of vocabulary may because learners choose to make no sounds in speaking class. To be functional, students need a relatively small fund of words that they know well and can use productively in speaking. The teachers' role is facilitating students to study and to provide them vocabularies to study.

b. Inadequate Control of Grammar

Some learners who are not good in grammar may be reluctant to speak. However, it is not absolutely that students with good grammar knowledge are good is speaking. At least, students with good grammar knowledge are more encouraged than who do not. Understanding

grammar can be a way for learners to produce language. Due to understanding grammar understands rules and patterns of foreign language; the learners can use the rules and the patterns of language they know to produce language. Snow stated that understanding English grammar rules can help students both produce and understand English more accurately (Don Snow, 2007, p.11). This means that learning grammar will make the learners understand foreign language more accurate.

c. Lack of Fluency

Fluency is a skill aspect of language. It is a skill in which the speaker of a language speaks easily. Guillot defined fluency as "fluidity", the absence of hesitation (Guillot, 1999, p.11). Fluency involves and is extended to the comprehension of the speech. Learners with lack of fluency may get reluctant to speak because they realize that they do not have fluency in speaking. This may make them choose to make no participations in speaking. The teachers should know and aware to this situation. This condition can be seen when students make such periods or "wait time" to see if the learners are able to construct a spoken sentence. If the cause like this happens, it may be that the learners are lack of fluency in speaking.

d. Shyness

Some students may be shy to speak or unconfident to do it. This may occur because of fear and negative experience. Students fear to

take risks for making any mistakes and errors in speaking. Moreover, what makes some students being anxiety is bad experience they have. They may have negative experience like making mistakes in pronouncing the words. Therefore, sometimes some students choose to be passive in speaking class.

e. Lack of Encouragement

It takes some courageous to start speaking in another language. Some learners may be reluctant to speak because they feel discourage to speak in front of whole class. Another, they may feel inconvenient to speak because they feel that they do not have any chances to speak. The teachers should see and be aware of this. This may make the students to be passive in classroom activities. The solution of this is the teacher should make groups or pairs, so they are motivated to speak.

5. **Assessment of Speaking**

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. Thornbury make type of spoken tests that commonly used such are bellow (Scott Thornbury, 2005, p.125):

a. Interview, the class can be set some writing or reading task, while individual are called out, one by one, for their interview.

b. Live monologues, the candidates prepare and present a short talk in a pre-selected topic.

c. Recorded monologues, learners take turns to record themselves about a favorite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson.

d. Role-plays, students will be used to doing at least simple role-play in class.

e. Collaborative task and discussion, these are similar to role-plays except that the learners are not required to assume a role but simply to be themselves.

In this study, the writer used an monologue or students performance on giving the summaries of the text to check their speaking ability. The students' speaking performances will be assessed using a scoring rubric. According to Harris, there are some components that are scored in speaking test. The components that have to be scored are pronunciation, grammar, vocabulary, fluency, and comprehension (Harris, 1969, p.84). Then, the criteria of speaking assessment are adapted from Harris's speaking rubrics. The components of the score are illustrated such as bellow.

Table 2.1 Scoring Rubric of Speaking

No	Criteria	Score	Description
1	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one is conscious of a definiteaccent.
		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.
2	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
3	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.
4	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.
5	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.

Based on Harris, the category of speaking ability test or oral test can be seen in the following table:

Table 2.2 Category and Scale of Speaking

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

E. Correlation Study

As what have been explained above, speaking need complex skills to be learned and it also takes courageous. It means that speaking in target language may not easy to some learners. There is a skill and component which correlates to the process of speech production.

Subasini said the grammar is important because grammar can make 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 to understand (Subasini, 2013, p.57).

Herlina in Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Herlina, 2017, p.2). Students need grammar mastery to make clear they speaking and to understand the information that they hear. If the students have low skill of

grammar mastery, they will difficulty to understanding the information in the dialog/monolog.

Snow stated listening is the language skill used most often and the channel through which students get much of their language input (Don Snow, 2007, p.10). Not only can listening activity be a native exposure for students, but listening also can be used for teacher in developing students' pronunciation. The better the input that the listeners get, the better the pronunciation will be. Harmer stated listening is good for our students' pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech (Harmer, 2007, p.133).

Listening is the language skill used most often and the channel through which students get much of their language input. In addition, students will absorb the structure and the sound of a sentence at once. Moreover, when the students get exposures through listening, they will automatically imitate and say what they have heard involving the structures of the language they have heard. Thus, the listeners can absorb the structures because they imitate the spoken language they have heard whether the speakers are grammatically correct or not.

Such as the previous explanation, listening is a gate that will get students to speak. This is not only the theory of second language learning and acquisition, but this has been happened in first language acquisition. Babies

start bubbling and make reactions when their names are called after they got exposures from their mother everyday by speaking to them and calling their names. According to Dardjowijojo the first step in speech perception is the auditory step, in which this step listening has an important role to receive the information. Also, in this step human receive utterances in un-instantly. Sounds of the utterances that are heard will be saved in the memory (Dardjowijojo, 2005, p.2).

