

**THE CORRELATION BETWEEN SPEAKING AND GRAMMAR
ABILITY OF THE SIXTH SEMESTER STUDENTS
AT ENGLISH AND LITERATURE DEPARTMENT
OF ADAB AND HUMANITIES FACULTY OF
UIN ALAUDDIN MAKASSAR**



A THESIS

*Submitted in partial fulfillment of the requirement for degree of
Sarjana Humaniora in English and Literature Department of
Adab and Humanities Faculty of Alauddin State Islami University
of Makassar.*

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MAKASSAR
2010**

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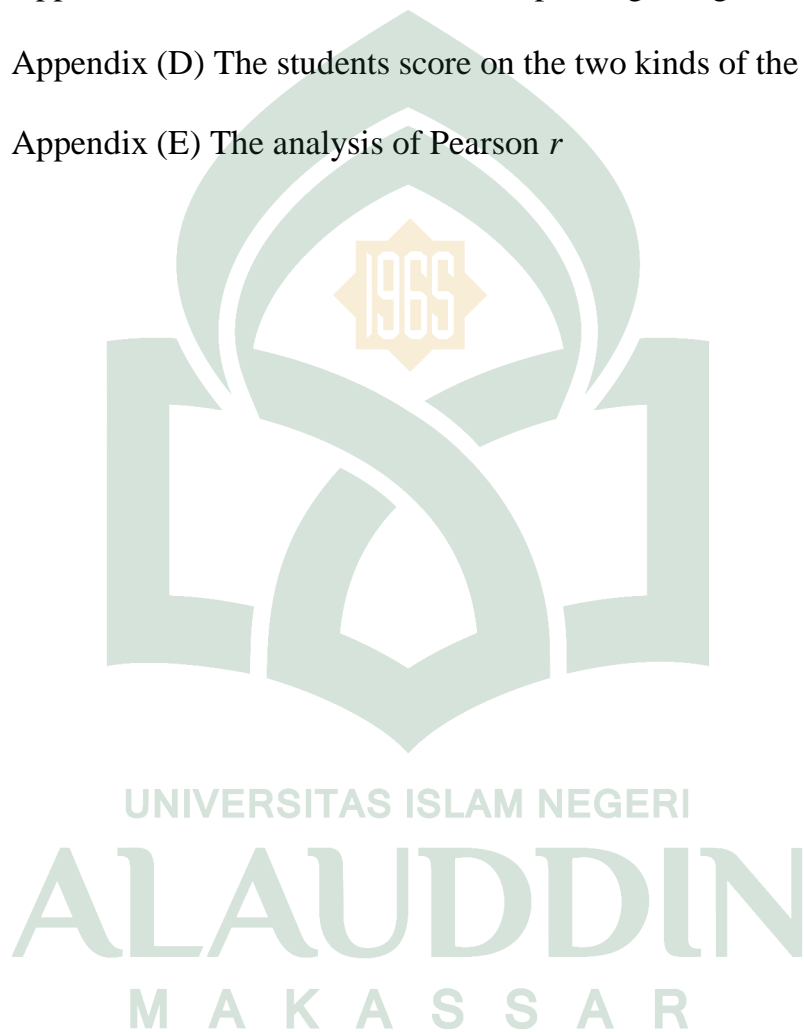
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ABSTRACT

Fahrudin, 2010. The correlation between the speaking and grammar ability of the sixth semester students` at English and Literature department of Adab of UIN Alauddin Makassar.

This research aimed at finding out the achievement of the sixth semester students at English and Literature department of Adab and Humanity of UIN Alauddin Makassar on speaking and grammar and correlation between the two variables.

This research employed correlation method. The population of this research were the sixth semester students at English and Literature Department of Adab and Humanity Faculty of UIN Alauddin Makassar academic year 2009/ 2010. The number of population and sample were taken 27 student`s as sample using total sampling technique. The instrument of this research were speaking test and grammar test.

The data were analyzed using mean analysis and formula pearson r or Product Moment correlation. The result of this research source that the mastery of the sixth semester students at English and Literature Department of Adab and Humanity of UIN Alauddin Makassar on speaking is very good as well as their grammar ability. It also indicates that there is significant correlation between student`s mastery of speaking and grammar ability.

Based on the research, the writer concludes that the students are very good on speaking as well as grammar ability and there is significant correlation between the two variables. Since, the students mastery in speaking correlate with the grammar ability.

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CHAPTER I

INTRODUCTION

A. Background

Human beings need language to communicate with other people. So language is useful and important for society property and language is a mean to be used, it can be used orally and in writing. Through language people can bring forward or express their feeling, willingness ideas, or what ever they have in mind. Therefore, language can not be separated from people life. Ronald Wardhaugh, (1972: 3) states that language is a system of arbitrary vocal symbols used for human communication. Without it we can not imagine what this like looks like. The writer is sure that our life will pass extramely unenjoyable.

Some languages, most constructed, are meant specifically for communication between people of different nationalities or language groups as an easy-to-learn foreign language. Several of these languages have been constructed by individuals or groups. Natural, pre-existing languages may also be used in this way - their developers merely catalogued and standardized their vocabulary and identified their grammatical rules.

There are various language all over the world and have their own rules in grammar which might be similar or different from one to another. In language learning, native speaker and non-native speaker ones are different when native speaker study grammar, they usually become involved, not in the basic framework which they know, but in problems variant usege of dialect differences, of style and of artistic affect, in kontras of this, a non-native speaker who is learning the foreign language does not know the structure, they needs to acquire this basic framework in order to master the production and the comprehension of the typical sentences of the language.

Grammatical structure exist in a language naturally and become frame work to build the basic unit of communication, which is sentence. Consequently, one who docs not know it can not communicate well. That is why grammar should not consider as constraints on the language use. Singh in Fahmisal (2005 : 2) mastery grammar for an affectives communication is analogizeable with the salt for the vegetable. Without salting with the salt, the vegetable does not tasted sweet at all. Therefore learning a foreign language without mastery grammar, the affective communication can not take place. In this case, there is still a differences between both the grammar mastery and the solt. Without any

solt, the vegetable can be made in the form of another tasted and can be eaten to prevent the eater from his dangerous hunger, but without the grammar mastery the affective communication can not be reached. Shortly grammar mastery can not be replaced in other to make the communication affectively because grammar exist simultaneously and naturally in the language use and determines meaning of a lexical item. It is inherently permanent element of the language.

English as an international language has influence all over the world. Realizing it as the major language Indonesian government has put it in the curriculum as a subject to learn. In Indonesian, English has been taught for a long time. It is taught as a foreign language and a compulsory subject from junior high school to high education, even now it is also taught in elementary school as an optional subject. The main goal is to communicate and express their ideas in English.

English is a compulsory subject in Indonesia which had been taught formally to Indonesian students since they were in Junior High School. The English subject consists of four skills such as listening, speaking, reading, and writing. Speaking skill has become the first priority to be taught between the four skills since communicative

approach implementation has been influential in foreign language learning.

English can be studied from two points of view namely language skill and language elements. Language skill comprise speaking, listening, reading, and writing, while language elements consist of structure, vocabulary, pronunciation, and speaking. Those elements are taught in order to develop student skill on the language.

Learning English as a foreign language is not easy problem, but must especially attention. The student must master the element of spoken, they are vocabulary, grammar and pronunciation. No one can speak well without mastering them.

