THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND

SPEAKING ACHIEVEMENT AT MAN 1 PONOROGO

THESIS

By

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ABSTRACT

NGILMA, SITI ZANGIMATUL. 2022. *The Correlation Between Students' Grammar Mastery and Speaking Achievement at MAN 1 Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

Keywords: Grammar Mastery, Speaking Achievement, Part of Speech

English is the international language used for written and oral communication. For English learners, speaking is a crucial component compared to other parts. Students who have speaking skills fluently can interact with a second language easily. To have correct speaking, students must master the components of the target language. An influential element in speaking is grammar. Thus, if students master grammar well and correctly, students can speak fluently and effectively because grammar is a rule or foundation for building a sentence, especially the part of speech. This study aims to find out whether there is a correlation between students' grammar mastery and speaking achievement in the eleventh grade at MAN 1 Ponorogo in the academic year 2021/2022.

The researcher used a quantitative research design, and the technique used is correlational. The population is all eleventh-grade students at MAN 1 Ponorogo totaling 166. The researcher used purposive sampling; the number of samples were 35 students. In collecting data, the researcher used test and documentation. Meanwhile, the researcher used Pearson's Product Moment formula to analyze the data.

The results of the correlation between the part of speech and speaking achievement is 0.821, with a significance level of 5%, and the r-table is 0.361. So, the calculation shows that the r-count is greater than the r-table value, which is 0.821, which is greater than 0.361. There is a positive correlation with a very high or perfect correlation level between students' grammar mastery and speaking achievement in the eleventh grade of MAN 1 Ponorogo in the academic year 2021/2022. However, the mastery part of speech can contribute to constructing their ideas for students in terms of speaking skills. Thus the alternative hypothesis is accepted, and the null hypothesis is rejected.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction. The introduction consists of the background of the study, identification of the problem, limitation of the problem, objectives of the study, significance of the study, and organization of the study.

A. Background of Study

The influence of globalization in the rapidly growing information age has opened up more opportunities to communicate internationally. In all corners of the world, use English to share and exchange ideas both in writing and orally.[1] It means that a language is a tool for communicating with others in writing, vocals, and symbolic language. To face the progress of the world, people decide to learn English. Once proficient in English skills, people quickly get information, new ideas, and knowledge. According to the English teacher at MAN 1 Ponorogo, English language skills are critical in the academic and non-academic domains, helping to support all needs. Students who have foreign language proficiency in the educational field make it easier to enter public high schools. Meanwhile, for non-academics to get jobs in domestic and foreign companies by establishing cooperative relationships with foreign companies, generally, more opportunities are given to people who have good English skills.

English is a world language.[2] It significantly affects people who want to communicate with other people. In Indonesia, English is studied in formal schools. The aim is for English language learners to master foreign language skills. English is a second language in some countries to communicate. Therefore, learning English should get great attention in the realm of education. In this case, it will positively impact students, who are expected to succeed and

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[1] U Himmaturrofi'ah, "Correlation between Students' Interpersonal Intelligence and Students' English Speaking Achievement of Seventh Grade at Smpn 01 Mlarak in Academic Year 2018/2019" (IAIN Ponorogo, 2019).

[2] Phyllis Ghim-Lian Chew, *Emergent Lingua Francas and World Orders: The Politics and Place of English as a World Language Routledge*, 1st ed. (New York: Routledge, 2013).

be able to compete in the era of globalization. It can be seen in the Indonesian government's education sector, which has incorporated English lessons into the curriculum at universities and institutes and in junior and senior high schools. One of the skills that must improve is speaking skills.

Speaking produces words from thoughts and feelings that are digested by the brain and then conveyed by the mouth. Then there is the utterance of words or sentences.[3] Chaney described that speaking gives meaning orally from one person to another using verbal and nonverbal symbols.[4] From a person's speaking style, the English learners can know the personality of that person when someone who is talking tries to express himself. It is clear from the language used by the speaker that students' mental states can be seen. Whether it's a state of being angry, sad, or happy, students can hide dishonesty and disappointment through the speaking process. Ton Kartapati backs up this claim, explaining that speaking is an expression of self-expression.[5] Speaking is the utterance used by students to convey feelings, ideas, and arguments. In the realm of language education, it is crucial to develop students' speaking skills.

Without having speaking skills, students will look passive and keep quiet. According to Brown's theory, the criteria for the success of a foreign language learner in achieving learning goals is if they can demonstrate communication skills through spoken discourse with speakers of the language.[6] To speak correctly, students must practice and develop speaking skills in daily activities. Therefore, educators must provide opportunities or feedback to students as to what can be done to develop students' speaking achievement, namely the ability to choose

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[3] Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, "Factor Effecting Students ' English Speaking Skills," *British Journal of Arts and Social Sciences* 2, no. January 2011 (2016): 35–50.

[4] Dewi Sri Kuning, "Technology in Teaching Speaking Skill," Journal of English Education, Literature and Linguistics 2, no. 1 (2019): 50–59, https://doi.org/10.31540/jeell.v2i1.243.

[5] Sutinah, "Hakikat Berbicara," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99, http://sir.stikom.edu/1062/5/BAB_II.pdf.

[6] Agus Priyanto and Lies Amin L., "The Correlation Between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in Sman 1 Sidoarjo," 2015, 1–6.

vocabulary, practice pronunciation, grammar, fluency, and comprehension. By conducting oral tests on students, the English learners can determine the level of students' communication skills.

An essential ability that students must have in learning a language that significantly influences speaking is the mastery of grammar. Students can convey meaning in several forms by studying grammar, such as sentences, phrases, and clauses. According to Mochida, knowledge of grammar is the skill of using a second language based on four points: accuracy, meaningfulness, suitability, and fluency.[7] Grammar refers to rules that, without these rules, will damage the sentence structure so that no one can avoid grammar in learning a language. If students' mastery of grammar is terrible, then students have difficulty speaking well. As a result of their limited knowledge of grammar, they have a problem and stop expressing ideas.

Furthermore, students need to understand grammar to produce speaking accuracy. According to Ostler grammar is a study related to the rules or rules that describe the relationship between words.[8] It means that grammar helps in constructing good sentences. Part of speech is a fundamental concept in grammar. According to Richard, part of speech is a standard term used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.[9] So, grammar and parts of speech cannot be separated because parts of speech are part of grammar. Part of speech distinguish between minor and significant parts of speech.[10] The minor parts of speech are pronouns, prepositions, conjunction, and interjection. And the considerable parts of speech are verbs, nouns, and adjectives. According to Herring, learning parts of speech is to understand parts of speech;

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[7] Hamideh Saadian and Mohammad Sadegh Bagheri, "The Relationship between Grammar and Vocabulary Knowledge and Iranian EFL Learners' Writing Performance (TOEFL PBT Essay)," *International Journal of Language Learning and Applied Linguistics World* 7, no. 1 (2014): 108–23.

[8] Yetty Zainil Amri isyam, "Meningkatkan Kemampuan 'Grammar' Mahasiswa Jurusan Bahasa Inggris Fbs Unp Secara Lisan Dan Tulisan," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 4.1 (2010): 1–17.

[9] Riri. Mardhatillah, "An Analysis of Students' Writing Ability on Parts of Speech in Their Descriptive Text at Assalam Islamic Senior High School Naga Beralih Air Tiris Kampar Regency" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2020).

[10] Leoš Hejl, "Evolution of the Conception of Parts of Speech," 2014.

students can better understand how (and why) students structure words together to form sentences.[11] Therefore, students must understand the function of the parts of speech because students can more easily speak the content and purpose of the speaking, and the listeners can be easier to understand.

Part of speech is essential to be taught to students because learning part of speech can increase students' speaking accuracy. By mastering the part of speech, students can form coherent sentences so that students can convey information to others. In learning part of speech, students can learn many lessons, for example, knowing the types of words, knowing the two primary forms, placing words in sentences correctly, and knowing comprehensive tenses. Students who can communicate in English see the grammar and the rules in it. However, no matter how proficient students learn English, they need to convey grammatical knowledge into the spoken language. Thus, in learning a language, two critical aspects, namely part of speech and speaking skills, are interrelated in English.

Although English is a global language that has been studied worldwide, in the teaching and learning process in schools, students often encounter errors in speaking. One of the mistakes in using grammar that is not appropriate or not by the grammar rules especially part of speech.[12] According to Hirai, one way to compose sentences in English is to master grammar.[13] Based on the observations that have been made, the researcher found errors in the use of part of speech in speaking in the eleventh grade of MAN 1 Ponorogo. Errors in the speaking component, the first is fluency, namely students have difficulty expressing ideas and topics in English. Second, students have a problem choosing the correct vocabulary. Second, errors in grammatical accuracy: students have difficulty demonstrating their ability to use

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[11] and Dewi Murni Sulastri, Sulastri, Gatot Subroto, "Students' Ability in Using English Part of Speech an Analysis Study," *Students Online Journal (SOJ) Umrah-Keguruan Dan Ilmu Pendidikan* 3.1 (2022): 385–90.

[12] Shivan Mawlood Hussein, "The Correlation between Error Correction and Grammar Accuracy in Second Language Writing," *International Journal of Psychosocial Rehabilitation* 24, no. 5 (2020): 2980–90, https://doi.org/10.37200/ijpr/v24i5/pr202003.

[13] TRIA PRASETYO, "The Investigating Students Reading Skill of Grade Viiia Smpn 1 Arjosari in the Academic Year 2019/2020," 2020, 1–9, https://repository.stkippacitan.ac.id/id/eprint/200/.

language, identify parts of speech and punctuation correctly, and use verb forms, articles, and prepositions. The third is the lack of interactive communication; namely, students have difficulty getting meaning or maintaining conversations.

Facts that are often encountered problems in the classroom are students look unsure and not confident when speaking. It can see that students are afraid if there is an error when speaking English in front of the class, and when asked questions by the teacher, students are not confident in answering them. According to Pollard, most students admitted to having difficulty learning a language, especially in the linguistic aspect.[14] This problem often occurs in all circles, especially in high school in English subjects. An unsupportive environment causes this for practicing foreign language skills. Many students experience various difficulties expressing ideas, especially speaking skills, as for the problems found in conducting research at MAN 1 Ponorogo. First, students are not good at communicating because they do not know part of speech to be conveyed, resulting in students' inability to maintain interaction. Second, students cannot speak well because they do not have grammar, especially the part of speech, so students do not speak according to the correct rules and sentence structures. As a result, students lack confidence in speaking accurately and fluently. Meanwhile, it will be beneficial if students master grammar while speaking because both are closely related to foreign language learning. Students' language development will be too late if grammatical knowledge is not learned correctly.

Based on the description of the research's backdrop, the researcher wishes to learn more about if there is a relationship between grammar mastery and speaking achievement. Therefore, the researcher performed a study, *"The Correlation Between Students' Grammar Mastery and Speaking Achievement at MAN 1 Ponorogo.*

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[14] Kurniati Azlina, Eliwarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13, https://media.neliti.com/media/publications/206186-none.pdf.

B. Identification of Problem

Established on the background described above, and then the researcher raised several issues in grammar mastery and speaking achievement in the eleventh grade at MAN 1 Ponorogo in the academic year of 2021/2022:

1. Students cannot speak well because they do not understand how to choose vocabulary or topics to convey the meeting, and as a result, they become passive. They do not maintain interaction in every conversation.

2. Students have difficulty speaking fluently and choosing the correct vocabulary because they do not master grammar.

3. Students who partially understand grammar but speak directly in practice have difficulty because they know in theory but not in practice.

4. Students experience difficulties in learning English, especially grammar because language is an essential skill that is taught through structures and rules.

Students who have grammatical skills in terms of rules and structures still need guidance from educators to become native speakers. Grammar and speaking have an essential relationship in language learning. Grammar significantly influences speaking to use systems and construct meanings to communicate effectively and fluently.

C. Limitation of the Study

To construct meaning and use sentence structures appropriately, a student must master the grammatical structure of English well. It is expected to speak fluently and correctly, thereby making it appropriate to communicate in public or interact with strangers successfully. According to Wiersma's theory, if the researcher chooses a particular design and methodology, such as phenomenology, the research will have limitations that the researcher can control.[15]

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[15] Jim Goes Marilyn K. Simon, *Dissertation and Scholarly Research: Recipes for Success* (Seattle: LLC, 2013).

In this case, the researcher focused on the correlation between students' grammar mastery and speaking achievement at the eleventh grade at MAN 1 Ponorogo during the academic year of 2021/2022. To avoid future misunderstandings about this research, the researcher limits English grammar to basic terminology grammar (part of speech), focusing on nouns, adjectives, verbs, and adverbs.