F. **Theoretical Framework**

The theoretical framework is the grammar, listening comprehension, and speaking skill as follow:
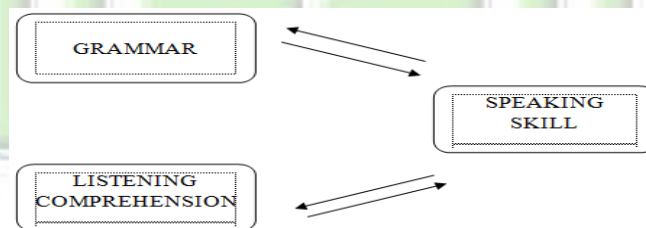
Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method in the present study. It consisted of research design, variable of the study, place and time, population and sample, techniques of collecting data, 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).

The type of this research is Correlation Research. Fraenkel and Wallen state that correlation research sometimes called associational research, the relationship among two or more variables are studied without any attempt to influence them (Fraenkel and Wallen, 2000, p.331). The reason of choosing this type of research is researcher wants to know the strength of the relation of two or more variable based on the correlation coefficient. Furthermore, Johnson and Christensen stated that there are three possible result of correlation study, as follows: a positive correlation, a negative correlation and no correlation (Johnson and Christensen, 2000, p.27).

a. Positive Correlation

It is assumed that there is a positive correlation when all of the variables move in the same directions, the scores improve or decrease at the same time.

b. Negative correlation

When two variables move to different direction, it means that there is a negative correlation. Move different directions mean score of one variable improves while the other decreases.

c. No correlation

It means there is no correlation among variables. If the number of correlation coefficient is equal to zero it indicates no correlation and they are not influencing one to another.

B. Variables of The Study

The variables being studied in this research were there three variables consist of two independent and one dependent variable.

a. Independent variables (predictor variable)

1) Grammar mastery of second semester students at IAIN Palangka Raya (X_1)

2) Listening comprehension of second semester students at IAIN Palangka Raya (X_2)

b. Dependent variable (criterion variable)

1) Speaking skill of second semester students at IAIN Palangka Raya **(Y)**
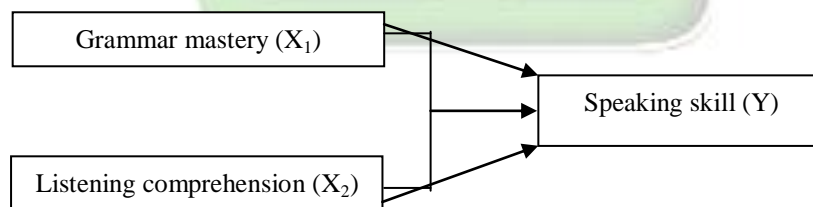
Figure 3.1 The Correlation among Grammar Mastery, Listening Comprehension, and Speaking Skill.

C. Place and Time

The study took place at IAIN Palangka Raya, which is located at Jl. G. Obos IX Islamic Center, and take second semester English students. This study was conducted as long as three weeks, where for the first is listening test on Thursday, May 2th 2019, the second test is grammar test on Tuesday, May 7th 2019, and the last test is speaking test on Wednesday, May 15th 2019.

D. Population and Sample

1. Population

The larger group about which the generalization is made is called population. A population is defining 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 collect data.

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 research findings and provides the researcher with information or data used to solve the research problems. In this case, the subjects of this study are the second semester English students of IAIN Palangka Raya Academic Year 2019.

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 were as sample. As we know there are three classes of second semester such as A class, B class, and C class, so in this study the researcher took B class as a sample where consist 28 students.

E. **Research Instrument**

The researcher used test as the technique to collect the data of this research. Test was used to measure students' grammar mastery, listening comprehension, and speaking skill.

1. Research Instruments Development

   a. Grammar Test

   The test of grammar mastery is objective test in the form of multiple-choice type. The researcher took grammar test item from an application mobile phone. The test consists of 50 items. The scoring system for the test is that if the students answer the item correctly, they will be scored 2 while if the students answer them incorrectly, they will be scored 0.

   In mastering grammar test, the researcher asked the students to answer 50 multiple choice questions with 4 alternatives answer about grammar mastery. Before giving the test, the researcher explained the procedure and continued by giving the test. (see appendix 2)

   The way to score students' grammar mastery:

   $$\text{Total score} = \frac{\text{Total correct answers}}{\text{Total test item}} \times 100$$

So the high score was gotten 100 if the students answer the entire question correctly.

Table 3.1 Content Specification of Items in Grammar Mastery Test

Language skills or components	Items of test	Type of test	Description of test item
Grammar mastery	10 Question	Present tense	1-10
	10 Question	Past tense	11-20
	10 Question	Future tense	21-30
	10 Question	Part of speech	31-40
	10 Question	Question tag	41-50

b. Listening Comprehension Test

The test is objective test in the form of multiple-choice type. The test item for listening comprehension in this study is TOEFL free test of Longman (Deborah Phillips, 2001, p.3). The test consists of 50 items. The scoring system for the test is that if the students answer the item correctly, they will be scored 2 whereas if the students answer them incorrectly, they will be scored 0. (see appendix 3)

The way to score students' listening comprehension:

$$\text{Total score} = \frac{\text{Total correct answers}}{\text{Total test item}} \times 100$$

So the high score was gotten 100 if the students answer the entire question correctly.