However, to know English perfectly, the student master four skill namely reading, listening, writing and speaking, so the student in general can read, listen, write, and speak English well. But the writer realizes that learning language should be concerned with the spoken language. Because all languages are spoken before they are written.

Student often thinks that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking

strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

From the different above, the writer is interested knowing what student or learners of English will do when they speak English. The writer is interested in conducting the research to know weather the learners have good mastery grammar will also make the student have good speaking ability.

B. Problem Statement

Based on the background above, the writer formulates the research questions as follows:

1. To what extent is the students` achievement on speaking?
2. To what extent is the students` achievement on grammar ability?
3. Is there any significant correlation between the students mastery of speaking and their grammar ability?

C. The Research Aims to:

1. To find out the students` achievement on speaking.
2. To find out the students` achievement on grammar ability.
3. To find the correlation between the students ability of speaking and their grammar ability.

D. Significance of the Research

The result of the research are expeted to be useful and can give meaningful constribution for students and lecturers of UIN Alauddin Makassar especially in English and Literature department of Adab faculty. And the information on the correlation between speking and grammar ability which is revealed in this research can be served as a peace of useful information involved in grammar and speaking activities. It is also expected to be useful information in designing the most appropriate tehniqe as well as improving the material of the subject.

E. Scope and Limitation of the Research

In order to focus on conducting this study, the writer limited the scope of the study as follow:

1. In this study focus on speaking and grammar ability.
2. The subject of this study is the students in the English and literature department of Adab and Humanity faculty.
3. Independent variable of this study is the students speaking and dependent variable this study is students English grammar ability.
4. The writer used instrument to measure the students speaking and grammar ability. It consist of fifty questions.

F. Operational of Definition

To clarify what the writer wants to achieve in this study, it is better to formulate the operational definition as follow:

1. Correlation is the mutual relation of two or more things (World book dictionary: 2005).
2. Speaking ability is an ability of someone to speak, to communicate to express idea and feeling in English as a foreign language.
3. Grammar ability is the knowledge or a study of word formation and the arrangement of word into sentence (Purwadarminta in Fahmisal 2005 : 5).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research findings.

There is one research findings about the correlation between speaking and grammar ability that research undertaken. They are cited briefly as follows:

Rizal (2005). In his thesis the correlation between grammar and speaking ability (A case study at seventh semester students` of English Literature departement of Adab faculty of UIN Alauddin Makassar). (1). The students` mastery of English grammar is good. It is assumed that their mastery in English grammar classified as good level. (2). The students ability in speaking English is the good level, but the students` ability in speaking English is lower than their mastery of English grammar. (3). There is correlation between the students` mastery of English grammar and their English speaking ability at English literature department of Adab faculty of UIN Alauddin Makassar.

B. Speaking

Speaking is fundamentally and instrumental act. Speakers talk in order to have some affect on their listener. They ask them question to get them to provide information. They request things to get to do things for them (Clarc,1977 in Fahmisa, 2005:22). Speaker begin with the intention of affecting their listener in a particular way, and they select and utter their believe will bring about just this affect.

Student often thinks that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Speaking is an important aspect in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others.

In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. It is strengthened by British Council's report (1998) which states that more than two billion people use English to communicate. Some people often think that the ability to speak a language is the product of language learning. They assumed that speaking is a crucial part of language learning process.

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication.

On the contrary, for most people, speaking is the most difficult part when they learn a foreign language. There are many obstacles in mastering English. For people who want to be competent in communicating with English, they must change and expand identity as she or he learns the culture, social, and even political factors of English, that needed to speak appropriately with a new 'voice', it is as Englishman (Hughes, 2002 in Fitriana, 2004 :1).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, (Kathleen

M. Bailey, 2005 : 2). According to the state above speaking must have interaction each other because that is a processing to get information. Speaking skill requires two aspects, namely linguistic and non-linguistic aspect.

Linguistic aspect is the main requirement that the English learners should process in order to speak it well. It involves comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc.

Non-linguistic aspect is an aspect to support learners to achieve a success in acquiring speaking skill. This aspect involves personality dimensions, such as self esteem and extroversion. To be success in English speaking, learners should master the linguistic aspect and posses the non-linguistic aspect. They both correlate each other. So, English speaking ability here not only focuses on the knowledge of language that the learners have, but also focuses on the personality dimension that will affect them in presenting their knowledge of English and they know how and when to present it.

The writer can conclude that speaking is the ability to use the language in ordinary way by speech. It is not only matter of transferring some messages to other person but is also communication, which needs

more than one person to communicate with. In learning English, the main goal is to be able to speak well so they can use it in communication. Speaking skill is believed as an important aspect to be successful in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

Basically, there are three elements of spoken language which the writer assumes quite important, they are: vocabulary, structure, and pronunciation.

1. Vocabulary

Vocabulary is quite basic in a language, especially in speaking. None can speak without memorizing some vocabularies even though they master the rule of language and the pronunciation of words.

Vocabulary in this study covers the selection and the use of varied words that are used by students. In short, the writer concludes that vocabulary is a total number of words which has meaning in a particular language which is necessary for students to use in speaking and writing.

Being memorized a lot of vocabularies and know to pronounce them well, but sometime the skill can not use them correctly. (Murdibjono 1989 in Fahmisal, 2005 : 23). In this book may help us to select when and where the word can be used. In this book contents some problem in using vocabularies correct and incorrect, the writer quotes among others as follows.

a. The errors with the verb

Using verb, the speaker has to be more careful, because there are many problem which can not be forgotten such as tenses. Tenses, choosing suitable words. And so on.

Example:

1. a. I call him yesterday (wrong)

b. I called him yesterday (correct)

2. a. Borrow me your book (wrong)

b. Lend me your book (correct)

Two example above can become pattern in correct-incorrect in using verb. The word call in number one part “a” is incorrect because call is present tense, but the word

yesterday is adverb of past time. So if we use the verb in present tense, we must also use the adverb in present tense too. For instance : “ he studies every day ”, the placing of verb and adverb is done properly.

b. The errors with adjective and adverb.

Sometimes the speaker can not differ between adjective and adverb, so the writer presents their differences respectively below:

Joy Little (1981: 35) states that an adjective is a word that modifies a noun or pronoun.

Example in phrase:

- Beautiful face
- Serious worker

Grammatical structure therefore can not be separated, but should be treated as an integrated part of language use. For this reason, the students have to master it in order to be competent in communication skill. Without knowing the grammatical structure, the main aspect of English can not be

mastered, and of course the four language skill namely speaking, listening, reading and writing can not be achieved well.

The grammatical structure, especially sentence construction is very important the English speaking skill. A speaker who knows the rules of sentence construction with enough vocabulary can use the language better (Wilkins, 1980 in Fahmizal, 2005 : 26)

2. Structure

When a learner begin to learn a foreign language like English, he does not know yet it is grammatical structure. He finds it a new and different matter form his native language.

He will vail to communicate in English when the grammatical structure is yet know. This constitutes a real learning problem

there are at least to main cause that bring the difficulties to the students namely the different structure between bahasa Indonesia and English, and the complexity of English it self.

It is obvious the lack of grammar mastery as the basic framework to built correct sentences make the students unable

to use and understand the foreign language well in their communication.