D. Statements of the Problem

The researcher raised an issue to be used as research based on the identification of the difficulties and background of the study uncovered in the study; problem formulation: Is there a correlation between students' grammar mastery and speaking achievement at MAN 1 Ponorogo at the eleventh graders for the academic year 2021/2022?

E. Objectives of the Study

The study aims to gain new insights, determine the frequency of a phenomenon, and accurately describe the situation in a group or individual. Based on the formulation of the issue, this thesis has a goal that can be known: To discover whether there is a correlation between students' grammar mastery and speaking achievement at the eleventh grade at MAN 1 Ponorogo in the academic year of 2021/2022.

F. Significances of the Study

After doing the research, it is hoped that it can positively impact students and be useful for others, especially those who have a role in English language education. This research into two important meanings, namely theoretically and practically.

1. Theoretically

Theoretically, this study should provide a reference source for future researchers and help them comprehend the relationship between students' grammar mastery and speaking achievement.

2. Practically

   This study will contribute, namely:

a. For the students

   After researching students, it is hoped that they can positively impact change for the better. It is also expected to increase understanding of the rules of grammar to be able to speak fluently and correctly in interacting and completing oral or written exams.

b. For the teacher

   The research results that have been carried out are predicted to deliver constructive suggestions for teachers to investigate the relationship between grammar mastery and speaking achievement of their students both within and outside the classroom.

c. For the reader

   The researcher hopes that this research can be helpful for readers in understanding the relationship between grammar mastery and speaking achievement.

d. For the next researcher

   The researcher hopes that this research can help future researchers find information guidelines and can be used as a reference to determine the relationship between grammar mastery and speaking achievement.

G. **Organization of the Study**

   The organization of the study is used to make it more comfortable for readers to know and understand the research content. This thesis is written in five chapters by the researcher, in which all the contents and sections are important and impressive. In general, it will provide a

chronological order to facilitate understanding of the thesis with this structure. They are as follows:

The first chapter is an introduction that confirms the background of the research, which aims at why the problem in the study and an approach to solving the problem, identification of problems, limitation of the study, statement of the problem, objectives of the study, significances of the study, and organization of the study.

The second chapter provides a literature review on the subject. It comprises a theoretical background that explains grammar mastery, basic grammar terminology, the definition of speaking, the components of speech, the types of spoken language, speaking achievement, and other explanations. In addition, it explains relevant research studies related to the topic under investigation, which results in differences and uniqueness from previous research. The next point is the theoretical framework which binds the variables used to analyze concretely and theoretically. The final one outlines the study's hypothesis, in which the notion is a rapid solution to the problem and is theoretically deemed the highest truth.

The third chapter is research methods. Including research design or research, innovation is helpful for researchers to obtain valid data relating to variables and research objectives. The next point is the location and time of the study, population and sample, the operational definition of the research variable, technique and instrument of data collection, validity and reliability test, and technique of data analysis.

The fourth chapter is the results and discussion, containing data and study findings. This chapter offers critical information because the researcher will be analyzing the data acquired. As a result, the data will become apparent in this chapter. They describe statistical descriptions, namely the data presented in tables, graphs, or statistical figures. The next point is statistical inferential describing the results of hypothesis testing, which are not much different from the problem formulation. The latter is related to clarifying research findings in a broader scientific context.

The fifth chapter is a closing that contains reviews, conclusions, and highlights from the above explanations. This closing section includes findings and suggestions. The decision of the thesis explains the answers to problems in the research, which addresses the study's description of issues and aims. Meanwhile, the researcher provides constructive suggestions for other researchers to determine the correlation between grammar mastery and speaking achievement.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter presents a review of related literature. Review related literature consists of theoretical background, some previous studies related to the topic, theoretical framework, and research hypothesis.

A. Theoretical Background

1. Grammar Mastery

a. Definition of Grammar

Grammar is a way of learning language related to the meaning of words, sentence structure, language sounds, and forms. According to Harmer's theory, grammar describes how words can change into a sentence related to the language.[16] So that in understanding grammar, there is a process of how language is combined and manipulated, from being just word fragments to forming a more detailed and lengthy unit. For example, the present form of the verb is in the third person has two distinct forms. Another example of combining the plural are with a singular subject is usually ungrammatical or unacceptable.

Language is closely related to grammar because it has become the basis for learning languages. In addition, grammar is a science that gives knowledge to students in arranging sentences into a perfect paragraphs. Grammar is a structural foundation for conveying self-expression. Thus, grammar is a rule in language to manipulate word pieces and then combine them in sentences to form a paragraph. Grammatical aspects have an essential role in building sentences in a speech. Thus, if students want to speak or write, students must pay attention to grammar rules.

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[16] Mehdi Abbasi and Amin Karimnia, "An Analysis of Grammatical Errors among Iranian Translation Students: Insights from Interlanguage Theory," *European Journal of Social Sciences* 25, no. 4 (2011): 525–36.

Grammar also helps students in communicating fluently. Grammar makes students confident and confident in what they want to express. According to Ostler, grammar is a study related to rules or rules that describe the relationship between words. From these relationships, the correct sentence structure.[17] Several aspects of grammar can make it easier for students to convey information and learn foreign languages. The sentence structure can be ideal if you can master grammar well.

Grammar mastery is the ability to learn and apply grammatical structures appropriately according to grammatical rules. In Brown's conversation, an important role in speaking skills is the grammatical arrangement.[18] A comprehensive text that discusses all the grammar components is an English grammar competency. The function of the text is to build and research the basic concepts of grammar, which are closely related to all parts of speech, both written and spoken.

Finally, the researcher concludes these definitions, and grammar is a study that has the power to guide us in learning a foreign language by perfecting the arrangement of words into sentences and sentences into paragraphs. Even if it is challenging to learn the rules or even required to memorize, grammar is essential in learning a foreign language, constructing sentences, and expressing oneself in interacting with others.

b. **Basic Terminology of Grammar**

The following grammatical units in English: word (noun, adjective, verb, adverb, pronoun, determiner, conjunction, preposition), phrase (verb phrase, noun phrase, prepositional adjective phrase, adverb phrase), clause, paragraph, sentence, and text/discourse. Part of speech shows how words function grammatically and meaningfully in sentences. When used in different contexts, one word can serve as more than one part of speech. When using a dictionary, understanding the parts of

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[17] Amri isyam, "Meningkatkan Kemampuan 'Grammar' Mahasiswa Jurusan Bahasa Inggris Fbs Unp Secara Lisan Dan Tulisan."

[18] Brown H and Heekyong Lee Douglas, *Teaching Principles* (P. Ed Australia, 2015).

speech is very important to determine the correct definition of a word. According to Rozakis, there are eight parts of speech in English.[19]

1. **Noun**

   Nouns are essential points that must be present in speech. Rules of use with verbs form the core of each sentence structure, as for other functions of nouns as central or headwords in explanatory sentence structures. Nouns are usually words that describe a place, person, idea, or thing.

2. **Verb**

   The most complex part of speech is the verb. The rules vary by determining the type of sentence to statements, commands, exclamations, and questions. Verbs and nouns have something in common. Namely, they have the grammatical nature of the person or number and require agreement with the perpetrator. However, verbs are unique that other parts of speech do not have, namely voice, mood, tense, and aspect.

3. **Pronouns**

   Pronouns usually form a small class of words accompanied by high frequency. The definition of a pronoun is a word to replace a particular noun. Pronouns do not always refer to the noun before the antecedent. However, the part that has an influential role in the discourse that precedes the pronoun may have an indefinite reference and quantity.

4. **Adverb**

   Adverbs are words that have lexical content, meaning that these words describe an action of a verb, such as the setting of place and setting of time. Its function is a modifier of verbs from close or loose and phrases to modifiers of sentence structure.

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[19] Slav Petrov, Dipanjan Das, and Ryan McDonald, "A Universal Part-of-Speech Tagset," *Proceedings of the 8th International Conference on Language Resources and Evaluation, LREC 2012*, 2012, 2089–96.

The form is evident as an adverb and has another part of speech. So there are forms of adverbs that to nouns. Some to express expressions and exclamations. Some have a function as a connector so that they join conjunctions.

5. **Adjective**

Adjectives are modifiers that have grammatical comparisons. Usually answers the question of what type, which, or how much. Adjective traditionally followed by the article (the, an, a) classified as an adjective. Adjectives take the general position before nouns but often take other places.

6. **Preposition**

A preposition is a word that comes before a pronoun or noun to form a phrase that changes another word in a sentence. As a result, prepositions in prepositional phrases. Prepositional phrases always function as adverbs, nouns, or adjectives because prepositions are an integral part of prepositional phrases.

7. **Interjection**

Interjections are words used to express emotions, disagreement, and approval. Examples of interjection (ah, yes, shit, hmm, no, ouch). Interjections are often considered a separate word class, however, as a sign of respect for grammarians. Interjection threw ('interjected) is not just part of a sentence that appears.

8. **Conjunction**

Conjunctions are from the word part of a preposition. Conjunctions are members of the minor class and do not have the form characteristics of prepositions. The function of a conjunction is a structural word that cannot move but combines parts of a clause or phrase. There are two types of conjunctions: subordinating conjunctions (e.g., for, if, when, although) and coordinating conjunctions (e.g., or, and, but).

c. The Importance of Grammar

Grammar is essential because it affects the arrangement of words combined and the correctness of meaning. As a result, correct grammar rules when speaking and writing.[20] In terms of the importance of grammar study thus far, we can highlight several benefits, such as:

1. Misunderstanding in communicating in writing or verbally is simply by using proper grammatical rules. So that if the grammar we use is correct, it will make it easier to become a professional reader, communicator, writer, and speaker. The arrangement of words is straightforward if we want to learn how to arrange them to be easier to express the meaning we mean with the correct grammar.

2. Grammar is essential for taking exams or requirements. Everyone has the hope of doing a good job and getting satisfactory results. However, excellent grammar is more important than getting the best marks on exams. We also want to communicate effectively with other people or strangers, whether at work, home, friends, or strangers.

3. To communicate ideas and understand other people's thoughts, you must first understand grammar. Using grammar and learning grammar rules helps people think logically. It will be messy if you speak, write, listen, and listen without proper logic and organization.

4. Developing a communication style that is different from others or having a distinctive impression can lead to a dreamy career as a public speaker or as a writer, translator, or professional teacher. This unique communication makes a person more proficient in English.

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[20] Eunice S. Han and Annie goleman, daniel; boyatzis, Richard; Mckee, "The Correlation between Students' English Grammar Mastery and Vocabulary on The Students' English Speaking Skill at Tenth Grade of SMKN 2 Pandeglang," *Journal of Chemical Information and Modeling* 53, no. 9 (2019): 1689–99.

2. **Speaking Skill**

a. **Definition of Speaking**

Speaking is one of the productive skills needed in mastering a foreign language. The priority of foreign language learners is to master speaking skills fluently. According to the theory of Cora and Knight, speaking is the ability to build interactions with other people through the construction of meaning so that there is a process of receiving, processing information, and conveying ideas or opinions.[21] Meanwhile, according to Chaney, speaking is creating and conveying meaning using symbols, namely verbal symbols and non-verbal symbols.[22] This statement means that speaking in terms of more than just expressing the meaning implied in writing requires complex and sub-core language and knowing when to say and when to stop. Form and meaning adapt to the context in which it occurs, including the physical environment, participants, and the purpose or essence of the conversation. However, it is not always predictable in building communication, the use of patterns in the language in various situations and conditions.

According to several theories, one of which was conveyed by Harmer, the ability to speak fluently not only information related to knowledge but also the characteristics of language and the ability to process information from language.[23] The ability to cooperate in determining the turn to communicate and non-verbal language is needed. Therefore, clarity and fluency in speaking are essential to perfect the communication process. David Nunan also argues that speaking ability can succeed when having a conversation in a language because speaking is a crucial aspect of learning a foreign language.

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[21] Della Oferischa and Desvalini Anwar, "Teaching Speaking News Item Through Group Investigation Technique in Senior High School," *Journal of English Language Teaching* 7, no. 1 (2018): 1.

[22] Kuning, "Technology in Teaching Speaking Skill."

[23] S A Razmjoo and S Ghasemi Ardekani, "C r v i h o e F," n.d.