Table 3.2 Content Specification of Items in Listening Comprehension Test

Language skills or components	Items of test	Type of test	Description of test item
listening comprehension	30 Question	Short conversation between two people	1-30
	8 Question	Long conversation	31-38
	12 Question	Short Lecture/ talking	39-50.

1) Short Conversation (Part A)

In Part A, you will hear about 30 short conversations between two people and each one conversation will be followed by one question. On average, one speaker only speaks once. When you listen to a conversation, you should pay close attention to the words spoken by the second speaker, because usually the keywords to answer are in the sentence spoken by the second speaker.

2) Long Conversation (Part B)

In Part B, you will hear a long conversation (dialogue) between two people and each one long conversation will be followed by several questions.

The oral text of each long conversation consists of 140 d. 290 words and lasts about 40 to 80 seconds. The topic is more academic when compared to Part A and the material speaks about history, science, or university organizations, and sometimes you need to pay attention to information relating to the numbers contained in this conversation. Here, you have about 12 seconds to answer several questions in a long conversation. After the long conversation is over, you will hear several questions spoken once.

3) Talk (Part C)

In Part C, you will listen to a short lecture and each short lecture will be followed by a number of questions. In Part C, you will hear oral

texts, namely short lectures. Usually after a short lecture or lecture, you will hear 3 (three) to 7 (seven) questions.

The oral text of each lecture consists of 140 to 290 words and lasts about 40 to 80 seconds. The topic is more academic when compared to Part A and the material speaks about history, science, or university organizations and sometimes you need to pay attention to information relating to the numbers contained in the conversation, this lecture. Here, you have about 12 seconds to answer several questions in one lecture. After the lecture is finished, you will hear a few questions spoken once.

c. Speaking Test

In speaking test, the researcher collected the data from the students' speaking of talking daily activity. The students asked to speak about their daily activity. (see appendix 4)

Table 3.3 Content Specification of Items in Speaking Test

Language skills or components	The topic	Type of test
Speaking	Talking about Daily Activity	Monologue

2. Instrument Try Out

The tryout of instruments conducted to second semester at IAIN Palangka Raya. There are 28 students in one class and at IAIN Palangka Raya there are 3 classes, so the total of English students at IAIN Palangka Raya is 81 students. The researcher used test as the sample of tryout. The researcher asked students to answer 50 multiple choice questions with alternatives. 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:

The researcher gave try out to the respondents.

a. The researcher collected the answers and gave score to the respondents' answer.

b. The researcher analyzed the obtain data to knew the instrument validity and reliability.

c. 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).

b. Content validity

It is especially 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).

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 particularly 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 = Variance of scores on the total test.

$$Vt = \frac{(\Sigma x^2) - \frac{(\Sigma x)^2}{N}}{N}$$

In which:

Vt   = Variance of scores on the total test

(Σx^2) = sum of the squared scores.

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

N   = mean total score of the test item.

F. Data Collecting Procedure

There are some data collected procedures such as:

1. Chose the place of the study

2. Asked permission to carry out the study

3. Constructed the research instrument

4. Asked the students to answer the tests in certain time.

5. Checked the students' answer and give the score and last analyzing the data.

G. Data Analysis Procedure

After collecting the data, the next step is analyzing data. In this research, the researcher used some technique of analyzing data, it as follow:

1. Normality test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study to test normality the writer applied SPSS 18 program using Kolmogorov Smirnov with level of significance α=5%. Calculation result

of asymptotic significance is higher than α (5%) so the distribution data was normal. In the contrary, if the result of asymptotic significance is lower than α (5%), it meant the data was not normal distribution (Gibson and Subhabrata, 2003, p. 111).

In this study the researcher used Kolmogorov Smirnov (KS-Z) formula to test the normality of data through SPSS 20.0 for windows. The normality can be seen from p (significance) on Kolmogorov Smirnov value. If p (significance) value greater than 0,05 (p>0,05), it tells that the distribution of the data is normal.

The researcher used SPSS 20.0 for windows to analyze the normality. The steps of normality test are:

a) Open program SPSS 20.00 for windows.

b) Input the data in variable

c) In variable view, write the name of column in first line "Y", second line "X1", third line "X2", change the column of decimal becomes 0, write the name of column label in first line "Speaking", second line "Grammar", third line "Listening", change the column of measure becomes scale.

d) Click data view → click Analyze → Descriptive Statistics → Explore

e) Input all of variable in dependent list column

f) Dialog explore → click plots

g) Then it showed explore plots → checklist steam and leaf and histogram → normality plots with test → continue → OK.

2. Linearity test

It is used to know whether the variables are correlated linearly or not. The linearity test is usually used for the correlation analysis. It is tested by using SPSS program (test for linearity) with the level of significance is 0,05. The variables are correlated linearly if the calculation result of probability is $< 0,05$. In this study, the researcher used SPSS 18.0 for windows in obtaining simple linear regression.