Grammatical aspect is one the elements that which an important role in a language, including English as a foreign language especially in writing skill. (Heaton in Asrul Sani, 2007 : 1). States that the writing skills require mastery of grammatical or language use: the ability to write correct appropriate sentences. So it could be state the someone could not have a good capability in writing without knowing the grammatical aspect of English well.

However, if the speaker master and memorized some vocabulary, the speaker must master the structure of the language.

3. Pronunciation

A good speaker not only memorized a lot of vocabulary and master grammar, but also must understand how to pronunciation the word, because the oral language is very important, incorrect pronunciation is always incorrect listening and incorrect being misunderstanding is not true in

doing. False in doing caused the all problem to be wrong. So the pronunciation in English is not to be able to complite with the other factors influencing speaking.

In mastering pronunciation we have to know the intonation because, what is we want to express it is also affect to the intonation. (Katleen M.Bailey 2005: 12) states that intonation is the relative and fall of the pitch in and utterance.

The way of speaking the language is called pronunciation. (Hornby, 1984 : 670) explains that, “pronunciation is a way in which a language is spoken, person’s way of speaking a language or words of a language”. The writer concluded that pronunciation refers to the way of person in speaking a word that is pronounced.

C. What Is Grammar

Grammar the system of rule governing the construction of sentence. Grammatical study is usually devide into two main aspect: syntax, dealing with the structure and formation of word. (David Crystal: 2003 : 2). Swam in Asrul sani (2007 : 7) states that grammar is

the rules that say how words are combined, arranged, and changed, to show different meaning.

According to Pooley in Olfah (2004 : 26), grammar describes the way of language work. English grammar tells how English works in communicating ideas. Ideas are generally expressed in sentences. Sentences are made by grouping and arranging words. Therefore, grammar is also the study of words in sentences.

1. Tenses

1.1. Definition of tenses

The position of tenses in English grammar plays an important role, because tenses can display the change of the verb in a sentence. The form of a verb indicates when something happens or what activities are done. Consequently, the use of the appropriate verb is very important, because the change of the verb is closely related to time, whether it is present, past, or future.

As state before, tenses have been defined as the pattern of the arrangement of word in sentences. Here are agains some definition that are devided from views and opinion of the linguistic.

- Tense means the form a verb gives the impression when the behaviour happens (weather past, present, or future) depending on the changed of verb (Sarjono, 1985 in Andi Nunung, 1998 : 6).

- Tenses is changes in the form, of verbs to show time. (Joy Littell,1981 : 236)

From the definition above, it can be concluded that tenses is a part of English grammar which especially confers about the use and the change of verbs based on the matter of an activity.

1.2. Kinds of tenses are :

In English grammar, there are about 16 kinds of tenses. In this research the writer limited into five tenses only:

- Simple present tense
- Present continuous tense
- Present perfect tense
- Simple past tense
- Simple future tense

The reason why the writer just took these five tenses, on a count of these five tenses are far more related to daily activities, daily conversation, and in order that the writer can achieve the purpose well.

a. Simple present tense

Simple present tense is constructed:

S + V 1 + O + Adjective /Noun /Adverb.

- To describe a repeated action or habit.

Example:

I *get* up at seven every morning.

-To talk about thing that are always or generally true.

Example:

The sun *sets* in the west.

It *snows* a lot in the winter here.

-To describe a permanent situation or a condition with no definite start or finish but that is true now.

Example:

They *live* in Bali.

-With adverbs of frequency such as *always, usually, often, sometimes, seldom/rarely, and never* to say how often we do something if the verb is *BE*, we put the adverb after the verb. If the verb is not *be*, we put the adverb before the verb.

Example:

They *are seldom* late.

She *often studies* in the library.

-With time expression such as *every day/week/year, in the morning/afternoon/evening, and at night*. We can put these time expression at the beginning or the end of a sentences.

Example:

I *go* to the store once *a week*.

On weekends, we have dinner at seven.

b. Present progressive tense

Present progressive tense is constructed:

S + be (is, am, are) + V.ing + O + Adjective/Noun/Adverb.

-To talk about something which is in progress at the moment of speaking.

Example:

It is running right now.

- To talk about something which is in progress around the present but not exactly at the time of speaking.

Example:

Tony *is looking* for a new job these days.

-To talk about situations which are developing or temporary.

Example:

Computers *are becoming* more and more important in our lives.

-With adverbs such as always or constantly to express complaints or annoyance.

Example:

He *is always calling* me late at night.

-With time expression such as *now, at the moment, at present, these days, nowadays, and today*. We can put these time expression at the beginning or the end of a sentence.

Example:

I'm writing an e-mail message *right now*.

c. Present perfect tense

Present perfect tense is constructed:

S + Have/Has + V3 + O + Adjective/Noun/Adverb.

- To talk about a completed action that has an importance in the present.

Example:

She *has done* her homework.

(Therefore she can watch television *now*)

- To talk about what have been achieved in a period of time.

Example:

He *has written* three letters this morning.

- To describe a situation that more permanent and that continues into the present.

Example:

She has always walked here.

d. Simple past tense

Simple past tense is constructed:

S + V 2 + O + Adjective/Noun/Adverb.

- To describe an action that happened at a defined time in the past.

We state in time.

Example:

Nassar and Budi climbed mount Sangiang (in 2005).

- To talk about actions that happened in a sequence in the past.

Example:

I came home, picked up my mail, and left.

- With time expressions such as *yesterday, last night/ week, month/year, Wednesday, for days/weeks/months/years ago, and in 2004.*

Example:

I saw a great movie *last night*.

I sent a letter to him *last week*.

I came to your house *yesterday*.

e. Future tense

The future tense is constructed:

S + Will/Shall + V bi + O + Adjective/Noun/Adverb.

- To talk about something we decide to do at the moment of the speaking.

Example:

I *will clean* it up for you.

- To say what we think or believe will happen in the future, usually with verbs such as *think, believe, and expect*, with adverbs such as *probably, perhaps, maybe, and certainly*, and with expression such as *I'm sure and I'm afraid*.

Example:

They will probably get here late.

- To talk about actions and events that will definitely happen in the future.

Example:

I will be twenty next Monday.

2. Modals auxiliary

Modals auxiliaries generally express a speakers attitudes, or “methods” for example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable and, in addition, they can convey the strength of these attitudes. (Betty S.Azar:1989 : 68).

According to Milada Broukal (2005: 150) modals verb use with a main verb. Modals verbs add meaning to a main verb.

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Kinds of modals auxiliaries are:

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Can, may, must, should, would, could, might, dare, ought to, used to, would rather, should have, ought to have, can have, could have, may have, might have, must have, need have, would rather have, ect.

Auxiliary + the simple form of of verb:

- I can speak English

- He couldn't come to class
- It may rain tomorrow
- It might rain tomorrow
- Mary should study harder
- Joe must see a doctor today
- I will be in class tomorrow
- Would you please close the door ?

Auxiliary + to + the simple form of a verb:

- I have to study tonight.
- I have to get to study tonight.
- Farhan ought to study harder.

Can, could, may, might, should, had better, must, will, and would are followed by the simple form of a verb.

They are not followed by *to*:

Correct : I can speak English

Incorrect : I can speak English

The main verb never has a final –s

Correct : farhan can speak English

Incorrect : Farhan can speaks English

2.1. Expressing ability: can and could

Can express *ability* in the present or future.