From the explanation above, the researcher concludes that speaking is an interactive process in building intentions, messages, and opinions orally with other people. Accuracy, fluency, accuracy, and vocabulary building are essential aspects of communicating. Learning a foreign language is not difficult and not easy. Still, you must pay close attention to accurate language details. The correct wording and grammar are needed to convey all information in the form of meaning appropriately and effectively.

b. **The Elements of Speaking**

Speaking is one of the essential skills in learning a language. According to Brown's theory, the criteria for the success of a foreign language learner in achieving learning goals is if they can demonstrate communication skills through spoken discourse with speakers of the language. To speak well, they must practice and develop speaking skills in daily activities. Apart from the essential factors, teaching and learning activities speak much underestimated among educators by providing material for reading dialogues with friends, memorizing stories, or listening to teachers tell stories. As the world progresses, English language skills, especially speaking, must also be improved to be more communicative and interactive. Thus, an English learner must involve in three things in the field of speaking knowledge:[24]

1. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to consider who is speaking to whom, in what circumstances, about what, and for what reason.

2. Mechanics (vocabulary, grammar, pronunciation), namely the use of rules, pronunciation, and vocabulary selection correctly and effectively.

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[24] Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, "Factor Effecting Students ' English Speaking Skills."

3. Functions (interactions and transactions), namely understanding when information is not needed and delivered, are essential.

Speaking is a skill that English language learners must possess. Maxom states this.[25] It is almost impossible for a person to express himself without speaking through spoken words. Speaking skill is one of the components of learning language and has been taught to students since junior high school. However, students still find it difficult to speak English. Two elements influence speech according to Harmer's theory:[26]

1. Language Features

Among the factors required for spoken production (as opposed to practice examples in language drills, for example) are the following:

a. Connected speech, namely a compelling speaker, must be able to use related addresses fluently and not only produce English phonemes. For example, connected sounds (elision), modified (assimilated), attenuated (through stress or contraction patterns), and added (linking r) by involving students in each activity to improve speaking skills.

b. Expressive tools, namely, the speaker conveys physical and non-verbal language that allows emotional expression. In this case, the speaker changes the spoken pressure and pitch and varies the speed and volume. Meanwhile, students must use a suprasegmental set with the same steps so that the communicator understands what.

c. Grammar and lexis are spontaneous expressions using common lexical phrases. Thus the teacher anticipates by giving several terms such as agree and disagree. In this case, the role of students is to speak precisely, such as job interview activities.

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[25] Maxom Michelle, *Teaching English as a Foreign Language for Dummies*, ed. John Wiley & Sons, 2010.

[26] Ratna Sari Dewi, Ummi Kultsum, and Ari Armadi, "Using Communicative Games in Improving Students' Speaking Skills," *English Language Teaching* 10, no. 1 (2016): 63, https://doi.org/10.5539/elt.v10n1p63.

d. Negotiation language to show the structure and seek clarification of what is said. The language of negotiation is critical because we often ask for clarification from others. Especially for students, this is very useful when the teacher offers what has not. As a result, offer them phrases like the following:

Could you please clarify that again?

(I'm sorry, I didn't catch that.)

What exactly is the meaning of x?

(I'm sorry.) I'm not sure what you mean.

2. **Social Processing**

a. The language process, namely as a compelling speaker, must process the language, and then it is arranged coherently without going out of form and conveying the intended meaning. Students must master the reason for speaking skills because it familiarizes students to develop language processing quickly in learning English.

b. Interaction with other people, namely, exchanging information, occurs by communicating that involves interaction with one person or even more participants. It means that speaking is the task of conveying information and listening and understanding the thoughts or feelings of others, and knowing how the linguistic process takes turns.

c. Information processing is how listeners process information obtained from speech. The faster the listener responds, the more effective he is as a communicator. However, instant response is not appreciated in some other language communities and is very culturally specific.

c. The Component of Speaking

There are five speaking components concerned with pronunciation, grammar, fluency, vocabulary, and comprehension.[27]

1. Pronunciation

The act or result of producing speech sounds, including inflection, articulation, accent, and vowel formation, is known as pronunciation. We all realize that pronunciation is one of the elements of speech that has a strong relationship with vowels and stress, consonants, and intonation.[28] Therefore, English teachers must have a high standard of pronunciation to imitate it during the teaching and learning process. Speaking a foreign language is closely related to meaning. You need to know three things in learning English pronunciation: voice, stress and tone, and intonation.[29]

2. Grammar

. Grammar is the focus of this study because the researcher wants to know the relationship between students' grammar mastery and speaking achievement. As we all know, there are three types of students in the classroom: Those who have mastered grammar but are unable to speak well, those who have mastered grammar but are unable to communicate well, and those who have mastered grammar but are unable to speak well. Grammar is one of the essential aspects of English because it improves the sentence and refers to its meaning. As a result, to write or speak more clearly and effectively, students must study grammar.[30]

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[27] Dody Firmansyah and Else Elvisca Valatansa vegian, "Improving the Students' Speaking Skill through Debate Technique," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 891, https://doi.org/10.22460/project.v2i6.p891-895.

[28] Review O F Related, "Review of Related," no. 2015 (2016): 2012–13.

[29] Isil Atli and Ayfer Su Bergil, "The Effect of Pronunciation Instruction on Students' Overall Speaking Skills," *Procedia - Social and Behavioral Sciences* 46 (2012): 3665–71, https://doi.org/10.1016/j.sbspro.2012.06.124.

[30] International Journal and Multi Disciplinary, "Teaching Grammar in the English Language Classroom in Saudi Universities," *Express, an International Journal of Multi Disciplinary Research* 1, no. 1 (2014): 1–9.

3. Fluency

The first and most important goal in language learning is speech fluency. Fluency is essential in determining a speaker's aptitude and proficiency in an EFL class. When students speak fluently, this is in the language rules. As a result, when students engage in fluency activities, they should not respond or advise.[31] However, once they have finished, they will be given constructive suggestions or strategies to improve their skills. In this case, students attempt to communicate their speaking abilities so that educators can continue to guide students without losing their enthusiasm for learning to speak English. The student's self-confidence is crucial in improving their speaking skills so that they can talk fluently.[32]

4. Vocabulary

Vocabulary refers to the words someone knows and then uses to communicate with others in a specific language. These words can be found in a particular language's dictionary.[33] Vocabulary is essential in English language teaching because students cannot understand others or express their ideas without it. It is impossible to communicate without a strong command of the English language. As a result, this is the most important thing to learn before practicing speaking. Students may struggle to remember all of their learned vocabularies due to a lack of practice and application. As a result, they must practice more to place them.[34]

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[31] Gabriel Albino, "Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga," *SAGE Open* 7, no. 2 (2017), https://doi.org/10.1177/2158244017691077.

[32] E.Diyyab, "Using a Multimedia-Based Program for Developing Student Teachers' EFL Speaking Fluency Skills" 25, no. 99 P3 (2014): 1–28.

[33] Han and goleman, daniel; boyatzis, Richard; Mckee, "The Correlation between Students' English Grammar Mastery and Vocabulary on The Students' English Speaking Skill at Tenth Grade of SMKN 2 Pandeglang."

[34] Diane Schmitt, Norbert Schmitt, and David Mann, *Focus on Vocabulary1 Answer Key and Tests*, 2011.

5. Comprehension

Comprehension is the ability to understand something exercised to improve or test one's understanding of a language, whether written or spoken.[35] Furthermore, it is the ability to understand and understand whatever the speaker says thoroughly or the topics discussed during a conversation. Comprehension is one of many factors that improve students' speaking achievement. [36] There are four types of skills: vocabulary, structure, pronunciation, and fluency. Based on the explanation above, the writer concluded that comprehension is the ability of students to understand a task assigned by a teacher. Comprehension refers to how students respond correctly and appropriately to the task at hand.

d. The Kinds of Spoken Language

According to Brown, there are four types of spoken language imitative, intensive, responsive, interactive, and extensive (monologue):

1. Imitative

The ability to repeat a phrase, word, or even a sentence is one of several types of speaking performance. While the performance criterion covers the level of purely phonetic spoken production, it also covers several lexical, prosodic, and grammatical language traits. Then we were interested in "pronunciation," but there were no conclusions from the test-takers in understanding and conveying meaning in interactive conversations. The role of listening here is how short-term storage is long enough for the speaker to maintain the language.

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[35] Raissa Putri, Patuan Raja, and Deddy Supriady, "Students?? Speaking Achievement Through Story Completion Technique," *UNILA Journal of English Teaching* 4, no. 6 (2015).

[36] Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, "Factor Effecting Students ' English Speaking Skills."

2. **Intensive**

   The second type of speaking in an assessment context is the production of short spoken language, which demonstrates competence in a narrow band of phrasal, grammatical, phonological, or lexical relationships (such as stress, period, and prosodic intonation elements, rhythm). To respond, the speaker must be sensitive to the semantic nature, but it is undeniable that the possibility of interaction obtained from the interlocutor is relatively minimal.

3. **Responsive**

   Test comprehension and interaction are included in responsiveness assessment but relatively low, with concise conversations, simple requests, the like, standard greetings, and small talk. However, it is often a verbal order because it maintains its original nature. Thus, it is only a follow-up question or the result of an answer.

4. **Interactive**

   The difference between responsive and interactive speaking is the length and complexity of the interactions, which sometimes include multiple exchanges and multiple participants. Interaction can take two forms: interpersonal business, which use to maintain social relationships, and transactional language, which use to exchange information. It is argued that oral production in interpersonal exchange can be pragmatically complex if speaking casually and using colloquialism, slang, ellipsis, sociolinguistic conventions, and humor.

5. **Extensive (monologue)**

   Extensive oral production duties include oral presentations, speeches, and storytelling. Language style often sounds more deliberative or planning and is also a complete formal task, but we shouldn't allow informal monologues such as speech to be delivered too casually.

e. Speaking Achievement

Speaking skills are critical for students to master in learning a language. According to Louma, saying in a foreign language is a crucial point conveying a foreign language. We can determine the level of students' speaking proficiency by measuring using a test.[37] With achievement tests, we can find out the knowledge developed. The types of achievement tests include standardized tests. By using standardized tests, we can find out how far the students' proficiency level is in class, and the test is in the form of classroom teaching or training. In addition to knowing students' level of proficiency by doing tests, we can find out the talents and cognitive traits possessed by students.

The benefits of conducting speaking achievement tests on students are to determine student learning abilities to support the preparation of teaching materials in learning.[38] If the achievement test scores are low, it is necessary to make improvements by following the repetition of scores in the subjects. On the other hand, if a high achievement test score indicates mastery of the material at the class level and students show readiness to receive the following material. In this study, the researcher took student scores from the results of interview tests related to experiences that students had experienced.

Meanwhile, according to Cummins theory, the purpose of conducting an assessment of the communicative language of English language students is to develop students' abilities to be able to communicate well. Students' communicative skills involve face-to-face activities where the meaning of words can be negotiated and then followed by signs or symbols. The cues include body movements, situations, intonation, and facial expressions of the perpetrator. The steps usually taken to assess

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[37] Lalu Bohari, "Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students of Sma Plus Munirul Arifin Nw Praya," *Journal of Languages and Language Teaching* 7, no. 1 (2020): 68, https://doi.org/10.33394/jollt.v7i1.1441.

[38] Fasawang Pattanpichet, "English Speaking Achievement," *Journal of College Teaching & Learning* 8, no. 11 (2011): 1–10.

language in conversation are determining goals, planning, assessment system, assessment procedures, determining assessment standards, involving students in examinations, determining activities, and then recording the results of the information obtained.

From several statements from experts, the researchers finally concluded that learning achievement is the level of success of all forms of student efforts in completing them. We can use achievement tests to determine how students are proficient in communicating. So that we can have a review or evaluation to prepare for the following material or otherwise repeat improvements to these subjects.

f. Rubric Assessment of Speaking

According to Brown's theory, there are five scales to measure speaking achievement: fluency, vocabulary, grammar, comprehension, and pronunciation[39] because they can modify the assessment criteria according to the expected performance criteria. So speaking assessment considers pronunciation; there is a pronunciation error or not, fluency; how spoken language flows smoothly or not, grammar; how to control grammar, and understanding; achievement of task goals.

Table 2.1 Oral Proficiency Category

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Grammar mistakes are common, but speakers can be understood by native speakers with foreigners trying to speak their language.	The speaking vocabulary is insufficient to convey anything but the most basic needs	The scope of language experience is very limited, and they can understand simple statements and questions when presented with repetition, slow speech, and paraphrasing.	No specific fluency description.	Errors in pronunciation are frequent but can be understood by native speakers.

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[39] Tio Eka Putra and Don Narius, "The Relationship Between Students' Motivation in Learning Speaking and Speaking Ability of English Department Students of Universitas Negeri Padang Academic Year 2017," *English Language Teaching* 7, no. 1 (2017), http://ejournal.unp.ac.id/index.php/jelt.