The steps of linearity test are:

a) Open SPSS 20.00 for windows

b) Input the data in variable

c) In variable view, write the name of column in first line "Y", second line "X1", third line "X2", change the column of decimal becomes 0, write the name of column label in first line "Speaking", second line "Grammar", third line "Listening", change the column of measure becomes scale.

d) Click data view → click analyze → compare means → click means

e) Then it showed the dialog means → click options

f) Then checklist on test for linearity.

3. Testing Hypotheses

In the correlation technique, the variables were compared to know whether the correlation was very significant or it only happened by chance. Correlations indicate the relationship between paired scores. The correlation indicates whether the relationship between paired score is

positive or negative and the strength of this relationship. To test hypothesis the researcher used Pearson Product Moment through SPSS 18.0 for windows for hypothesis 1 and hypothesis2. The value of R_{xy}, then is compared with product moment formula table (R_t) at significance of 5%, and N = the number of the students. If R_{xy} is greater that R_t ($R_{xy} > R_t$) it means that Ho is rejected and Ha is accepted. Then, the researcher used regression to test hypothesis 3. If significant F change < 0.05, it concluded that Ho is rejected and Ha is accepted.

The researcher used SPSS 18.0 for windows in obtaining Pearson Product Moment. The steps are:

a) Open SPSS 20.00 for windows

b) Input the data in variable

c) In data view, click Analyze – Correlate – Bivariate

d) To test correlation speaking and grammar move speaking and grammar in variables column. Then click Ok.

e) To test correlation speaking and listening move speaking and listening in variables column. Then click Ok.

Then, the researcher tested hypothesis 3 by regression through SPSS 20.0 for windows. The steps are:

a) Open SPSS 20.00 for windows

b) Input the data in variable

c) In variable view, write the name of column in first line becomes "Speaking" and second line becomes "Grammar" third line becomes

"Listening", change the column of decimal becomes 0, change the column of measure becomes scale.

d) Click data view → click Analyze → Regression → Linear

e) Click Statistics → checklist model fit, R squared, descriptive, part and partial correlation and collinearity diagnostics → Continue

f) Click plots → checklist normal probability plots → OK

H. Summary

The step in collecting and analyzing data and presented as follow:
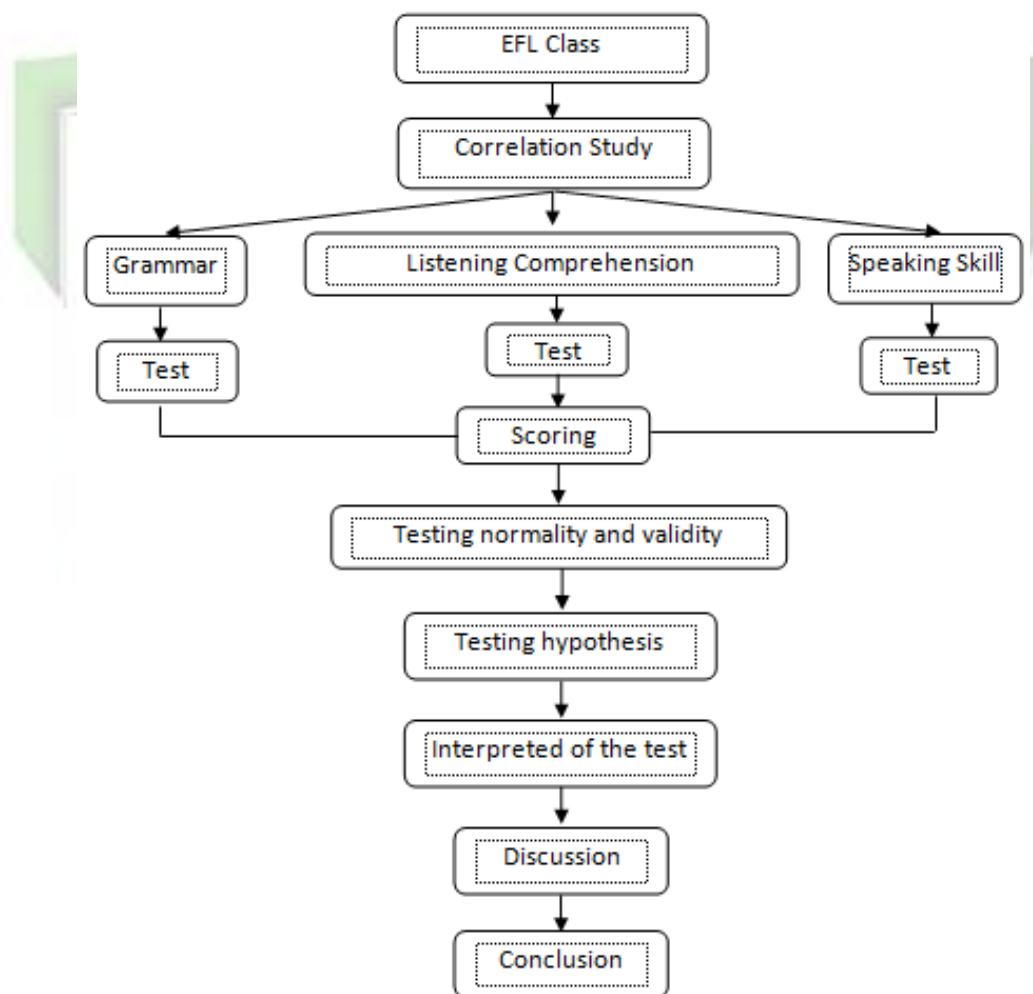
Figure 3.2 The step in collecting and analyzing data