- Bob *can play* the piano.
- You *can buy* a screwdriver at hardware store.
- They *could not come* to class yesterday.

2.2. Expressing possibility: may and might

May and might express possibility in the present or future. They have the same meaning. There is no difference in meaning between may and might.

- It may rain tomorrow.

- It might rain tomorrow.

- It may not rain tomorrow.

- It might not rain tomorrow.

2.3. Expression permission: may and can

May and can is also used to give permission.

- Farhan can borrow my car.

3. Passive voice

The passive voice is very important in English, probably quite 90 per percent of the passive sentences spoken or written are of the type replacing the the indefinite pronoun or reflexives in other language. (cf. Frence *on*, german *man*, and the use of reflexife verbs in slavonic languages.)

In this important class of passive voice sentences we have an unknown or vague active voice subject; it remains unexpressed in the passive voice. The agent with *by* is not *by* needed. (W. Stannard Allen, 1995 : 268).

According to Joy Littel (1981 : 347) a verb is active when its subject performs the action stated by the verb. A verb passive when its subject names the receiver or result of the action stated by the verb.

3.1. to form the passive voice, we change the object of an active voice sentence into the subject of a passive one. The subject of the active sentence can become the agent in a passive sentence. The agent tells who or what did the action in a passive sentence. It is introduced with the preposition *by*.

Example:

Active voice : The pilot flew the Airplane.

Passive voice : The airplane was flown by the Airplane.

3.2. We form the passive voice with a form of the verb *be* + past participle. question use an auxiliary verb before the subject.

Example:

The great wall was built by the chinese.

The tourists are being shown around by the guides.

3.3. We form passive voice sentences with transitive verbs, which take objects. We cannot form passive voice sentences with intransitive verbs.

Example:

Transitive verb **fly**

Active sentence: The pilot **flew** the plane.

Passive sentence: The plane was **flown** by the pilot

Intransitive verb **arrive**

Correct: The plane arrived on time.

Incorrect: The plane was arrived on time.

3.4. we use the passive voice in the following tenses. Note taht the form of *be* is in the same tense as the tense of the active verb.

Tense:

Simple present tense

Active voice: He **washes** the car.

Passive voice: The car **is washed** by him.

Present progressive tense

Active voice: He **is washing** the car.

Passive voice: The car **is being washed** by him.

Present perfect tense

Active voice: He **has washed** the car.

Passive voice: The car **has been washed** by him.

Simple past tense

Active voice: He **washed** the car.

Passive voice: The car **was washed** by him.

Past progressive

Active voice: He **was washing** the car.

Passive voice: The car **was being washed** by him.

Past perfect tense

Active voice: He **had washed** the car.

Passive voice: The car **had been washed** by him.

Future with *will*

Active voice: He **will wash** the car.

Passive voice: The car **will be washed** by him.

Future with be going to

Active voice: He **is going to wash** the car.

Passive voice: The car **is going to be washed** by him.

Future perfect

Active voice: He **will have washed** the car.

Passive voice: The car **will have been washed** by him.

We do not use the passive voice with some tenses because they sound awkward. These tenses are the present perfect progressive, the future progressive, the past perfect progressive, and the perfect progressive.

3.5. object pronouns (me, him, her, ect.) in the active voice become subject pronouns (I, he, she, ect.) in the passive voice.

Example:

Active voice: Thousands of people elected **her**.

Passive voice: **She** was elected by thousand of people.

4. Question Tag

a. Definition of Question Tag

Question Tag are short iddron sentence, asking for agreement of confirmation (Thomson and Martinet in Syahrir 1999 : 4).

A tag question is a question that is added onto the end of a sentence. An auxiliary verb is used in a tag question. (Betty S. Azar.1992 : 156).

Looking at the definition, it can be said that tags need said auxiliary verbs in the statement in this case students cannot place auxiliary verbs randomly in the statement but the students must use them according to the part of statement, statement in tags consists of two main parts namely positive and negative statement. however in order to know the kind of auxiliaries is in the tags , students should learn English tenses first.

b. The patterns of question tags

Hayden (1956) gives the patters of question tags as fallow:

- a. With simple present and past tense of be : An affirmative statement is followed by a short negative question : verbs + not

(usually contracted) + subject. A negative statement is followed by a short affirmative question: verb + subject. Compare:

a.1. John is here, isn't he ?

John isn't here, is he?

a.2. We are late, aren't we ?

We aren't late, are we?

- b. With simple tense and past tense forms of verb other than be :
An affirmative statement is followed by a short negative question : do (does) or did + not (usually contracted) + subject. A negative statement is followed by a short affirmative question: do + (does) or did + subject. compare:

b.1. He plays golf, doesn't he ?

He doesn't play golf, does he?

b.2. You live here, don't you ?

You don't live here, do you?

- c. With present perfect: An affirmative statement is followed by a short negative question: have/has + not (usually contracted) +

subject. A negative statement is followed by a short affirmative question have/has + subject, compare:

c.1. The clock has struck five, hasn't it ?

The clock hasn't struck five, has it ?

c.2. They have arrived, haven't they ?

They haven't arrived, have they ?

d. Simple future tense: An affirmative statement is followed by a short negative question: will/shall + not (usually contracted) + subject. A negative statement is followed by a short affirmative question: will/shall + subject. Compare.

d.1. He will see you when he comes back, won't he ?

He will not see you when he comes back, will he?

d.2. She will come, won't she?

She will not come, will she?

e. Will construction of auxiliary + principle verb: An affirmative statement is followed by a short negative question: modal auxiliary + not (usually contracted) + subject. A negative

statement is followed by a short affirmative question modal auxiliary + subject. Compare:

e.1. You can driver a car, can` t you ?

You can` t driver a car, can you ?

e.2. he must go now, mustn` t he ?

He must not go now, must he ?

Azhar (1992 : 2) gives the pattern of question tags as follows:

Statement

Tags

a. Positive statement

* Amir is here

isn` t he ?

b. Negative statement

* Jonh isn` t at home

is he ?

c. Imperative

* Stop that noise,

will you?

d. Invitation

* Let`s....

shall we?

(Indicating perhaps indignation)

Tag question is used to ask a question that demands an answer or confirmation. The speaker is usually not sure or not positive about what the answer will be. This kind of question tag has a rising intonation in the end of the sentences.

Example:

1.4. She give you money, didn't she?

1.5. Will shall came back tomorrow, shan't we?

1.6. You will read the lesson, won't you?

2. Tag question is used to acquire an agreement. In this case the speaker is sure of positive about the answer will be. This kind of question tag has a faulty intonation in the end of the sentences.

Example :

2.1. He passed the exam, didn't he?

Yes, he did (the expected answer)

2.2. We will came back tomorrow, won't we?

Yes, we will (the expected answer)

2.3. She studies at UIN, doesn't she?

Yes, she does (the expected answer)

2.4. You will read the lesson, won't you?

Yes, you will (the expected answer)

3. Tag question is used in adding to a statement. The subject in the question is a pronoun or introductory there, if there is a rise in pitch on the definite in the question, the speaker expects or invites the listener to agree. If there is a fall in pitch on the definite in the question, the speaker is confident of his statement (Hornby 1975 : 5).

Example:

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3.1. You want five, don't you?

3.2. They won't be here long, will they?

3.3. Tomorrow's Sunday, isn't it?

Thomson and Martined (1985 : 133) write the uses of question tags as follows:

a. After negative statement we use ordinary.