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
2	Can handle basic constructions fairly accurately but lacks complete control of the language.	They have sufficient speaking vocabulary to express themselves	Can get the gist of most conversations on non-technical subjects (topics that do not require special knowledge).	Can handle confidently but not with the ease of most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.	Accents are understandable even though they are often wrong.
3	Can control grammar well and speak the language with sufficient structural accuracy to participate effectively in formal and informal conversations.	Able to speak with sufficient vocabulary to interact actively and effectively in formal and informal conversations about social, practical, and professional matters.	The comprehension is quite complete at a normal speaking speed.	Can convey or discuss interests in specific competencies easily. Rarely have to fumble for words.	Errors never interfere with understanding and rarely interfere with native speakers. The accent may be distinctly foreign.
4	Able to use language accurately at all levels related to	Can understand and participate in any	Can understand any conversation within his range of experience.	Able to use the language fluently	Errors in pronunciation are quite rare.

	professional needs. Grammar errors are quite rare.	conversation within the range of experience with a high level of vocabulary precision.		at all levels is usually related to professional needs. Can participate in any interaction within the range of experience with a high level of fluency.	
5	The equivalent of an educated native speaker.	To a certain extent, speech is entirely accepted by educated Asian speakers in all its features, including breadth of vocabulary, colloquialism, idioms, and everything related to cultural references	The equivalent of an educated native speaker.	They have complete fluency in the language, so educated native speakers accept his speech.	Equivalent and fully accepted by educated native speakers.

B. Previous Research Findings

Many studies raise the title of study correlation. The first previous research was from a journal entitled "The Correlation Between Listening and Speaking Among High School

Students." This research was written in 2020 by Yune Andrayani Pinem.[40] This study aimed to determine the extent of the influence and contribution of listening and speaking skills. The research uses field studies and literature studies (instrument design and performance testing for both listening and speaking). The theory used in conducting the research is an analysis related to these two variables, namely listening and speaking.[41] The result of this research is a correlation that shows that listening skills are the independent variable and speaking is the dependent variable, which is positive.

When compared with previous research as described above, it has similarities and differences, including that previous research aims to observe a significant relationship between listening skills in learning English and speaking among high school students. In addition, the second objective is to find out to what extent listening contributes to speaking skills in high school students. Meanwhile, this study determines whether there is a relationship between students' mastery of grammar and speaking achievement of class X MAN 1 Ponorogo students. Thus, the difference from previous research is that the first has two variables: listening and speaking. Meanwhile, in this study, the variables are grammar and speaking achievement.

The second research is from a journal entitled "The Correlation Between Students' Vocabulary Mastery and Speaking Skill to The Tenth Grade Students of SMK Negeri 1 Angkola Timur". Nursaima Harahap wrote this research in 2021.[42] This study aimed to determine the relationship between students' vocabulary mastery and speaking skills and to obtain information related to the extent to which students' knowledge of vocabulary is used in English subjects at SMK Negeri 1 Angkola Timur. Based on the finding of this research, it could be concluded that there is a correlation between vocabulary mastery and speaking ability

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[40] Yune Andryani Pinem, "The Correlation Between Listening and Speaking Among High School Students," *ELTICS : Journal of English Language Teaching and English Linguistics* 1, no. 1 (2020): 12–23, https://doi.org/10.31316/eltics.v1i1.435.

[41] Ibid.

[42] Nursaima Harahap, "The Correlations Between Students ' Vocabulary Mastery And Speaking Skill To The Tenth Grade Students Of Smk Negeri 1 Angkola Timur," n.d.

of the tenth-grade students of SMA Negeri 1 Angkola Timur. It means that the student's vocabulary mastery will improve students' speaking skills.

Compared with previous research described above, this research has a difference, namely in the object. The last study, entitled "The Correlation Between Vocabulary Mastery and Speaking Skill to The Tenth Grade Students of SMK Negeri 1 Angkola Timur," took the thing of the SMK Negeri 1 Angkola Timur. Meanwhile, I will research "The Correlation Between Students' Grammar Mastery and Speaking Achievement," with the object of research at the high school level at MAN 1 Ponorogo. At the same time, the purpose of the previous study was to determine the relationship between vocabulary mastery and speaking skills. Meanwhile, in my research, the aim is to determine whether there is a relationship between students' knowledge of grammar and speaking achievement of class X MAN 1 Ponorogo students. Thus, previous research has two variables: vocabulary mastery and speaking skill. Meanwhile, the variables in this study are grammar and speaking achievement.

The last previous research is from a journal entitled "The Correlation Between Teachers' Friendly Attitude and Students' Speaking Achievement." This research was written by Nury Kurnia in 2018.[43] The aim is to find out the correlation between the friendly attitude of the teacher and the students' speaking achievement. The object of this research is the students of SMPT Madinatul Cangkring Jember. The study results indicate a positive correlation between the two variables, namely the teacher's friendly attitude and students' speaking achievement. The correlation level of the two variables shows a high correlation and is classified as strong.

Compared with previous research described above, this study has similarities and differences. The previous research entitled "The Correlation Between Teachers' Friendly Attitude and Students' Speaking Achievement" took the research object with the target of junior high school students at SMPT Madinatur Cangkring Jember. In contrast, the research I

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[43] Nury Kurnia, "The Correlation Between Teachers' Friendly Attitude and Students' Speaking Achievement," *Linguistic, English Education and Art (LEEA) Journal* 2, no. 1 (2018): 19–29, https://doi.org/10.31539/leea.v2i1.300.

will do is "The Correlation Between Students' Grammar Mastery and Speaking Achievement," with the research object at the high school level at MAN 1 Ponorogo. In addition, the purpose of the previous study was to determine the correlation between the two variables of teacher-friendly attitude and student speaking achievement. Meanwhile, in my research, the aim is to determine whether there is a relationship between students' mastery of grammar and speaking achievement of class X MAN 1 Ponorogo students. So from previous research, the first one has two different variables, namely the friendly attitude of the teacher and the students' speaking achievement. Meanwhile, the variables in this study are grammar mastery and speaking achievement.

C. Theoretical Framework

Grammar Mastery	⟷	Speaking Achievement

Grammar Test		Oral Speaking Test

Study Correlation: Students' Grammar Mastery and Speaking Achievement
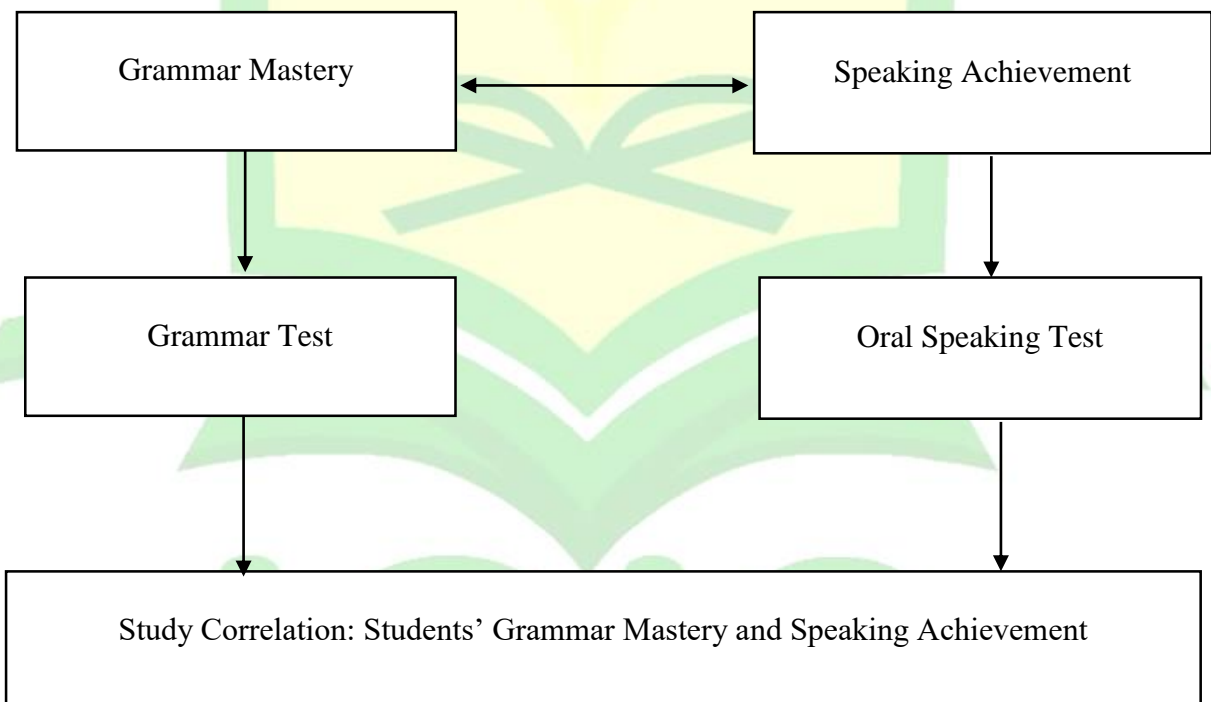
Learning a language is very important because it is a tool for communication. Speaking, listening, reading, and writing are the four primary skills students, or foreign language learners must master when learning English. Speaking is the most critical skill that English subject students must learn to speak in a second language environment. Students must study the

components of speech, which include pronunciation, fluency, vocabulary, and grammar. Thus, the writer uses basic terminology of grammar (part of speech) which focuses on noun, verb, adverb, and adjectives to determine the relationship between grammar mastery and speaking achievement. The part speech will make it easier for students to know the types of words, know the two primary forms, place terms in sentences correctly, and know comprehensive tenses.

According to Brown's theory, the criteria for the success of a foreign language learner in achieving learning goals is if they can demonstrate communication skills through spoken discourse with speakers. Researchers focus on two components in speaking, namely fluency and vocabulary. In communicating, fluency is essential to master how efficient or flow when the speaker expresses an argument. At the same time, the completeness of language is very useful for conveying ideas or ideas and makes it easier for us to capture information from other people.

The problems currently found in schools even though they have studied English for quite a long time, many students are still unable to communicate orally. From the limited practice, they lack understanding of grammar, making them shy and afraid to express ideas. While speaking is a process of interaction with one or even more participants. If students want to say something, they must have complete vocabulary fluency and use the correct grammar rules so as not to cause misunderstandings in speaking.

The criteria for speaking success refer to grammar. To assess student proficiency, whether expressed or written, with mastery of grammar. However, the grammatical evaluation of the speaking assessment must be related to grammar. Brown's theory supports that the rater must pay great attention to grammar if the test uses analytic criteria.

Based on several above theories, the author concludes that good grammar mastery affects students in speaking fluently and choosing the correct vocabulary to convey ideas, expressions, and arguments easily. The problems found in MAN 1 Ponorogo students showed that speaking fluency and vocabulary selection was still very low, and grammar mastery was still quiet. Due

to the lack of student confidence and the delivery of material from educators, it is less attractive. Mastering grammar in expressing ideas can improve speaking achievement, especially fluency, vocabulary, comprehension, grammar and pronunciation.

D. Hypothesis of Research

Using the hypothesis will make it easier for the researcher to focus the research. As a result, in this study, the researcher would like to formulate the following view:

1. Alternative Hypothesis (Ha)

There is a positive and significant correlation between students' grammar mastery and speaking achievement at MAN 1 Ponorogo in the academic year of 2021/2022.