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the reseacher 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 Grammar Mastery Test Score

    To get the Grammar Mastery score, the researcher gave test to the students. The multiple choice test consisted 50 item. The test was conducted to the English Students second semester on Tuesday, May 7th 2019. The participant joined the test were 28 students. After that, the researcher gave the scores as described in table 4.1.

Table 4.1 The Result of Grammar Mastery Test Score

No	Participant	Score	Category Score
1	Student 1	68	Fair
2	Student 2	70	Good
3	Student 3	56	Poor
4	Student 4	68	Fair
5	Student 5	64	Fair
6	Student 6	56	Poor
7	Student 7	60	Fair
8	Student 8	66	Fair
9	Student 9	44	Bad
10	Student 10	50	Poor
11	Student 11	50	Poor
12	Student 12	58	Poor
13	Student 13	60	Fair
14	Student 14	56	Poor
15	Student 15	40	Bad

16	Student 16	60	Fair
17	Student 17	60	Fair
18	Student 18	58	Poor
19	Student 19	60	Fair
20	Student 20	68	Fair
21	Student 21	50	Poor
22	Student 22	50	Poor
23	Student 23	62	Fair
24	Student 24	52	Poor
25	Student 25	54	Poor
26	Student 26	80	Good
27	Student 27	82	Very Good
28	Student 28	74	Good
Total score			1676
Highest Score			82
Lowest Score			40
Mean			59,86
Standard Deviation			9,887

From the data of students' grammar mastery test, it is found that highest score is 82 and the lowest score is 40 in the scoring scale of 0-100. The mean and standard deviation are 59.86 and 9.887. Based on the result statistics above, the mean grammar mastery is 59.86. It means that students' grammar mastery is in *poor category*.

Table 4.2 Distribution Frequency and Presentation Score of the Students' Grammar Mastery Score Test

No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 -100	Very Good	A	1	4%
2	Score 70 – 80	Good	B	3	11%
3	Score 60 – 70	Fair	C	11	39%
4	Score 50 – 60	Poor	D	11	39%
5	Score <50	Bad	E	2	7%
				28	100%

Based on the data above, it could be explained that there is one (4%) students who acquired scores 80-100, three (11%) students who acquired scores 70-80, eleven (39%) students who acquired score 60-70 and 50-60, the last two (7%) students who acquired score < 50.

2. The Result of Listening comprehension Test Score

To get the listening comprehension score, the researcher gave test to the students. The listening comprehension test was describing person. The test was conducted to the English Students second semester students on Friday, May 4th 2019. The participant joined the test were 28 students. After that, the researcher gave the scores as described in table 4.4.

Table 4.3 The Result of Listening comprehension Test Score

No	Participant	Score	Category Score
1	Student 1	68	Fair
2	Student 2	52	Poor
3	Student 3	38	Bad
4	Student 4	60	Fair
5	Student 5	50	Poor
6	Student 6	44	Bad
7	Student 7	60	Fair
8	Student 8	56	Poor
9	Student 9	54	Poor
10	Student 10	52	Poor
11	Student 11	42	Bad
12	Student 12	58	Poor
13	Student 13	66	Fair
14	Student 14	54	Poor
15	Student 15	48	Bad
16	Student 16	58	Poor
17	Student 17	60	Fair
18	Student 18	50	Poor

19	Student 19	60	Fair
20	Student 20	68	Fair
21	Student 21	42	Bad
22	Student 22	58	Poor
23	Student 23	52	Poor
24	Student 24	54	Poor
25	Student 25	48	Bad
26	Student 26	64	Fair
27	Student 27	60	Fair
28	Student 28	62	Fair
Total score			1538
Highest Score			68
Lowest Score			38
Mean			54,93
Standard Deviation			7,860

From the data of students' listening comprehension test, it is found that highest score is 68 and the lowest score is 38 in the scoring scale of 0-100. The mean and standard deviation are 54.93 and 7.860. Based on the result statistics above, the mean listening comprehension is 54.93. It means that students' listening comprehension is in *poor category*.

Table 4.4 Distribution Frequency and Presentation Score of the Students' Listening Comprehension Score Test

No	Category	Predicate	Letter Value	Frequency	Percentage
1	Score 80 -100	Very Good	A	0	0%
2	Score 70 – 80	Good	B	0	0%
3	Score 60 – 70	Fair	C	10	36%
4	Score 50 – 60	Poor	D	12	43%
5	Score < 50	Bad	E	6	21%
				28	100%

Based on the data above, it could be explained that there is no students who acquired scores 80-100, and 70-80, ten (36%) students who

acquired score 60-70, twelve (43%) students who acquired score 50-60

and six (21%) student who acquired score < 50.