Example:

a.1. You didn't see him, did you ?

a.2. Ali mustn't go now, must he ?

a.3. She doesn't know me, does she ?

a.4. Anna can swim, can she ?

b. After positive statement we use negative interrogative.

Example:

b.1. Peter helped you, didn't he ?

b.2. They have arrived haven't they ?

b.3. She was there, wasn't she ?

c. Tags are used to express the speakers reaction to statement.

By the tone of his voice he can indicate that the is interested, not interested, surprise, delighted, angry, suspicious,

disbelieving, etc. the speakers feeling can be expressed more

forcibly by adding auxiliary.

Example:

c.1. I borrowed your ear, you did, did you ?

c.2. You didn't think you need it, you didn't, didn't you ?

Ona Law in Kasmujianto (1994 : 22) give some explanation about question tag as follows:

a. Seeking confirmation of what is being said. No question mark, and a falling intonation at the end, the answer is expected to agree suggestion in the statement.

Example:

1. You were dismissed from the job, weren't you ?

2. He wouldn't give a definite answer, would he?

b. As a surprise question, A question mark and rising information at the end.

Example :

1. The school children aren't going on strike, are they ?

2. You won't give up your job, will you?

c. As special request

You will help me, won't you (no question mark)

d. As challenge

You stole that money, didn't you (no question mark)

5. Degree of comparison

5.1. Using comparative

- a. In formal English, a subject pronoun (*e.g., he*) follow *than*, as in (b). In everyday, informal spoken English, an object pronoun (*e.g., him*) often follows *than*, as in (c).

Example:

- a) I'm older than my brother (is).
b) I'm older than he is.
c) I'm older than him. (informal)

- b. Frequently an auxiliary verb follows the subject after *than*. in (d): than I do: than I work.

Example:

- d) He work harder than I do.
e) I arrived earlier than they did.

5.2. Making comparisons with As...As

As.....as is used to say that the two parts of a comparison are equal or the same in some way.

In (a): as + adjective + as

In (b): as + adverb + as

Example:

a) Tina is 21 years old. Sam is also 21.

Tina is as old as sam.

b) Mike came as quickly as he could.

Negative form: not as..... as. Quite and nearly are often used with the negative.

In (d): not quite as..... as = a small difference.

In (e): not nearly as.... as = a big difference.

Example:

c) Ted is 20. Tina is 21

Ted is not as old as Tina.

d) Ted isn't quite as old as Tina.

e) Farhan is 5. She isn't nearly as old as Tina.

5.3. Using superlative

Typical completions when a superlative is used:

a. Tokyo is the largest city in the world.

b. David is the most generous person I have ever known.

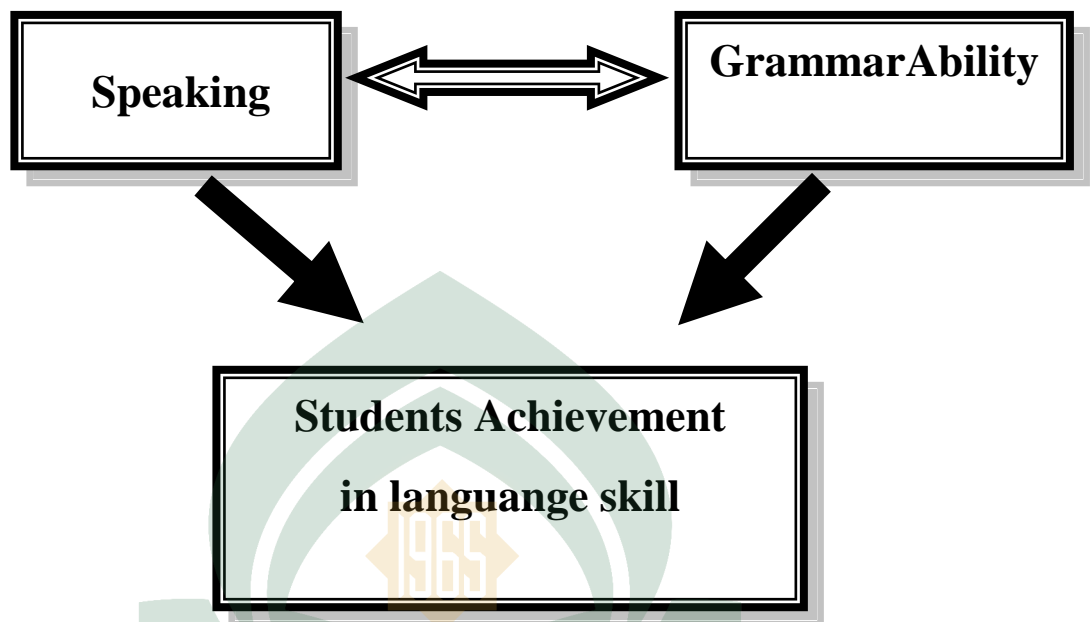
c. Rhoma Irama is the most popular dangdut artist in Indonesia.

d. Gajah Mada University is the largest in Indonesia.

C. Theoretical framework

Speaking is one of language elements which consider play a control role. It facilitated other language skills. The mastery of speaking can support the grammar ability.

Without having numerous number of speaking students are not able to achieve language skill. The achievement of student in learning English especially to listen and to comprehend the subject, for instance is influenced by their speaking. This can be illustrated as follow:



The components above show the correlation between speaking and grammar ability in supporting the students` achievement in language skill.

D. Hypotesis

The hypotesis of this research is formulated as follows:

(Ho) : There is no significant correlation between the speaking and the grammar ability.

(H1) : There is a significant correlation between the speaking and the grammar ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design and Variable

1. Research design

The method of this research was a correlational method. It aimed at finding out the correlation between the students' speaking and their grammar ability. In this case the writer presented the description of the students' mastery of the speaking and their grammar ability and the correlation between them.

2. Research variable

The variable of this research were in the sixth semester students mastery of speaking as independent variable and grammar ability as dependent variable.

B. Population and Sample

1. Population

The population of this research were the sixth semester students of English and Literature department of Adab and

Humanities faculty, Alauddin state Islamic University of Makassar.

That have studied speaking and grammar consist of three classes.

2. Sample

The total number of sixth semester student of English and literature department are 55 students, in this research the writer took 27 students or 50% from the total number of students as respondent.

C. The Instrument of the Research

The instrument used in collecting data was written and speaking test. The writer admisters. The test to the sixth semester students of English and Literature department of Adab and Humanity faculty of Alauddin states Islamic University of Makassar. In writing test, the writer formulated test of grammar. The test was destributed to the student and the writer explained how to do them. In speaking test, the writer formulated speaking test.

1. Speaking test

In speaking test, the researcher gave one topic for getting the data about the ability in speaking grammatical.

The item of the test was restric like: Debate.

2. Grammar ability test

The test was used to get the data about the sixth semester students mastery of grammar. The form of the test is multiple choises. The grammar test have 50 numbers. The item of the test was restric like: Tenses, modal auxiliary, active passive voice, question tag, degree of comparison.

D. The Procedure of Data Collection

In collecting data, the writer distributed instrument and explain how to do the test. The instrument and the answer was collected after the student completed the instrument, the writer than collected their work to be analyzed.