2. Null Hypothesis (Ho)

There is no positive and significant correlation between students' grammar mastery and speaking achievement at MAN 1 Ponorogo in the academic year of 2021/2022.
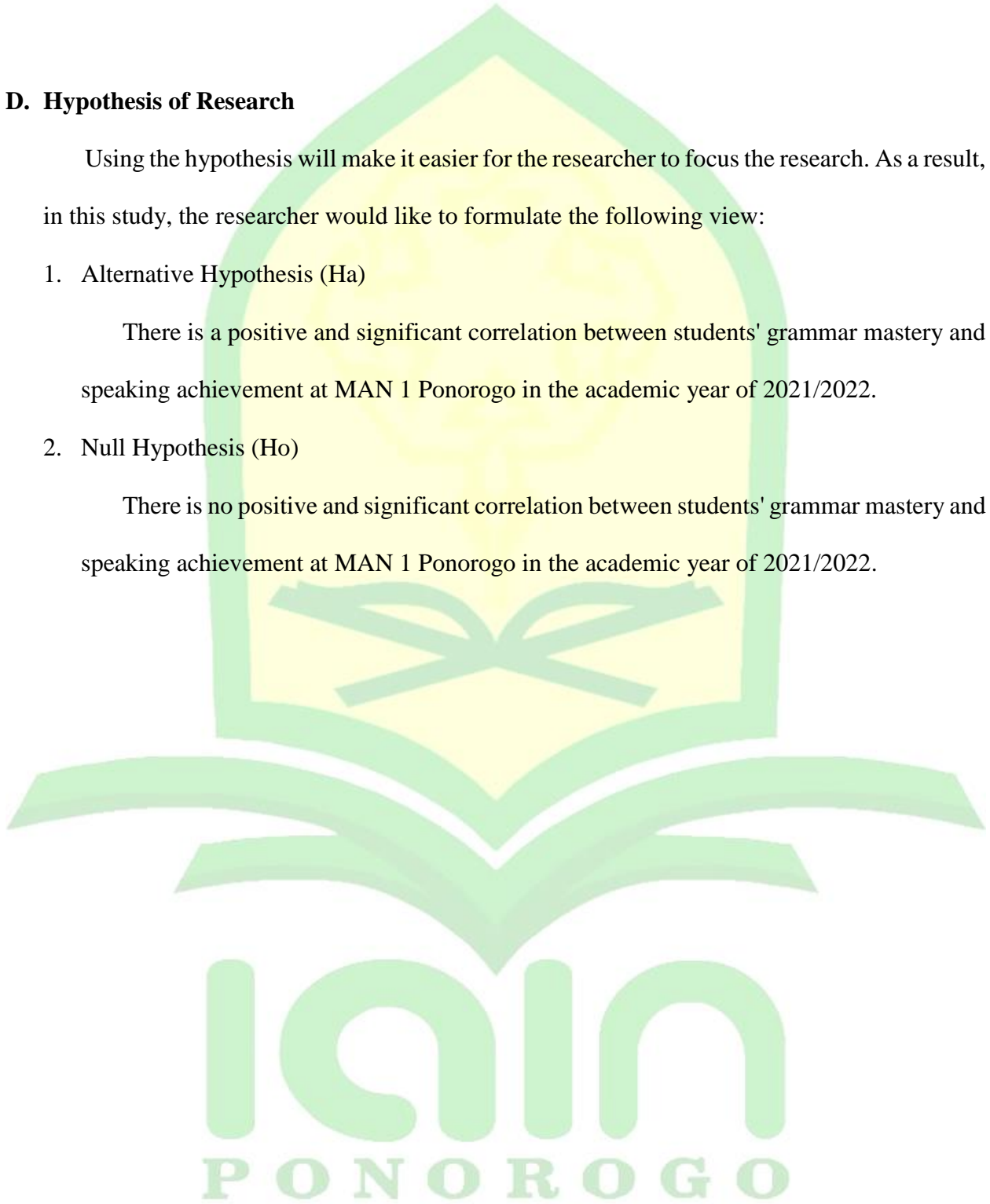
CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology. The methodological activities consist of research design, place and time of research, population and sample, operational definition of variable, technique, instrument, validity and reliability, and data analysis technique.

A. Research Design

Research design is a research technique and method framework chosen by a researcher to integrate all research components systematically to describe and analyze the data that is the reference for the research focus. The design allows the researcher to hone research methods suitable for the subject matter and organize their studies for successful completion. The researcher used a quantitative method using a correlational design in this study. Creswell explains how to use the correlational design to predict scores and discover the relationship between factors. A statistical correlation test is required to identify and quantify the degree of association (related) between two or more variables or a set of scores in this study. As a result, in a correlational design, the researcher does not need to control or modify variables as in experimental research because it uses correlation statistics.

Correlational design is a statistical test used to define the direction of two variables, two more, or two sets of data to change consistently. This statement is supported by Sukardi's opinion that correlation research is an act of gathering data to decide whether there is a relationship and determine the level of relationship between two or more variables. The researcher only employed two variables in this study: the independent and dependent variables. To obtain a score, the researcher gave a test to determine grammar mastery and took data on the documentation of speaking achievement. The data obtained were analyzed to determine whether there is a relationship between grammar mastery and speaking achievement.

X $\longrightarrow$ Y

Description:

X: grammar mastery

Y: speaking achievement

B. Place and Time of Research

This study was carried out in the eleventh grade English subject of MAN 1 Ponorogo in the academic year 2021/2022 and located on Jl. Arief Rahman Hakim 02 Kertosari Babadan Ponorogo.

The researcher conducted the research for three meetings. The first meeting was to give a grammar test to the class tryout held on February 24th, 2022. The second meeting provided a grammar test to the sample class held on February 25th, 2022.

C. Population and Sample

1. Population

Sugiyono described a population as a group of subjects and objects with certain qualities and features that the researcher uses to study and then make endings.[44] The participants in this study were eleventh-grade students at MAN 1 Ponorogo in the academic year 2021/2022. There are 166 students in eleventh grade at MAN 1 Ponorogo as follows:

Table 3.1
Total of the Students in Eleventh Grade of MAN 1 Ponorogo in the Academic Year of 2021/2022

No	Class	Gender		Total
		Male	Female	
1.	XI IPA 1	3	17	20
2.	XI IPA 2	5	10	15
3.	XI IPA 3	5	25	30
4.	XI IPS 1	11	11	22
5.	XI IPS 2	8	18	26
6.	XI IPS 3	0	18	18
7.	XI AGAMA 1	7	28	35
Total of the students				166

[44] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2016).

Source: Data of Documentation in eleventh Grade of MAN 1 Ponorogo in the Academic Year of 2021/2022.

2. Sample

After successfully determining the population, select the sample to be used in the study. The sample is part of the overall population characteristics, so the sampling must be based on several considerations. The usefulness of the sample makes it easy for the researcher to choose each member to be sampled.[45] The researcher uses a non-random sampling technique, namely the selection of a characteristic to obtain a relevant sample to achieve the study's objectives. In non-random sampling, there are various forms, one of which is purposive sampling.

According to Sugiyono's theory, purposive sampling is a technique used to determine research samples with several considerations so that the data obtained will be more representative.[46] By using purposive sampling, the researcher needs particular criteria so that the sample to be used follows the research objective, namely solving problems to provide an expected value. This sampling is based on observations and assessments from researchers related to characteristics related to research and deserves to be sampled. Thus, the researcher continued the sampling stage by setting the research objectives, and the researcher determined the criteria that supported the research objectives. The researcher took the eleventh grade of *agama* 1 with 35 students to be sampled because the sample was considered feasible and met the criteria expected by the researcher.

D. Operational Definition of Variable

The operational definition is an interpretation explanation related to the variables that the researcher has determined.

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[45] Shofiyan Siregar, *Metode Penelitian Kuantitatif* (Jakarta: Kencana, 2013).
[46] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta CV, 2015).

1. **Independent Variable (X)**

    The independent variable, according to Sugiyono, is a variable that might impact the cause of the change or the arrival of the dependent variable. The independent variable in this study is grammar mastery, which focuses on basic grammar terminologies (parts of speech) such as nouns, adverbs, adjectives, and adverbs.

2. **Dependent Variable (Y)**

    According to Sugiyono, the dependent variable is also named effect, output, and criteria.[47] The dependent variable (Y) is a variable that can be influenced and is influenced by the independent variable. The dependent variable in this study was the students' speaking achievement.

E. Technique and Instrument of Data Collection

1. **Technique of data Collection**

    Data is a significant component in the repertoire of science. The correct data makes the analysis process more accessible. Data is all information and facts used in compiling the information so that the accuracy of the information submitted can be guaranteed. Besides, this research encourages data collection by test and documentation.

    a. **Test**

        Arikunto described the test as a procedure or tool to measure and find out something in a certain way and predetermined rules.[48] This study utilized the test to calculate students' grammar of mastery. The test is simply a technique to measure a

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[47] Surajiyo Surajiyo et al., "The Effect of Work Discipline on Employees Performance with Motivation as a Moderating Variables in the Inspectorate Office of Musi Rawas District," *International Journal of Community Service & Engagement* 2, no. 1 (2021): 1–12, https://doi.org/10.47747/ijcse.v2i1.189.

[48] Khairil Razali and Miftahul Jannah, "The Comparison between National Final Examination Test Items and English Teacher Made-Test Items of 2010 and 2011," *Al-Ta Lim Journal* 22, no. 1 (2015): 10–22, https://doi.org/10.15548/jt.v22i1.116.

person's proficiency, skills, or performance in absolute domination.[49] The researcher

used a test in multiple-choice questions to calculate students' grammar mastery. The

test consists of 50 multiple choice questions related to speech (verb, adverb, noun, and

adjective).

b. **Documentation**

Documentation is an invaluable source of information in quantitative research.

Sugiyono stated that documentation could be documents, books, written numbers,

pictures, archives, and writings.[50] The researcher uses these reports and information to

explore data that can support the success of the research. Documentation has a purpose

with relevant study objects, such as English lesson schedules and lists of student names.

A documentation technique called variable Y contains data about students' English

speaking achievement.

2. **Instruments of Data Collection**

An instrument is a device used by the author to collect data. According to Sugiyono's

theory, the device required for research is defined by the numeral of variables studied.[51]

The researcher used tools to measure grammar mastery using tests and documentation

scores to calculate students' speaking achievement. The form of the research instrument

quantitatively is as follows:

Table 3.2 Instrument of Data Collection

Title	Variable	Indicator	Reference	Subject	Technique	No. Item
The Correlation Between Students' Grammar Mastery	X: Grammar mastery	Students' can identify the types	Betty Schrampfer Azar.	The eleventh grade	Test	1,3,4,5,6,10,12,14,15,16,

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[49] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2012).

[50] Prianti Prasetya, H., "Revitalization of Indonesian Navy Language School to Improve the Foreign Language Competence Supporting the Naval Defense Diplomacy," *International Journal of Progressive Sciences and Technologies* 27, no. 2 (2021): 742–52.

[51] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2013).

and Speaking Achievement	(part of speech)	part of speech		students at MAN 1 Ponorogo in the academic year 2021/2022.		17,19,20,21,23,24,25,26,27,29,31,34,36,37,38,39,42,43,45,46
		Students' can recognize the function part of speech.	Aarts, B. Marcella Frank			2,8,9,13,30,33,40,44,47
		Students can recognize the position part of speech.				7,11,18,23,48,50
		Students can recognize the forms part of speech.				32,35,41,44
		Students can recognize the forms part of speech.				28,49
	Y: Speaking Achievement	Fluency, vocabulary, pronunciation, grammar, and comprehension.	The assessment of the English subject. 1) Oral test		Documentation from student report value.	

F. Validity and Reliability

a. Validity

The validity of the so-called ability test is used to measure the validity of the measuring instrument. Besides that, the validity is used to out to what extent the evidence gathered can support the conclusions created from the score. To test the validity of this using the SPSS program.[52] In testing, the validity of the researchers used a testing technique using the Pearson Bivariate correlation (Pearson Moment Product). This analysis can correlate

[52] Rita Purnamawati, "The Correlation Between Students' Self Confidence, Students' Pronunciation and Their English Speaking Achievement of the 10 Th Grade Students of Ma Minhajul Muna English Education Department Faculty of Tarbiyah and Teachers Training State Institute of Isl," no. May (2019).

the score of each item with the total score or the sum of all things. Items of questions significantly related to the full score show that these questions can support the disclosure of what you want to display, namely valid. The instrument or item is said to be valid if r count > r table (2-sided test with sig. 0.05) because it has a significant correlation with the total score.

So the researcher checked the validity of the tool at MAN 1 Ponorogo, and the number of respondents was 30 students. The researcher calculated the test's validity using item validity and the product-moment correlation formula. Two alternatives can use to estimate the validity of a trial. Firstly, we can utilize the formula to calculate the instrument item validity results:[53]

$$r_{xy} = \frac{N\Sigma xy_{-(\Sigma x)}(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2(N\Sigma y^2 - (\Sigma y)^2)}}$$

Where:

$\sum xy$: The whole score multiplication of the x and y variables

$\sum_X 2$: The whole number of x variable squares

$\sum_y 2$: The y variable's entire number squared

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

$\sum x$: The whole number of x variable scores

$\sum y$: The whole number of y variable scores

N   : The number of issues

Second, we can calculate the validity in SPSS version 25.00. The steps are as follows:

a. Applying product-moment formula data

b. Make an item analysis table for the whole question

c. Interpret the correlation results from each question

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[53] Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2017).

The significance level is 5% based on the *r table* value for N (respondents) comprising 30 students'. As a result, the *r table* is 0.361. If the value of *rxy* is equal to or greater than the value of the *r table*, the question is valid. The following are the outcomes of considering the validity of the instrument items using SPSS version 25.00: (See Appendix 3.3) for more information.