3. The Result of Speaking Test Scores

To get the speaking score, the researcher gave test to the students.

The speaking test was talking about daily activity. The test was conducted

to the English Student second semester on Wednesday, May 9th 2019.

After that, the researcher gave the scores as described in table 4.5.

Table 4.5 The Result of Speaking Test Score

No	Participant	Assessor 1	Assessor 2	Gained score	Category Score
1	Student 1	80	80	80	Good
2	Student 2	80	80	80	Good
3	Student 3	58	56	57	Poor
4	Student 4	72	72	72	Good
5	Student 5	70	68	69	Good
6	Student 6	62	60	61	Fair
7	Student 7	84	84	84	Very Good
8	Student 8	77	76	77	Good
9	Student 9	66	64	65	Fair
10	Student 10	60	60	60	Fair
11	Student 11	76	76	76	Good
12	Student 12	64	64	64	Fair
13	Student 13	76	76	76	Good
14	Student 14	68	68	68	Fair
15	Student 15	64	64	64	Fair
16	Student 16	58	56	57	Fair
17	Student 17	76	76	76	Good
18	Student 18	72	72	72	Good
19	Student 19	76	78	77	Good
20	Student 20	76	76	76	Good
21	Student 21	64	64	64	Fair
22	Student 22	68	68	68	Fair
23	Student 23	68	60	64	Fair

24	Student 24	62	72	67	Fair
25	Student 25	76	76	76	Good
26	Student 26	76	76	76	Good
27	Student 27	88	88	88	Very Good
28	Student 28	80	80	80	Good
Total score					1994
Highest Score					88
Lowest Score					57
Mean					71,21
Standard Deviation					8,221

From the data of students' speaking test, it is found that highest score is 88 and the lowest score is 57 in the scoring scale of 1-100. The mean and standard deviation are 71.21 and 8.221. Based on the result statistics above, the mean speaking is 71.21. It means that students' speaking is in *good category.*

Table 4.6 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	2	7%
2	Score 70 – 80	Good	B	14	50%
3	Score 60 – 70	Fair	C	11	39%
4	Score 50 – 60	Poor	D	1	4%
5	Score < 50	Bad	E	0	0%
				28	100%

Based on the data above, it could be explained that there were two (7%) students who acquired scores 80-100, fourteen (50%) students who acquired score70-80 eleven (39%) students who acquired score 60-70, there is one (1%) student who acquired score 50-60 and no students acquired score < 50.

B. Research Findings

1. Normality Test

   Normality test is done to find out whether the population is in normal

   distribution or not. In this research used SPSS program to test normality

   which Kolmogorov-Smirnov test is used to test normality. The calculation

   of SPSS was described such as follow:

   **Table 4.7 Normality Test of Speaking, Grammar Mastery and
   Listening Comprehension**

   Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking	.148	28	.117	.962	28	.382
Grammar	.137	28	.191	.975	28	.726
Listening	.116	28	.200[*]	.970	28	.594

   a. Lilliefors Significance Correction

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

   Based on the result of normality test using SPSS, it can be concluded that

   the sample of speaking (0.382), grammar (0.726), and listening (0.594) is

   in normal distribution because the significance value is greater than 0.05.

2. Linearity Test

   Linearity test is used to know the size of the linear relationship between

   variables, and all analysis of this research mainly employed the

   computation process using SPSS 18.0 program. The calculation of SPSS

   was described such as follow:

a) Linearity Test of Speaking and Grammar Mastery

Table 4.8 Linearity Test of Speaking and Grammar Mastery

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Grammar	Between Groups	(Combined)	1273.381	15	84.892	1.848	.145
		Linearity	756.287	1	756.287	16.461	.002
		Deviation from Linearity	517.094	14	36.935	.804	.655
	Within Groups		551.333	12	45.944		
	Total		1824.714	27			

Based on the result of linearity test using SPSS, it can be concluded that the data is linear if significance value is greater than 0.05. The result of significance computed by ANOVA table is 0.655 and it is greater than 0.05 so the data is linear.

b) Linearity Test of Speaking and Listening comprehension

Table 4.9 Linearity Test of Speaking and Listening comprehension

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Listening	Between Groups	(Combined)	1197.248	13	92.096	2.055	.097
		Linearity	519.048	1	519.048	11.581	.004
		Deviation from Linearity	678.200	12	56.517	1.261	.336
	Within Groups		627.467	14	44.819		
	Total		1824.714	27			

Based on the result of linearity test using SPSS, the significance computed by ANOVA table is 0.336. It can be concluded that the data is linear because greater than 0.05.

3. Testing Hypothesis

a) The Correlation Between Grammar Mastery (X_1) and Speaking (Y).