E. The Tehnique of Data Analysis

1. Data was collected from speaking and grammar test by using main score of the student.

The formula of main score is:

$$X = \frac{\sum x}{N}$$

Where: X = Mean Score

Σx = The sum Of Score

N = The Total Number Of Subject

(Gay, 1981 : 29)

2. The data was analyzed by using pearson correlation formula. To know the degree of correlation between speaking and grammar ability of the sixth semester students at English and Literature department of Adab and Humanity of UIN Alauddin Makassar. The writer use this pearson formula:

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N}\right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N}\right]}}$$

where:

r = pearson r

Σx = The sum of the score in x distribution

Σy = The sum of the score in y distribution

Σx^2 = The sum of the square in x distribution

Σy^2 = The sum of the square in y distribution

Σ^{xy} = The sum of product paired x and y score

N = The number of sample

(Gay, 1981: 300)

1. Pronunciation

Interpretation	Score	Explanation
Excelent	5	Has good traces of foreign accent.
Very good	4	Always intelligible, though once in a while is conscious of a definite accent.
Good	3	Necessitate to concretate listening pronunciation and in other not to misunderstanding.
Fair	2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
inadequate	1	Pronunciation problem is so hard and difficult to understand.

(Darwis Sasmedi, 2006 : 13)

2. Fluency

Interpretation	Score	Explanation
Excelent	6	Speech natural and continouous, no unnatural pause.
Very good	5	Speech generally natural and continuous; only slight stumbling or unnatural pause.
good	4	Some definite stumbling, but manages to rephrase or continue.
Low	3	Speech frequently hesitant and jerky; sentences may be left uncompleted.
inadequate	2	Speech very slow and uneven except for short or routine sentences.
unacceptable	1	Speech halting and fragmentary, long, unnatural pauses, or utterances left unfinished.

3. Structure

Interpretation	Score	Explanation
Excelent	6	Utterances almost always correct
Very good	5	Most utterances rendered correctly, with some minor structural errors.
Good	4	Many correct utterances, but with definite structural problems.
Low	3	Some utterances rendered correctly, but major structural promlems remain.
Inadequate	2	Very few utterances structurally correct.
Unacceptable	1	No utterances structurally correct.

4. Vocabulary

Interpretation	Score	Explanation
Excelent	7-8	Rich and extensive vocabulary; very accurate usage.
Good	5-6	Occasionally lacks basic words; generally accurate usage.
Low	3-4	Often lacks needed words; somewhat inaccurate usage.
Inadequate	1-2	Lacks basic words; inadequate; inaccurate usage.

(Boylan Source, 1982 : 347)

3. The test was score employing Ordinal scale ranging from Excellent to fair. To assess the items as follows:

To interpret the calculation of result on speaking test:

No.	Interpretation	Score
1.	Excelent	5
2.	Very good	4
3.	Good	3
4.	Fair	2
5.	Inadequate	1

To interpret the result on grammar test:

No.	Interpretation	Score
1.	Excelent	5
2.	Very good	4
3.	Good	3
4.	Fair	2
5.	Inadequate	1

(A. Aziz Alimut Hidayat, 2007: 102)

4. To interpret the result of the correlation analisys the standar correlation pearson r is used, that is:

No	Standard	Interpretation
1.	0.000 - 0.100	Very low
2.	0.100 - 0.200	Low
3	0.200 - 0.300	Moderate
4	0.300 - 0.400	Substantial
5	0.400 - 0.500	High

(Hadi, 1979 : 275)

If the r lies between 0.000 – 0.1000, it means that the correlation between the students` speaking and their grammar ability of the sixth semester students` at English and Literature department of Adab and Humanity of UIN Alauddin Makassar is very low. If

the r lies between 0.100 – 0.200 it mean that the correlation is low. If the r lies between 0.200 – 0.300 it means that the correlation is moderate, if r lies between 0.300 – 0.400 it means that the correlation is substantial, while if the r lies between 0.400 – 0.500 it means that the correlation is high.

On the other hand, if the r lies between 0.200 – 0.500, the **H1** is received. If the r lies between 0.000 – 0.300, the H1 is reject, if **HO** is rejected, it means that there is a significance correlation between the students` speaking and their grammar ability. To find out whether the correlation between two variables of this study is significance or not, the r -analysis is compared after r -table.

If : $r > r$ table is positive correlation.

$r < r$ tables negative correlation.

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$r = r$ tables zero correlation.

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CHAPTER IV

FINDING AND DISCUSSIONS

This chapter deal with the finding of the reserch and the discussions. The finding consist of student's score, scoring classification, mean scores, and correlation between speaking and grammar ability further more, the discussion consist of overall analysis of the findings.

A. Finding

The finding of this research consist of the score of the students` in speaking and grammar test, the classification and the presentage of the students` score of each test. These finding are eloborated as follows:

1. Students` scores

The score of the students` in speaking test and grammar test are describe as follows:

a. Speaking test

After being ranked, the highes score of the students speaking is 5.75 (subject number 8) the Lowest score is 1 (*see Appendix C*).

b. Grammar test

After being ranked, the highest score of the students grammar ability is 4.75 (subject number 7) and the lowest score is 2 (subject number 13). (see Appendix C).

2. Scoring classification

Students scores in speaking and grammar tests were classified into some criteria. The criteria and percentage of the students are follows:

a. Speaking test

The criteria and percentage of students score in speaking test

Table 1

The students score in pronunciation

No	Subject	Score
1.	T	4
2.	FA	4
3.	ES	5
4.	MS	4
5.	MHS	4
6.	F	4
7.	FL	5

8.	H	5
9.	RR	3
10.	AR	3
11.	AAH	4
12.	YS	4
13.	MT	4
14.	AD	4
15.	A	4
16.	SA	3
17.	YA	4
18.	MD	3
19.	NN	3
20.	MT	3
21.	R	3
22.	MHK	3
23.	AG	3
24.	F	3
25.	K	3
26.	AL	4
27.	NM	3

Table. 2

The students` score in fluency

No	Subject	Score
1.	T	4
2.	FA	4
3.	ES	5
4.	MS	4
5.	MHS	4
6.	F	4
7.	FL	5
8.	H	5
9.	RR	3
10.	AR	3
11.	AAH	4
12.	YS	4
13.	MT	4
14.	AD	4
15.	A	4
16.	SA	3
17.	YA	4
18.	MD	3
19.	NN	3
20.	MT	3
21.	R	3
22.	MHK	3

23.	AG	3
24.	F	3
25.	K	3
26.	AL	4
27.	NM	3

Table. 3

The students` score in structure

No	Subject	Score
1.	T	4
2.	FA	5
3.	ES	5
4.	MS	4
5.	MHS	4
6.	F	4
7.	FL	6
8.	H	6
9.	RR	4
10.	AR	4
11.	AAH	4
12.	YS	5
13.	MT	4
14.	AD	4

15.	A	3
16.	SA	3
17.	YA	5
18.	MD	4
19.	NN	3
20.	MT	3
21.	R	4
22.	MHK	4
23.	AG	3
24.	F	4
25.	K	3
26.	AL	5
27.	NM	4

Table. 4

The students score in vocabulary

No	Subject	Score
1.	T	5
2.	FA	6
3.	ES	6
4.	MS	5
5.	MHS	5
6.	F	5
7.	FL	7

8.	H	7
9.	RR	5
10.	AR	4
11.	AAH	5
12.	YS	5
13.	MT	5
14.	AD	6
15.	A	4
16.	SA	4
17.	YA	6
18.	MD	4
19.	NN	6
20.	MT	6
21.	R	6
22.	MHK	6
23.	AG	6
24.	F	6
25.	K	6
26.	AL	6
27.	NM	6