Table 3.3 The Result Validity Test of Grammar Mastery

No. Item	*Rtable*	*Rxy*	Criteria
1.	0.361	0.510	Valid
2.	0.361	0.539	Valid
3.	0.361	0.630	Valid
4.	0.361	0.686	Valid
5.	0.361	0.630	Valid
6.	0.361	0.365	Valid
7.	0.361	0.724	Valid
8.	0.361	0.646	Valid
9.	0.361	0.724	Valid
10.	0.361	0.539	Valid
11.	0.361	0.610	Valid
12.	0.361	0.539	Valid
13.	0.361	0.561	Valid
14.	0.361	0.610	Valid
15.	0.361	0.561	Valid
16.	0.361	0.821	Valid
17.	0.361	0.642	Valid
18.	0.361	0.821	Valid
19.	0.361	0.707	Valid
20.	0.361	0.391	Valid
21.	0.361	0.642	Valid
22.	0.361	0.707	Valid
23.	0.361	0.659	Valid
24.	0.361	0.602	Valid
25.	0.361	0.389	Valid
26.	0.361	0.659	Valid
27.	0.361	0.366	Valid
28.	0.361	0.464	Valid
29.	0.361	0.452	Valid
30.	0.361	0.531	Valid
31.	0.361	0.650	Valid
32.	0.361	0.423	Valid
33.	0.361	0.573	Valid
34.	0.361	0.602	Valid
35.	0.361	0.650	Valid
36.	0.361	0.573	Valid
37.	0.361	0.487	Valid
38.	0.361	0.587	Valid
39.	0.361	0.365	Valid
40.	0.361	0.587	Valid
41.	0.361	0.680	Valid
42.	0.361	0.678	Valid
43.	0.361	0.549	Valid
44.	0.361	0.680	Valid

No. Item	*Rtable*	*Rxy*	Criteria
45.	0.361	0.528	Valid
46.	0.361	0.549	Valid
47.	0.361	0.561	Valid
48.	0.361	0.674	Valid
49.	0.361	0.678	Valid
50.	0.361	0.626	Valid

The table above shows the experimental test results for 30 respondents in the trial class. The test uses a test in multiple-choice questions for grammar mastery. So, based on SPSS calculations, the items valid are the entire test, which amounts to 50 items.

b. **Reliability**

Reliability is an index that shows how a measuring instrument can be trusted or reliable. For a more subjective assessment, if the first measurement of the same measuring device (test with retest) yields the same results or whether two raters give the same score (inter-rater reliability). Second, reliability is not synonymous with validity. It denotes that a reliable estimate will always measure but not always estimate what is assumed to be calculated. As a result, reliability evaluates how the test measurement remains consistent following repeated tests on the same subject and under the same conditions. So the study is considered reliable when it produces consistent results for the correct sample size, and it is not reliable when repeated measures have different effects.

The reliability coefficient value is a low or high level of empirical reliability in the form of numbers. High reliability is characterized by a rxy value close to 1. In general, the agreement that the reliability is considered to have reached an excellent value if the value is ≥ 0.700. Because the study instrument consisted of tests and graded results, the researcher employed the Alpha Cronbach formula to determine the instrument's reliability. The Cronbach Alpha formula is as follows:

$$r11 = \left(\frac{n}{n-1}\right)\left(\frac{s^2 \sum pq}{s^2}\right)$$

Where:

r^{11} : The item's reliability coefficient

n : The whole number of test elements

p : The whole number of students that offer the correct response

q : The whole number of students that answer incorrectly

$\sum pq$: The whole number of multiplications between p and q

s^2 : The test's standard deviation

As a result, the results of the test reliability measure using SPSS version 25.00 are provided in the table below:

Table 3.4 Reliability Test

Reliability Statictics	
Cronbach's Alpha	N of Items
0.961	50

The reliability calculation yielded a score of 0.961. The reliability attribute, often known as the "r" table, is 0.961 > "r" (0.361), indicating that the test results are accurate. As a result, the meaning of the instrument reliability r can be understood as follows:

Table 3.5 Reliability Interpretation

Reliability Interpretation	
Correlation Coefficient	Reliability Criteria
0,80 – 1,00	Very High
0,60 - 0,79	High
0,40 – 0,59	Low
0,00 – 0,19	Very Low

The instrument results are in the form of a test that concluded that 0.961 is included in the very high category.

G. Technique of Data Analysis

Data analysis is transforming data, collecting, and modeling the purpose of highlighting information, conclusions, suggestions, and support in every decision. In quantitative research methodologies, data analysis techniques are used to solve issue formulations and test hypotheses that have been previously defined in the research proposal. In analyzing the data using statistical forms. In this case, it is an interpretation of the data through numbers. There are two kinds of statistics used in quantitative research as follows:

1. Descriptive Statistics

Descriptive statistics to analyze data from formulating quantitative illustrative problems. According to Sugiyono, descriptive statistics are statistics that have a function to describe or provide an overview related to the object observed with the population and sample data. The variables in this study, namely grammatical mastery and speaking achievement, are described using descriptive analysis. The descriptive analysis comes to a close with the measurement of central tendency (mean, median, mode) and dispersion (range, min. variance, standard deviation, and max).

a. Central Tendency

A measure of central tendency is often referred to as a measure of central value, a measure of significant value, or a measure of the central position. The mean is recognized as a suitable representative value in several branches of statistics for characterizing the substance in a data collection. The frequency distribution can be calculated using the average.

1. Mean

   The mean, according to Sugiyono, is the average value acquired by the research subjects. The mean is calculated by adding the data from all group members. The total number of persons in the group is then divided by the total number of people. There is a distinction between the central tendency and the mean of the group data.

2. Median

   A median explanation is founded on the median value. The information has been arranged in ascending order from lowest to highest or highest to lowest.

3. Mode

   The mode is a method of explanation based on a frequently discovered value.

4. Sum

   The total represents the number of samples (Fx).

b. **Dispersion**

a) Standard Deviation

   According to Sugiyono's hypothesis, the standard deviation is a technique for displaying the spread of scores.[54] It determines how far the scores of the groups deviate from the mean. In other words, it represents how all of the scores spread out, providing a complete picture of the test results than the range, which depicts the cluster between the highest and lowest values while disregarding all of the remaining numbers.

b) Variance

   The variance formula is as follows:

   $$s^2 = \frac{\sum(x - \bar{x})^2}{N - 1}$$

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[54] Wa Malmia et al., "Problem-Based Learning as an Effort to Improve Student Learning Outcomes," *International Journal of Scientific and Technology Research* 8, no. 9 (2019): 1140–43.

c) Max

Max is the data's highest score.

d) Min

Min is the data's lowest score.

e) Range

The range is a term used to describe the spread of a distribution's score. R = highest score - lowest score is the range formula.

2. **Inferential Statistics**

The inferential analysis analyzes whether a positive and significant association exists between students' grammatical competence and speaking achievement. Following that, there is a conclusion regarding the withdrawal of population data. Test of normality, linearity, and hypothesis testing were all used in this study's inferential analysis.

A. **Test of Normality**

The data must have a normal distribution to be used as a member of a parametric statistic with the correlation product-moment formula. As a result, the writer must first demonstrate whether the data to be analyzed has a normal distribution or not.

Sugiyono offers numerous approaches for testing the normality of data. He employs Chi-Square (X2). It contrasts the regular curved created from the acquired data (B) with the ordinary regular curved (A). Suppose B differs from A insignificantly, B in the standard distribution data.[55] The following is the formula:

$$x^2 = \sum \frac{(fo - fh)^2}{fh}$$

x^2 : the Chi-Square value

fo : the observed frequency

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[55] Ibid.

fh : the expected frequency.[56]

The researcher used SPSS and the Kolmogorov-Smirnov test to analyze the normality test in this study. The following is the interpretation of the normality test:

1. If the value of Asymp. Sig. (2-tailed) is more than the rate of 5% Alpha (Asymp. Sig. (2-tailed)> 0.05). It led to the conclusion that the data came from regularly dispersed populations.

2. If the Asymp. Sig. (2-tailed) value is less than the Alpha level of 5% (Asymp. Sig. (2-tailed) 0.05), the data produced from the population distribution is not standard.

B. **Test of Linearity**

The linearity test evaluates whether or not there is a linear relationship between the independent and dependent variables. If the significance value is more than 0.05, the data set must be linear. The researcher is now analyzing data with SPSS 25.00 for Windows to calculate linearity values.

C. **Test of Hypothesis**

A hypothesis test in this study analyzes whether there is a positive and significant correlation between students' grammatical mastery (X) and speaking achievement (Y). The researcher is employing Product Moment Correlation Analysis.[57]

The formula is:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 + \sum y^2}} \qquad \sum x = x_1 - \bar{x}$$

$$y = y_1 - \bar{y}$$

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[56] Ibid.
[57] Ibid.

The coefficient table is essential to interpret the amount of coefficient correlation. The table below indicates how strong or weak the coefficient correlation is between variables x and y.

Table 3.6

The Interpretation of the Coefficient Correlation's Orientation

Coefficient of Interval	Correlation strength
0.0-0.199	Extremely low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	High
0.80-1.000	Extremely high

Suppose the computed r-value is bigger than the relevant table for a given number of cases and significance level. In that case, the correlation between variables X and Y is strong and positive.
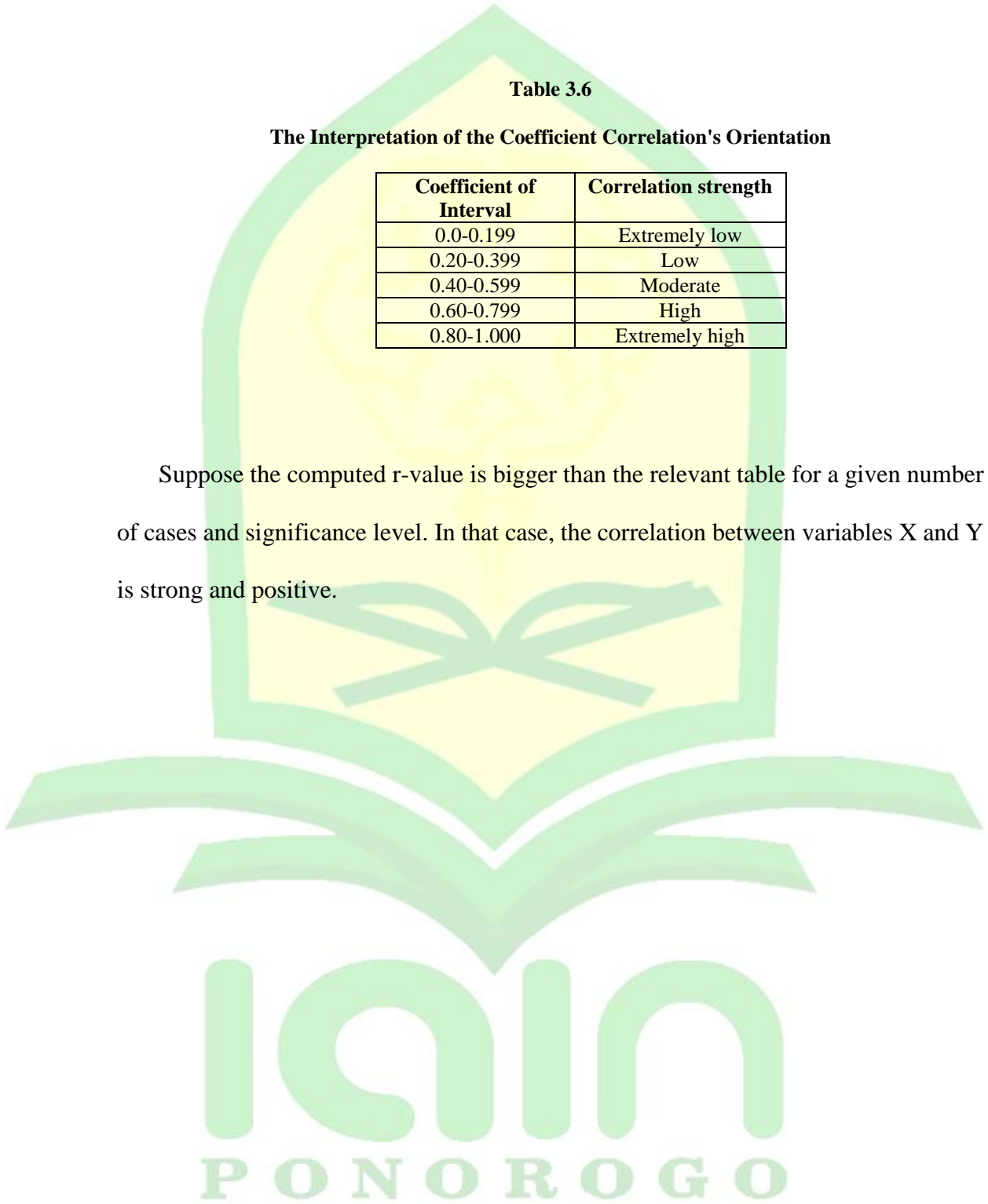
CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result and discussion of the research. The result consists of students' grammar mastery and speaking achievement and the correlation between both. In the discussion part, the researcher described the results in detail as follow.