The researcher uses the null hypothesis (Ho) saying there is no correlation between grammar mastery (X_1) and speaking (Y), against the alternative hypothesis (Ha) saying there is correlation between grammar mastery (X_1) and speaking (Y). The researcher follows some assumptions as follow:

1) If the result of calculation r_o is lower than r_t (r $_{table}$) $r_o < r_t$, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

2) If the result of calculation r_o is higher than r_t (r $_{table}$) $r_o > r_t$, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Table 4.10 The Correlation between Grammar Mastery and Speaking

Correlations

		Speaking	Grammar
Speaking	Pearson Correlation	1	.644**
	Sig. (2-tailed)		.000
	N	28	28
Grammar	Pearson Correlation	.644**	1
	Sig. (2-tailed)	.000	
	N	28	28

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

Based on the table above, it was found the value of r $_{count}$ is 0.644, the value of r $_{table}$ is 0.374 and the significant value is 0.05. From that result the researcher can conclude Ho is rejected and Ha is accepted. That is because r $_{count}$ is higher than r $_{table}$ with significant

value 0.05. So the conclusion is: There is significant correlation between grammar mastery and speaking skill of the second semester students at IAIN Palangka Raya.

b) The Correlation Between Listening Comprehension (X_2) and Speaking (Y).

The researcher uses the null hypothesis (Ho) saying there is no correlation between listening comprehension (X_2) and speaking (Y), against the alternative hypothesis (Ha) saying there is correlation between listening comprehension (X_2) and speaking (Y). The researcher follows some assumptions as follow:

1) If the result of calculation r_o is lower than r_t (r $_{table}$) $r_o < r_t$, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

2) If the result of calculation r_o is higher than r_t (r $_{table}$) $r_o > r_t$, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Table 4.11 The Correlation between Listening comprehension and Speaking

Correlations

		Speaking	Listening
Speaking	Pearson Correlation	1	.533**
	Sig. (2-tailed)		.003
	N	28	28
Listening	Pearson Correlation	.533**	1
	Sig. (2-tailed)	.003	
	N	28	28

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

Based on the table above, it was found the value of r_{count} is 0.533, the value of r_{table} is 0.374 and the significant value is 0.05. From that result the researcher can conclude Ho is rejected and Ha is accepted. That is because r_{count} is higher than r_{table} with significant value 0.05. So the conclusion is: There is significant correlation between listening comprehension and speaking skill of the second semester students at IAIN Palangka Raya.

c) The Correlation among Grammar Mastery (X_1), Listening comprehension (X_2) and Speaking (Y).

The researcher uses the null hypothesis (Ho) saying there is no correlation among grammar mastery (X_1), listening comprehension (X_2) and speaking (Y) against the alternative hypothesis (Ha) saying there is correlation among grammar mastery (X_1), listening comprehension (X_2) and speaking (Y). The technique used is regression.

Table 4.12 Model Summary of The Correlation among Grammar Mastery, Listening comprehension and Speaking

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.677[a]	.458	.415	6.287	.458	10.579	2	25	.000

a. Predictors: (Constant), Listening, Grammar

b. Dependent Variable: Speaking

After being calculated by regression helping by SPSS 18.00 for window, it is found significant F change is $0.000 < 0.05$. It concluded that the variables had correlation. The value of Rxy can be

seen R= 0.677. According to Sugiyono guidelines for providing

interpretations of correlation coefficients as follow (Sugiyono, 2007,

p.193):

Table 4.13 Coefficient Correlation Interpretation

0	-	0.199	: very low
0.20	-	0.399	: low
0.40	-	0.599	: average
0.60	-	0.799	: strong
0.80	-	1.0	: very strong

Based on the table coefficient correlation interpretation the

coefficient correlation in this research is on strong level. So the null

hypothesis (H_0) is rejected and the alternative hypothesis (Ha) is

accepted. In this case the researcher concludes there is significant

correlation among grammar mastery, listening comprehension, and

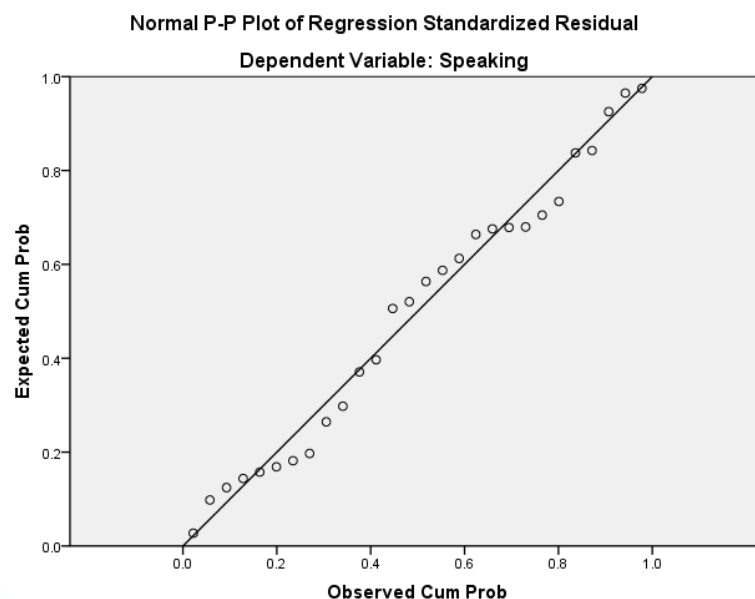speaking skill of second semester English students at IAIN Palangka

Raya.