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b. Grammar test

The criteria and percentage of students score in
grammar test

No	Subject	Score
1.	T	3.5
2.	FA	4.25
3.	ES	3.50
4.	MS	4.5
5.	MHS	3.5
6.	F	3.5
7.	FL	4.75
8.	H	4.5
9.	RR	3.25
10.	AR	3.25
11.	AAH	2.50
12.	YS	5
13.	MT	2
14.	AD	4.25
15.	A	3.25
16.	SA	3.5
17.	YA	5
18.	MD	3.25
19.	NN	3.50
20.	MT	3.50
21.	R	4.5

22.	MHK	3.75
23.	AG	3.75
24.	F	3.50
25.	K	3.50
26.	AL	3.0
27.	NM	3.75

3. Mean scores of the speaking test and grammar test

Below are the mean scores of the speaking test and grammar test of the students:

a. Mean score of the speaking test

$$X = \frac{\sum x}{N} = \frac{114,95}{27} = 4,25$$

Thus, the mean score of the speaking test is **4.25**

b. Mean score of grammar test

$$X = \frac{\sum x}{N} = \frac{100}{27} = 3,70$$

Thus, the mean score of grammar test is **3.70**

4. Correlation

From the application of the pearson r formula in analyzing the correlation between the students speaking mastery and their grammar ability it was found that $r = 0.400$ (see appendix E).

The interpretation of the correlation analysis states that the correlation between the students speaking ability and grammar ability was in a high correlation.

It was found from the application of the pearson r , it was on the high level that is between $0.400 - 0.500$. And if the result is consulted to the r table with degree of freedom (df) = $27 - 2 = 25$ and probably (p) = 0.00 , it is 0.001 compared with 0.47 .

Since $r = 0.41$ and r table = 0.001 , it means that r is higher.

As it state before that if r was between $0.400 - 0.500$, it means the relationship is high, because r is higher, H_0 is rejected. It means that there was a significant correlation between the speaking and grammar ability of the sixth semester student at English and literature department of Adab and humanity of UIN Alauddin Makassar.

B. Discussion

As stated before that if r was lower than r table it means that there no significant correlation between speaking and grammar ability of the sixth semester students at English and Literature department of Adab and Humanities faculty of UIN Alauddin Makassar, while if r is higher than r table, it means that there is a significant correlation between the speaking and grammar ability of the sixth semester students at English and Literature department of Adab and Humanities faculty of UIN Alauddin Makassar.

Based on the data analysis of the speaking score, it was found that, the students achievements on the speaking ability was very good it was reflected by the mean score of speaking test (*see appendix C*) while the students grammar ability was classified as very good, reflected by the mean score grammar (*see appendix C*).

The data collected show that the students who get the high score in the speaking test are commonly have the high score in grammar test. Both the speaking and grammar ability seems to be related. Having numerous number of speaking mastery is one way in developing the grammar ability, however, it can not be concluded that the low scores of the students` grammar ability were

influenced by their speaking ability before further research, because there are some other factors which influence the students` speaking ability.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first part deals with the conclusions of the result and descussion, and the other parts deals with the suggestion.

A. Conclusion

Based on the result and discussion of the previous chapter, the writer come to the following conclusions:

1. The sixth semester students at English and Literature departement of Adab of UIN Alauddin Makassar have very good ability in speaking.
2. The sixth semester students at English and Literature departement Adab of UIN Alauddin Makassar have very good in grammar ability.
3. There is significant correlation between the students mastery on stucture and their speaking ability. Since the two variables correlates each other, it seems that the communicative approach implemented in English and Literature departement is succsesful. The students who can master structure seems to be able to use this capability in performing speaking.

B. Suggestions

By considering the conclusions put forward above, the researcher presents some suggestions as follow:

1. The students should be accustomed to learn and understand more the use of any structure items to be practiced continuously in speaking English.
2. It is suggested that the students increase of their speaking activities either in the classroom or outside the class, as one way to increase both speaking and grammar ability.
3. Since the speaking mastery positively influence the students grammar ability, the writer suggest the lecturer to vary some techniques in teaching speaking such as pronunciation and grammar such as the structure.

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Appendix A

Grammar Test

Nama :

Nim/semester :

1. Farhan..... at seven every morning.
 - a. Will get up
 - b. Got up
 - c. Gets up
 - d. Has got up
2. This food delicious.
 - a. Tast
 - b. Tastes
 - c. Tasting
 - d. Is tasting
3. Linda in his office every day.
 - a. Is working
 - b. Works
 - c. Is worked
 - d. Worked
4. Don` t go out side: it right now.
 - a. Was raining
 - b. Will raining
 - c. Rain
 - d. Is raining
5. Edison..... three letters this morning.
 - a. Had written
 - b. Written
 - c. Has written
 - d. Is writing
6. Tina : What smells so good?
Mother : Oh, I.....cookies.
 - a. Made
 - b. Have been making
 - c. Had made
 - d. Was making
7. Susan the violin for only a month when she quit
 - a. Had been studying
 - b. Had studied
 - c. Is studying
 - d. Had been studied
8. I a great movie last night.
 - a. Saw
 - b. See
 - c. Was seen
 - d. Had seen
9. Mary at ten o` clock yesterday morning.
 - a. Is working
 - b. Work
 - c. Was working
 - d. Had worked
10. The movie before we arrived last night.
 - a. Will started
 - b. Was starting
 - c. Has started
 - d. Had started
11. Sarah here for two weeks when she got called away on family business.
 - a. Worked
 - b. Work
 - c. Had been working
 - d. Has worked
12. Father: Oh no! I` ve spilled some coffee on the rug.
Mother: Don` t worry. Iit up for you.
 - a. Clean
 - b. Is cleaning
 - c. Cleaned
 - d. Will clean
13. She a doctor some day.
 - a. Are going to be
 - b. Is going to be
 - c. Will be going to
 - d. Will be going to be

14. My computer at work is broken, but the technology department..... it when I get to the office tomorrow.
- a. Will be repaired
 - b. Have repaired
 - c. Will repair
 - d. Will be repairing
15. By the end of this year, hefor the company.
- a. Will work
 - b. Will be working
 - c. Will be worked
 - d. Will have been working
16. It was dangerous to climb that wall. You.....
- a. May be fallen
 - b. Might be have fallen
 - c. Is studying
 - d. Might fallen
17. I play the piano.
- a. Could
 - b. Can
 - c. Can be
 - d. May
18. I swim when I was three years old.
- a. Can
 - b. Will
 - c. Must
 - d. Could
19. The last person to leave the office the door.
- a. Have to lock
 - b. Must lock
 - c. Must to lock
 - d. Had to lock
20. She me yesterday, but she didn't
- a. Is supposed to call
 - b. Supposed
 - c. Was supposed
 - d. Was supposed to call
21. Father Usman there tomorrow.
- a. Can be
 - b. Might be
 - c. Could
 - d. May be
22. Although the president of the company was at meeting, we..... speak to him for a view minutes.
- a. Be able to
 - b. Was able to
 - c. Were able to
 - d. Must be able to
23. He walk after his leg heals.
- a. Be able
 - b. Will be able to
 - c. Can
 - d. Must
24. I yesterday.
- a. Could
 - b. Could have been
 - c. Could have
 - d. Could be
25. You an English exam when you enroll at the university.
- a. Will to take
 - b. Will take
 - c. Have to take
 - d. Take
26. Aidah go now.
- a. Has got to
 - b. Have got to
 - c. Got to
 - d. Must have got to
27. Ted in the library
- a. May
 - b. May be
 - c. Might
 - d. Might be
28. You pray now.
- a. Should
 - b. Could
 - c. Must
 - d. Can
29. Santi : Would you like some coffee?
Nassar : it make me nervous.
- a. I'd rather like
 - c. I would