A. Description Statistical

In analyzing the data, 35 eleventh graders at MAN 1 Ponorogo were used as samples in the study. Two variables a used in this study, namely: grammar mastery and speaking achievement. The following is a summary of the data received for each variable, which has been assigned a score as follows:

a. Grammar Mastery

The researcher collected data in the form of a grammar mastery test for eleventh graders at MAN 1 Ponorogo in the academic year of 2021/2022. The test distribution was done in the eleventh grade of agama 1, with 35 respondents. The indicator of the test instrument is that students can identify the types of parts of speech, recognize the function part of speech, realize the position part of speech, recognize the forms part of speech, and recognize the markers part of speech. The most significant possible score on the test is 100, and the lowest possible score is 60.

Table 4.1 The Grammar Mastery Score of The Eleventh Grade *agama* 1 at MAN 1 Ponorogo in the Academic Year of 2021/2022

No.	Name	Score
1.	Adib Zahrul Umam	70
2.	Agri Dwika Aprelo	66
3.	Alfian	94
4.	Alfin Dwi Wahyu F	60
5.	Alya Febriana	84
6.	Amalia Rismawati D	66
7.	Amelia Wanda D	70
8.	Ameylia Triwanda C	66
9.	Angelika Deodora S	70
10.	Cecilia Erno Rachma P	92
11.	Della Rosiana Dewi	92

No.	Name	Score
12.	Ellfira Adkha F	90
13.	Erinda Widya M	100
14.	Fiona Riawatul I	66
15.	Ilhama	60
16.	Karina Dwi Widyastuti	94
17.	Lora Musyafira	90
18.	Luluk Shofiyatul F	66
19.	M Rasyid Ridho	66
20.	Mamluatur Rohmah	80
21.	Moh. Rouf Nur R.N	84
22.	Muazizah	60
23.	Naya Aulia	66
24.	Niken Anjarwati	60
25.	Novita Desy V	66
26.	Novyta Ayu Ardyana	70
27.	Reza Hasanatun N	90
28.	Rina Hidayatul Rohma	66
29.	Salwa Alia Maftuha	94
30.	Sana Chusna Alia	92
31.	Shahrotul Fitriani	92
32.	Suciati Lestari	65
33.	Tessa Audrya Lailita	90
34.	Widyatul Janah	82
35.	Zahara Nurhaliza F	70

From the grammar mastery data above, the highest score is 100, while the statistical

summary of the grammar test is as follows:

Table 4.2 Statistics Descriptions of Students' Test Score on Grammar Mastery

Grammar Mastery	Statistics
Mean	76.86
Standard Error	2.191
Median	70.00
Mode	66
Standard Deviation	12.964
Sample Variance	168.067
Skewness	0.255
Standard Error of Skewness	0.398
Kurtosis	-1.601
Standard Error of Kurtosis	0.778
Range	40
Minimum	60
Maximum	100
Sum	2960
Count	35

The table above shows the mean is 76.86 with the standard error of the mean is 2.191, the median is 70.00, the mode is 66, the standard deviation is 12,964, the sample variance is 168,067 the range is 40, the minimum is 60, the maximum is 100, the sum is 2960. The frequency table below contains further information:

Table 4.3 Frequency Distribution of Students' Grammar Mastery Test Score

Grammar Mastery		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60-65	4	11.4	11.4	11.4
	66-70	15	42.9	42.9	94.3
	71-80	1	2.9	2.9	57.1
	81-85	3	8.6	8.6	125.7
	86-90	4	11.4	11.4	77.1
	91-95	7	20	20	185.7
	96-100	1	2.9	2.9	100.0

From the table above, it indicates that the score from the grammar mastery test is 11.4%, with four students getting a score of 60-65, a score of 66-70 is 42.9% or fifteen students, a score of 71-80 is 2.9% or one student, a score of 81-85 there are 8.6.%, scores of 86-90 are 11.4% or four students, scores of 91-95 are 20% or seven students, and scores of 96-100 are one student.

Figure 4.1 Grammar Mastery Histogram
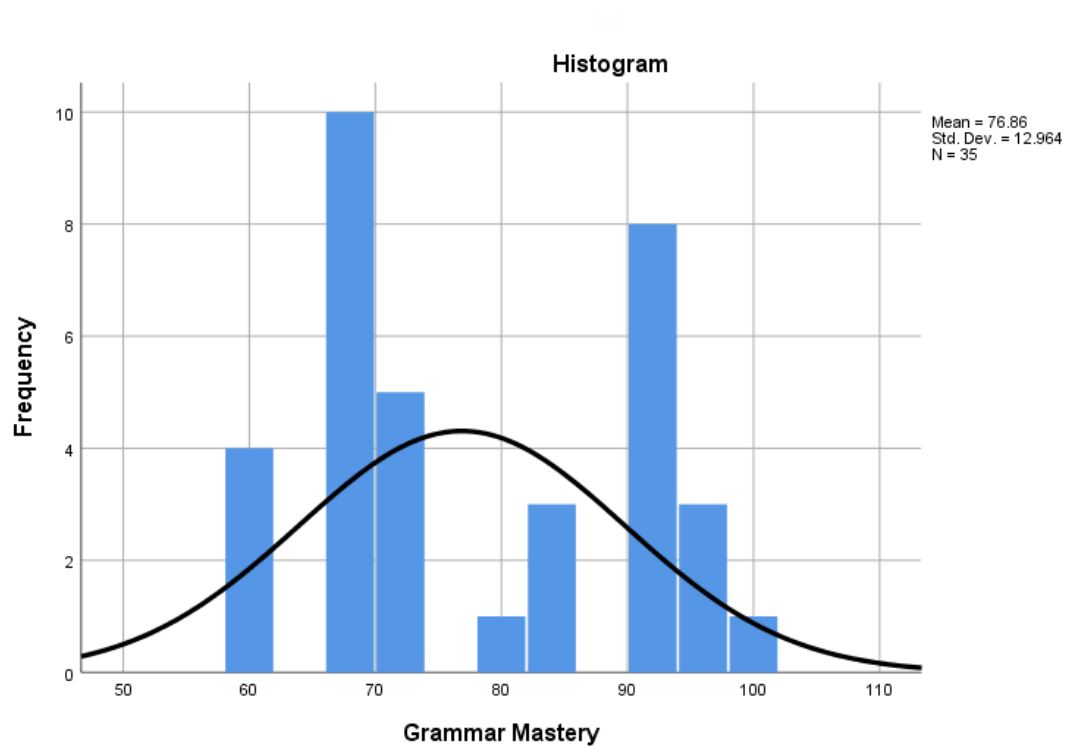
According to the histogram above, the mean is 76.86, and the standard deviation is 12.964. As for categorizing students' grammar mastery, the scores are good, moderate, and weak. The following table summarizes the standard scores:

a. Greater than M + 1. SD (76.86-12.964) is in the good range

b. M – 1. SD + 1. SD falls into the medium category.

c. Less than M – 1. SD (76.86-12.964) is in a low category.

From the explanation above, we can see that a score of more than 89.82 is in a good category, while a score of less than 63.89 is in a low class, and scores between 63.89 – 89.82 are in the medium category. The categorization table for students' grammar mastery is as follows:

Table 4.4 The Classification of Students' Grammar Mastery

No.	Score	Frequency	Percentage	Category
1.	More than 89.82	12	34.3%	Good
2.	63.89 – 89.82	19	54.4%	Medium
3.	Less than 63.89	4	11.4%	Low
Total		35	100	

Based on the categorization table above, the grammar mastery test is in the low category of 11.4% or four students, 54.4% or 19 students is in the medium category, and 34.3% or 14 students is in a good variety. So it can assume that the number of students' grammar mastery is in the medium category with a value of 63.37 – 89.93 or 19 out of 35 students.

b. Speaking Achievement

In the academic year 2021/2022, the researcher collected data on speaking achievement and supplied instruments in documentation to eleventh graders at MAN 1 Ponorogo. A total of 35 *agama 1* eleventh-grade students responded. The assessment rubric for speaking achievement includes pronunciation, grammar, comprehension, fluency, and vocabulary. According to the data obtained from the documentation of daily assignments, tests, and final exam rankings, students speaking achievement showed the highest student score from the oral examination was 85, and the lowest score was 65. The following table is based on the documentation findings:

Table 4.5
The Score of Speaking Achievement of The Eleventh Grade *agama* 1 at MAN 1 Ponorogo in the Academic Year of 2021/2022

No.	Name	Score
1.	Adib Zahrul Umam	70
2.	Agri Dwika Aprelo	65
3.	Alfian	85
4.	Alfin Dwi Wahyu F	80
5.	Alya Febriana	80

No.	Name	Score
6.	Amalia Rismawati D	65
7.	Amelia Wanda D	75
8.	Ameylia Triwanda C	70
9.	Angelika Deodora S	75
10.	Cecilia Erno Rachma P	80
11.	Della Rosiana Dewi	80
12.	Ellfira Adkha F	85
13.	Erinda Widya M	85
14.	Fiona Riawatul I	65
15.	Ilhama	65
16.	Karina Dwi Widyastuti	80
17.	Lora Musyafira	80
18.	Luluk Shofiyatul F	65
19.	M Rasyid Ridho	75
20.	Mamluatur Rohmah	80
21.	Moh. Rouf Nur R.N	80
22.	Muazizah	65
23.	Naya Aulia	70
24.	Niken Anjarwati	75
25.	Novita Desy V	70
26.	Novyta Ayu Ardyana	70
27.	Reza Hasanatun N	80
28.	Rina Hidayatul Rohma	70
29.	Salwa Alia Maftuha	85
30.	Sana Chusna Alia	80
31.	Shahrotul Fitriani	80
32.	Suciati Lestari	70
33.	Tessa Audrya Lailita	80
34.	Widyatul Janah	85
35.	Zahara Nurhaliza F	75

From the documentation data obtained by the researcher from the teacher, the highest score of speaking achievement is 85, while statistical information that describes the students' speaking achievement score is as follows:

Table 4.6 Statistics Descriptions of Students' Test Score on Speaking Achievement

Speaking Achievement	Statistics
Mean	75.43
Standard Error of Mean	1.148
Median	75.00
Mode	80
Standard Deviation	6.792
Sample Variance	46.134
Skewness	-0.238
Standard Error of Skewness	0.398
Kurtosis	-1.235

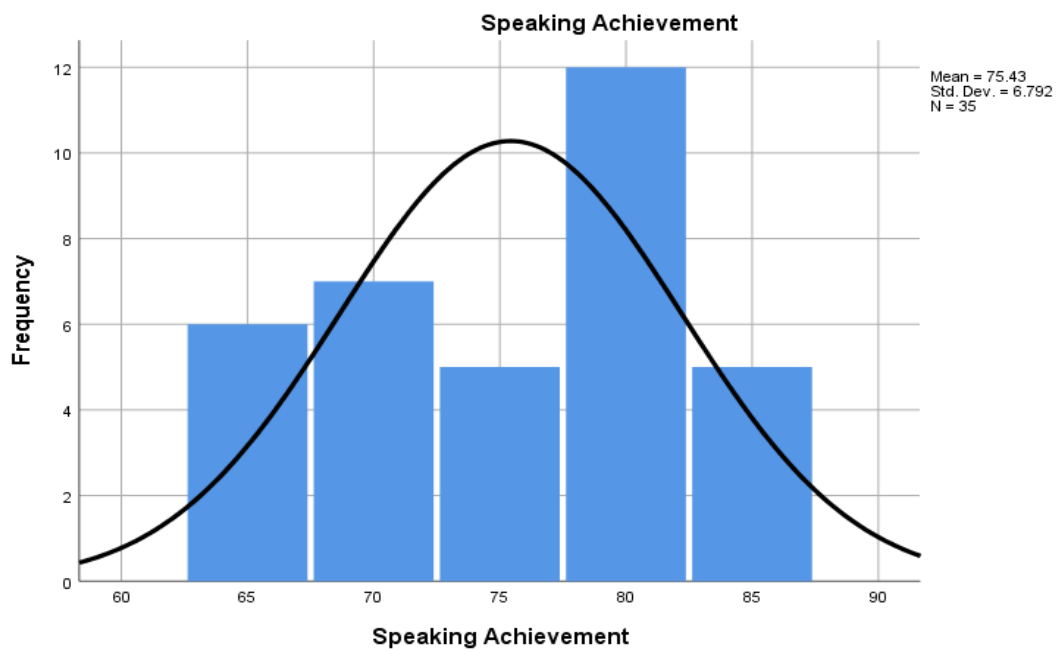| Speaking Achievement	Statistics
Standard Error of Kurtosis	0.778
Range	20
Minimum	65
Maximum	85
Sum	2640
Count	35

The mean in the table above is 75.43, with a standard error of 1.148, the median is 75.00, the mode is 80, the range is 20, the minimum is 65, the maximum is 85, the sum is 2640, and may find more information in the frequency table below:

Table 4.7 Frequency Distribution of Students' Speaking Achievement Test Score

Grammar Mastery				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65-70	13	37.1	37.1	54.2
	71-75	5	14.3	14.3	51.4
	76-80	12	34.3	34.3	85.7
	81-85	5	14.3	14.3	100.0

The table above shows the results of the students' speaking achievement scores. There are 37.1% with thirteen students getting a score of 65-70, a score of 71-75 there are 14.3% or five students, a score of 76-80 is 34.3% or twelve students, and a score of 81-85 is 14.3%.