Figure 4.1 Scatter Plots Correlation among Grammar, Listening, and Speaking

C. Discussion

The present study is contributing more knowledge to the field of the relation among grammar mastery, listening comprehension and speaking skill. Concerning the first question in this study "Is there a significant correlation between grammar mastery and speaking skill of English students at IAIN Palangka Raya?" The data analysis has proved the existence of a strong positive relation between grammar mastery and the speaking skill ($Rx1y=0.644$). This result was in line with previous studies investigating the same relation. Soraya (2011) conducted a study to investigate this relation and his findings demonstrated that the two variables are closely related; proving that grammar has a positive correlation on improving speaking ability. Similar findings were also by Hasanah (2016), Kisworo (2017), Hidayatullah (2018) who proved the existence of a positive correlation between grammar mastery and speaking skill. A strong positive relation was

found between grammar mastery and speaking skill. The findings of the present study are also consistent with studies by Agus and Lies (2012) whose study hits the same destination, is not supported by findings of the present study, in which the correlation between the two variables proved to be moderate correlation. The findings showed that grammar is closely connected to the speaking skills and does have an effect on the development of speaking proficiency in EFL classes (Chap. II, p.8).

Concerning the second question "Is there a significant correlation between listening comprehension and speaking skill of English students at IAIN Palangka Raya?" The data analysis proved the existence of significant correlation between listening comprehension and speaking skill (Rx2y=0.533). The findings of the current study also support by Tamandor (2017) conducted a study to explore the relation between the two skills of listening and speaking. Similar findings were also reached by Astroga (2015), Farikhah (2009), and Budianto (2011) who proved the existence of a positive correlation between listening comprehension and speaking skill. Azizah (2014) emphasized the existence of a close relation between listening comprehension and the overall language proficiency. A strong positive relation was also found between the grades of the listening and speaking exams. The findings of the present study are also consistent with studies by Pinem (2006), Cahyono (2012), Jaiyote (2015), and Celik -Yavuz (2015) whose study hits the same destination, is not supported by findings of the

present study, in which the correlation between the two skills proved to be very low (Chap. II, p.9).

The last question "Is there a significant correlation among grammar mastery, listening comprehension and speaking skill of English students at IAIN Palangka Raya?" From hypothesis testing, it is found that there is significant correlation among grammar mastery, listening comprehension, and speaking skill with the coefficient correlation Rxy = 0.677 > Rt= 0.374 with significant value 0.05 so it had correlation. The level of correlation had strong correlation. There is positive correlation among grammar mastery, listening comprehension and speaking skill. A positive correlation means the higher score in grammar and listening will followed by the higher score in speaking.

From the data description, it is found that the mean scores of grammar mastery (59.86), listening comprehension (54.93), and speaking skill (71.21). It means that the score of grammar mastery and listening comprehension students are poor category, while the score of speaking students are good category. As we know the poor category that, it is because the students in this study are second semester and for the test item the researcher took from grammar application (grammar mastery test) and TOEFL free test (listening comprehension). For the speaking test is monolog with the topic *"Talking Daily Activity"*. This study would be useful as a reference to further research. Besides that, this research can be used a references to develop similar study.

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 sugesstion in order to the future researcher better than this study.

A. Conclusion

Based on the calculating using SPSS 18.0 program regression linear and the test, the result showed:

1. There is significant correlation between grammar mastery and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019. It can be concluded from the result of r_{count} value (0.644) is higher than r_{table} (0.374) N=28 with significant value 0.05. Increasing grammar mastery will be followed by improving students' speaking skill.

2. There is significant correlation between listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019. It can be concluded from the result of r_{count} value (0.533) is higher than r_{table} (0.374) N=28 with significant value 0.05. Increasing listening comprehension will be followed by improving students' grammar mastery.

3. There was significant correlation among grammar mastery, listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019. After gaining the

significant values of correlation coefficient (r) from each correlation (grammar mastery and listening comprehension, grammar mastery and speaking, listening comprehension and speaking) it was known that the value of multiple correlation (r) was 0.677. The level of correlation is strong and the correlation is positive.

B. Suggestion

Based on 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 grammar mastery, listening comprehension and speaking skill. As we know grammar and listening has relationship to speaking about 67.7%. So, the students have to improve their listening and grammar to make their speaking be better.

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 grammar mastery to make their listening comprehension and speaking be better, because the research show that there was positive correlation among grammar mastery, listening comprehension and speaking skill.

3. For the Next Researcher

In this study, there were significant correlation among grammar mastery, listening comprehension and speaking skill. 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. The researcher realized that the result of the research is far from perfect, but the researcher expects this research will be useful as a reference to their research. Besides that, this research can be used a references to develop similar study.

C. Recommendation

For the future study, the researcher recommended to choose the test item must see the level of students such as grammar test, listening test, and speaking test must relevant with level of students. Besides that, the test item must related to another test item such as test item grammar related to test item listening and speaking test item.

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