- b. I'd rather not d. I would like rather it
30. Look! It rain.
 a. Will be c. Be going to
 b. Is going to d. Going to
31. Nadi: Who is at the door?
 Nita: I don't know. It be kan.
 a. Must c. May
 b. Could d. Should
32. A: The pilot flew the plane.
 P : The planeby the pilot
 a. Flown c. Is flown
 b. Was flown d. Will be flown
33. A: Thousands of people elected **her**.
 B: **She**by thousands of people
 a. Elected c. Is elected
 b. Was elected d. Elect
34. A: He has washed the car.
 P: The car..... by him.
 a. Washed c. Had washed
 b. Was washed d. Has been washed
35. A: Mycal is going to take the picture.
 P: The picture..... by him.
 a. Was being taken c. Is going to be taken
 b. Going to take d. Was going to be taken
36. A: We shall invite him
 P: He by us
 a. Shall be invited c. Should be invited
 b. Will be invited d. Would be invited
37. A. Aidah will helped the boy.
 P. The boy.....by Aidah.
 a. Had been helped c. Will have been helped
 b. Has been helped d. Have been helped
38. She will come,?
 a. Willn't she c. Will not she
 b. Won't she d. Will she
 c.
39. John and Mary are getting married,?
 a. Are they c. Was they
 b. Aren't they d. Weren't they
40. I must pay him the money at once,?
 a. Mustn't I c. Must I
 b. Must not I d. Mustn't
41. She give you money,?
 a. Isn't she c. Is she
 b. Don't she d. Did she
42. Anna can swim,?
 a. Can't she c. Can she
 b. Can not she d. Could she
43. Nothing was said,?

Appendix B

DEBATE TEST

BETWEEN BEST FRIEND AND LOVER

Friend and lover, how happy we are when we have both of them, even though they have different position and rule for us, but they never be apart.

And it's close possible that love is started from a friend, firstly someone make a friend than when they think that there any possibility to make new relation so they make it a lover.

Sometimes by this case many things might be happen, such as, lover is jealous with our friend because we always together with our friend. For us, friend is a place for sharing and brainstorming or telling our problem that we can tell it to anyone, best friend is someone knows our feeling even though we do not tell to him, but our love can't understand it.

However, friend and lover have a different place in our heart.

So let's discuss the question:

1. What is in your mind about best friend and lover
2. Which one that is difficult to forget, best friend or lover.....?
3. How far your best friend and lover do influence for your activity...?
4. What will you do if your lover ask you to avoid your best friend because she/he is jealous to your best friend....?
5. Some body say taht it is better we lose our lover than our best friends, do you agree about it...?
6. If you have to choose one of them, which one will you choose...?

APPENDIX D

THE STUDENTS SCORE ON THE TWO KINDS OF TEST

No.	SUBJECT	x	y	x ²	y ²	xy
1	T	4.25	3.5	18.06	12.25	14.875
2	FA	5	4.25	25	18.06	21.25
3	ES	5.25	3.50	27.56	12.25	18.375
4	MS	4.25	4.5	18.06	20.25	19.125
5	MS	4.25	3.5	18.06	12.25	14.875
6	F	4.5	3.5	20.52	12.25	15.75
7	FL	5.5	4.75	25.25	22.56	26.125
8	H	5.75	4.5	33.06	20.25	25.875
9	RR	3.75	3.25	14.06	10.56	12.1875
10	AR	3.5	3.25	12.25	10.56	11.375
11	AA	4.25	2.50	18.06	6.25	10.625
12	YS	4.5	5	20.25	25	22.5
13	MT	4.25	2	18.06	4	8.5
14	AD	4.75	4.25	22.56	18.06	20.1875
15	A	4	3.25	16	10.56	13
16	S	1	3.5	1	12.25	3.5
17	YA	5.25	5	27.56	25	26.25
18	MD	3.75	3.25	14.06	10.56	12.1875
19	NN	3.75	3.50	14.06	12.25	13.125
20	MT	3.75	3.50	14.06	12.25	13.125
21	R	4.2	4.5	17.64	20.25	18.9
22	MHK	4.5	3.75	20.25	14.06	16.875
23	AG	3.75	3.75	14.06	14.06	14.065
24	F	4.25	3.50	18.06	12.25	14.875
25	K	3.5	3.50	12.25	12.25	12.25
26	AL	5	3.0	25	9	15
27	NM	4.5	3.75	20.25	14.06	16.875
		114.95	100	505.06	383.35	431.65
		$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$

APPENDIX C

THE SCORE OF THE STUDENTS ON SPEKING AND GRAMMAR

No.	SUBJECT	SCORE
1	T	4.25
2	FA	5
3	ES	5.25
4	MS	4.25
5	MS	4.25
6	F	4.5
7	FL	5.5
8	H	5.75
9	RR	3.75
10	AR	3.5
11	AA	4.25
12	YS	4.5
13	MT	4.25
14	AD	4.75
15	A	4
16	S	1
17	YA	5.25
18	MD	3.75
19	NN	3.75
20	MT	3.75
21	R	4.2
22	MHK	4.5
23	AG	3.75
24	F	4.25
25	K	3.5
26	AL	5
27	NM	4.5
		114.95
		$\sum x$

No.	SUBJECT	SCORE
1	T	3.5
2	FA	4.25
3	ES	3.50
4	MS	4.5
5	MS	3.5
6	F	3.5
7	FL	4.75
8	H	4.5
9	RR	3.25
10	AR	3.25
11	AA	2.50
12	YS	5
13	MT	2
14	AD	4.25
15	A	3.25
16	S	3.5
17	YA	5
18	MD	3.25
19	NN	3.50
20	MT	3.50
21	R	4.5
22	MHK	3.75
23	AG	3.75
24	F	3.50
25	K	3.50
26	AL	3.0
27	NM	3.75
		100
		$\sum y$

APPENDIX E

THE ANALYSIS OF PEARSON r

$$\begin{aligned}r &= \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right)\left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}} \\&= \frac{431.65 - \frac{(114.95)(100)}{27}}{\sqrt{\left(505.06 - \frac{(114.95)^2}{27}\right)\left(383.35 - \frac{(100)^2}{27}\right)}} \\&= \frac{5.91}{\sqrt{(505.06 - 489.38)(383.35 - 370.37)}} \\&= \frac{5.91}{\sqrt{(16)(13)}} \\&= \frac{5.91}{\sqrt{208}} \\&= \frac{5.91}{14.42} \\&= 0.41\end{aligned}$$

r_{xy} value = 0.41

r_{xy} value is greather