Figure 4.2 Histogram of Student Speaking Achievement

According to the histogram above, the mean is 75.43 and the standard deviation is 6.79. As for categorizing students' speaking achievement, the scores are good, moderate, and weak. The following table summarizes the standard scores:

a. Greater than M + 1. SD (75.43+6.79) is in the good range.

b. M – 1. SD + 1. SD falls into the medium category.

c. Less than M – 1. SD (6.79 – 75.43) is in the low range.

From the explanation above, we can see that a score of more than 82.22 is in a good category, while a score of less than 68.64 is in a low class, and scores between 68.64 - 82.22 are in the medium category. The table for the categorization of students' speaking achievement is as follows:

Table 4.8 The Classification of Students Speaking Achievement

No.	Score	Frequency	Percentage	Category
1.	More than 82.22	5	14.3%	Good
2.	68.64 – 82.22	24	68.6%	Medium

3.	Less than 68.64	6	17.1%	Low
Total		35	100	

Based on the categorization table above, speaking achievement scores are in the low category of 17.1% or six students, 68.6% or twenty-four students are in the medium classification, while 14.3% or five students are in the good variety. So it can assume that the numeral of students speaking achievement is in the medium category with a value of 68.64 – 82.22, or 24 students from 35 students.

B. Inferential Statistical

1. Test Assumption

The final factor in analyzing the data that needs to be considered is the assumption of the test.

a. Test of Normality

The researcher calculates the normality test using SPSS version 25.00 with the Kolmogorov-Smirnov Test.

Table 4.9 Calculation of Normality Score of Grammar Mastery and Speaking Achievement

NPar Tests		
One-sample Kolmogorav-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.88057000
Most Extreme Differences	Absolute	0.178
	Positive	0.178
	Negative	-0.092
Test Statistic		0.178
Asymp. Sig. (2-tailed)		0.07[c]

| Test distribution is Normal |
| Calculated from data |
| Lilliefors Significance Correction |

Based on the normality test results using SPSS 25.00 in one sample of the Kolmogorov-Smirnov test, the significance value is 0.07 > 0.05, concluding that the residual value is normally distributed.

b. Test of Linearity

The linearity test determines whether or not two variables, specifically the independent and dependent variables, exhibit linear qualities. The researcher uses deviation from linearity > 0.05, and if the significance value is more than 0.05, the data contributes linearly. In calculating the linearity value, the researcher used SPSS.

Table 4.10 Test of Linearity using ANOVA

			Sum of Squares	df	Mean Square	F	Sig
Grammar Mastery*Speaking Achievement	**Between Groups**	**(Combined)**	1231.905	9	136.878	10.164	.000
		Linearity	1056.571	1	1056.571	78.458	.000
		Deviation from Linearity	175.333	8	21.917	1.627	.167
	Within Groups		336.667	25	13.467		
	Total		1568.571	34			

If the significant value of deviation from linearity is more than 0.05, then the independent and dependent variables have a linear relationship. The table above shows the deviation from linearity, which is 0.167 > 0.05, so the data results contribute linearly.

2. **Test Hypothesis and Interpretation**

a. **Test Level of Significance**

The researcher used the degree of significance to test the study hypothesis. The purpose of testing the hypothesis is to cover the possibility of errors when conducting research. In the study, the researcher employed a significance level of 5%, meaning that if it is wrong, it is 5%, and if the decision is correct, it is 95%.

b. **The Alternative Hypothesis**

The r-table was 0.361 after being calculated using 35 respondents and a significance level of 5%. As a result of the investigation, the r-count is more than the r-table value of 0.821 > 0.361. As a result, the null hypothesis is rejected. The alternative hypothesis is accepted, implying a positive and significant correlation between grammar mastery and speaking achievement of 0.821 in the eleventh grade of MAN 1 Ponorogo in the academic year 2021/2022.

c. **The Test of Correlation Significances**

The researcher uses SPSS version 25.00 with the Person Product Moment formula in testing the hypothesis. The correlation is declared significant if r-counted > r-table. The correlation table between students' grammar mastery and speaking achievement is as follows:

Table 4.11

The Correlation Between Students' Grammar Mastery and Speaking Achievement

Correlations		Grammar Mastery	Speaking Achievement
Grammar Mastery	Pearson Correlation	1	0.821**
	Sig. (2-tailed)		.000
	N	35	35
Speaking Achievement	Pearson Correlation	0.821**	1
	Sig. (2-tailed)	.000	
	N	35	35
**. Correlation is significant at the 0.01 level (2-tailed)			

The correlation between grammatical mastery and speaking achievement, calculated using SPSS, is 0.821 in the table above. To determine the level of the correlation coefficient, the researcher used a table of coefficients to find out how high or how effective the coefficient level of the two variables, namely the independent and dependent variables.

Table 4.12
The Interpretation of the Coefficient Correlation's Orientation

Coefficient of Interval	Correlation Strength
0.0-0.199	Extremely low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	High
0.80-1.000	Extremely high

The correlation value calculation result is 0.821, indicating that the variables X and Y have a relationship with a perfect or very high grade of correlation with the form of a positive relationship.

Based on a computation of the *r-table* value with 35 respondents and a significance level of 5%, the r-table value is 0.361. So the results of these calculations indicate that the calculated *r-value* is greater than the *r-table* value, i.e., 0.821 > 0.361. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted. So the researchers concluded that there was a positive and significant relationship between grammar mastery and speaking achievement in the eleventh grade at MAN 1 Ponorogo in the academic year 2021/2022.

C. Discussion

The study examined the association between grammar mastery and speaking achievement in the eleventh grade at MAN 1 Ponorogo in the academic year 2021/2022. Mastering grammar means understanding the meaning of speech and text correctly. Students learn grammar, and they gain various knowledge, one of which is part of speech. In learning part of speech, students can learn many lessons, for example, knowing the types of words, knowing the two primary forms, placing words in sentences correctly, and knowing comprehensive tenses. Students who can communicate in English see the grammar and the rules in it. The researcher focuses on two variables, namely independent and dependent. In this study, the researcher found out that there were problems with students in English lessons, namely the lack of mastery of grammar mastery in speaking. Hence, the researcher was interested in researching.

Mastering grammar means understanding the meaning of speech and text correctly. This is because students learn grammar, they gain a variety of knowledge, one of which is part of speech.[58] In learning part of speech, students can learn many lessons, for example, knowing the types of words, knowing the two primary forms, placing words in sentences correctly, and knowing comprehensive tenses. Students who can communicate in English see the grammar and the rules in it. No matter how proficient students are in learning English, however, they need to convey grammatical knowledge into spoken language. Thus, in learning a language, two critical aspects, namely grammar, and speaking skills are interrelated in English.

First, the researcher used a grammar mastery test to find data about grammar mastery scores. The data was obtained from grammar mastery of eleventh grade *agama* 1 students, totaling 35 students. As for those with the highest score of 100, the lowest value of 60, and the mean value of 76.86. It means that the results of the grammar mastery test are categorized as very good in student participation, especially in the part of speech. The researcher obtained

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[58] Threesje Roza Souisa and Lelyemin Yanuarius, "Teachers' Strategies on Teaching Grammar: Facts and Expectations of Senior High School Teachers at Ambon," *International Journal of Evaluation and Research in Education* 9, no. 4 (2020): 1121–27, https://doi.org/10.11591/ijere.v9i4.20643.

scores from 35 samples; twelve students in the good group, nineteen in the medium category, and four in the low sort.

Second, the researcher uses data to collect speaking achievement to calculate the Y variable. From the data obtained, the students with the greatest score of 85 and the lowest score on speaking achievement are 65 out of 35 students, and the mean value is 75.43. From 35 samples, the researcher took the importance of speaking achievement documentation; five students were in a good category, twenty-four in the medium type, and six in the low class.

After the data has been obtained, the next step is to make statistical inferential data consisting of the results of the grammar mastery test scores and documentation of students' speaking achievement. Furthermore, the researcher tested the assumption of normality using SPSS 25.00, and the significance value obtained was 0.07. So that the data obtained are normally distributed, the significance value of 0.07 is higher than 0.05. Meanwhile, for the test linearity, it can see that the deviation from the linearity significance value is $0.167 > 0.05$, so there is a linear association between the independent and dependent variables.

According to the calculations, the correlation value is 0.821, indicating that the variables X and Y have a perfect or extremely high correlation level. The r-table was 0.361 when the number of responses was 35, and the significance level was 5%. As a result of this calculation, the r-count is more than the r-table value of $0.821 > 0.361$. As a result, the alternative hypothesis is accepted, while the null hypothesis is rejected. Finally, the researcher concludes a positive and significant correlation between grammar mastery and speaking achievement in MAN 1 Ponorogo in the academic year 2021/2022.

CHAPTER V

CONCLUSION

This chapter consists of two sections. The first section deals with the conclusion of the result, and the second one deals with recommendations.

A. Conclusion

Based on the data analysis, it is proven that there is a positive and significant correlation between grammar mastery and speaking achievement in the eleventh grade of MAN 1 Ponorogo in the academic year 2021/2022. However, the mastery part of speech can contribute to constructing their ideas for students in terms of speaking skills. The correlation result is 0.821, which indicates that the variables X and Y have a relationship with a perfect or very high level of correlation. From the calculation of the r-table with 35 respondents and a significance level of 5%, the r-table was 0.361. So this calculation shows that the r-count is greater than the r-table value of 0.821 > 0.361. Based on the facts above, the alternative hypothesis is accepted.

B. Recommendation

1. For English Teacher

After researching the correlation between students' grammar mastery and speaking achievement, the correlation result was 0.821, which indicates a very high level of correlation. In this case, it means that grammar mastery affects speaking achievement. The following is a recommendation from the researcher for an English teacher:

a. Providing greater opportunities for students to play an active role in participating in learning activities and exploring student skills so that a conducive and fun class is achieved.

b. As educators, they must provide a lot of practice related to grammar and train students' speaking skills to be more communicative in learning English.

c. As educators, we must use communicative teaching to improve grammar mastery and train students to speak. Thus students can be motivated to master grammar and speak English.

2. For All of the Students

   After conducting the research, the researcher found out the students' abilities and results. The researcher advised the students, particularly those struggling with grammar and speaking, to do the following:

   a. For English language learners, this research can contribute knowledge related to grammar mastery. Grammar is a crucial aspect of learning a language to communicate clearly and successfully.

   b. For students to study more actively and seriously and balance practical practice with friends or teachers, especially grammar and speaking.

   c. Train to speak every day using English. Speak a little and then regularly to build self-confidence.

3. For the School

   For schools, to complete more books related to knowledge in learning English to get readings to improve grammar mastery and speaking achievement.

4. For the Further Researcher

   After conducting research, the researcher knows the students' abilities and results. The researcher recommends the following to future researchers, particularly in grammatical mastery and speaking achievement:

   a. This study can contribute to the realm of education. Especially to find out the correlation between students' grammar mastery and speaking achievement. This

research can be used as a relevant previous study for future researchers and provide an overview of the relationship between student skills and language components.

b. Further researchers are advised to research to apply appropriate and effective strategies, approaches and methods. The right way can improve students' ability to master grammar and speak fluently.

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