THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND GRAMMAR MASTERY TOWARD THEIR SPEAKING ABILITY AT THE TENTH GRADE OF SMA NEGERI COLOMADU KARANGANYAR IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirement for the degree of *Sarjana*

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DEDICATION

Alhamdulillahirabbil 'alamiin, praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis is especially dedicated to:

1. My beloved father, Rohmad Nurwahyudi who always give his support and motivation to me.
2. My beloved mother, Faidatun Nasihah who always give her great praying, suggestion and spirit to make me arrange this thesis.
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MOTTO

Guide us to the straight path
(Q.S Al- Fatihah:6)

And he is with you wherever you are
(Q.S Al- Hadid:4)

He will give you something better than what was taken from you
(Q.S Al Anfal :70)

PRONOUNCEMENT

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I here by sincerely state that the thesis titled "*The Correlation Between Students' Motivation And Grammar Mastery Toward Their Speaking Ability At The Tenth Grade of Sma Negeri Colomadu Karanganyar In Academic Year 2022/2023*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repaling my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 20 June 2023
The researcher,

Rahma Indana Lazulfa
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ABSTRACT

Rahma Indana Lazulfa. 2023. *The Correlation Between Students Motivation and Grammar Mastery Toward Speaking Ability at the Tenth Grade of SMA Negeri Colomadu Karanganyar in Academic Year 2022/2023.* Thesis. English Language Education, Cultures and Languages Faculty.

Advisor   : Furqon Edi Wibowo, M.Pd.

The purpose of the study is to know the correlation between students' motivation and grammar mastery toward speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023. The objectives of the research are to determine wether there is a positive or negaive correlation between (1) students' motivation and students' speaking ability; (2) students' grammar mastery and students speaking ability; (3) students' motivation and students' grammar mastery toward speaking ability.

This study used correlation research conducted at SMA Negeri Colomadu Karanganyar with a total of 76 students who were taken using proportionate random sampling. The instrument in collecting data were questionnaire and test. in analyzing the data, the researcher used Pearson Product Moment Formula on *SPSS* 26 to know the coefficient correlation between (1) students; motivation and grammar mastery; (2) students' grammar mastery and speaking ability;(3) the researcher used Mutiple Linear Regression on *SPSS* 26 to know the coefficient correlation between students' motivation and grammar mastery toward speaking ability.

The result of prerequisite test from the three variables showed that the normality is normal and the linearity is linear. The result of the research showed (1) there is a positive and significant correlation between students motivation (X_1) and speaking ability (Y) because the coefficient of correlation (r_o) is higher than r_t (0.313 > 0.223). (2) There is a positive and significant correlation between students grammar mastery (X_2) and speaking ability(Y) because the coefficient of correlation (r_o) is higher than r_t (0.336 > 0.223). (3) there is a positive and significant between students' motivation (X_1) and grammar mastery (X_2) toward speaking ability (Y) because the coefficient of correlation (r_o) is higher than than r_t(0.342 > 0.223). So, alternative hypothesis is accepted and null hypothesis is rejected. Therefore, the conclusion of this research is there is a positive and significant correlation between students' motivation (X_1) and students' grammar mastery (X_2) toward speaking ability (Y).

Keywords: Students' Motivation, Grammar Mastery, Speaking Ability

CHAPTER I

INTRODUCTION

This chapter explain the Background of Study, Problem Identification, Problem Limitation, Problem Statement, Objective of Study, Benefits of Study and Definition of Key term.

A. Background of Study

Speaking has significant role in communication, because spoken is a basic form of communication. According to Nunan in Walidun (2019) states that the productive spoken skill is speaking and it consist of making verbal word that are systematic to convey the meaning. It means speaking is the way to show and to deliver their feeling and ideas though the language. To be able to communicate well with others, people should properly and effectively. According to Harmer in Putra (2017) the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Furthermore, having good speaking skill is very important to use in daily communication.

Grammar knowledge is different for each student. Students who speak up will have different ability in grammar knowledge. Sometimes the student who has good ability in grammar knowledge will speak up fluently, but students who have less ability in grammar will do poorly on speaking. Moreover, many students have difficulties in speaking because of their less ability in grammar knowledge such as understanding the use of tense, the pronoun, the appropriate conjunction, and the others.

Many students want to speak English but can't do it. It's caused they think grammar is hard to understand even though they have a lot of vocabulary in their memory. The mindset factor is that to be able to speak English the most important thing is mastering vocabulary rather than using grammar. According to Guntur (2015) state that the quality of one's language skills depends on the quantity and quality of the use of grammar, the better the grammar we have, the greater the like hood that we are skilled in language, we need to be aware and understand that class increases students in schools are determined by the quality of their language skills.

Complicated problem in Grammar. Students need to learn the tense, use the appropriate pronoun and conjunction to perform well in monologue text. Hence, to overcome this problem, students need to manage their willingness to speak up or to be brave and more talkative as the extrovert ones and expand the grammar knowledge to have good speaking ability.

In improving speaking ability, student motivation has an important role in making students successful in learning a new language. Mai and Tuan (2015: 8) state that students' motivation to speak English is thought to be one of the factors that influences their speaking performance. The motivation of students to learn English can become an important factor in assisting them in doing so. According to Nasution in Marpaung (2017), motivation encompasses all power that motivates an individual to take action. The student who is highly motivated will focus more. Furthermore they can understand easily more than

the other student with low motivation. By the student motivation, they can improve their speaking skills and become more successful as a result.

The reason of researcher choose this tittle is because researcher realize the important of student motivation and grammar mastery toward speaking ability for student. Most students still felt difficulties in learning to speak, such as vocabulary, grammar, pronounciation, and fear wrong. There are still many students who lack motivation of teachers in the classroom. Therefore, grammar mastery must be priority in english language teaching. Without mastering grammar, student would be difficult to master the other language skill such as speaking skill. The researcher will focus to knowing the correlation between student motivation in learning english and grammar mastery toward their speaking ability.

There are several previous studies that researchers use as a references, the first is a study conducted by Walidun Busro (2019) entittled "A Correlation Between Students' Learning Motivation and Students' Speaking Skills at The Eight Grade of SMPN 1 Ngemplak Boyolali". The conclusion of the study is there is a positive correlation between students' learning motivation (X1) and students' speaking skill (Y) at the eight grade of SMPN 1 Ngemplak in the academic year 2018/2019. The result of analysis shows that at the level of significance α= 0.05 for N=34 with the r-table (0.329). for the hypothesis, there is a positive correlation between students' motivation (X1) and speaking skill (Y). It is because r0btained is higher than r-table (0.493> 0.329)

The second is a research by Nerfi Istianti (2013) entitled "The Correlation Between Students' Motivation in Learning Speaking And Their Speaking Ability in The Second Grade of SMA Darussalam Ciputat". The conclusion of the study is there is a positive correlation between students' motivation in learning speaking and their speaking ability. It is proved by the rxy (0.555) is bigger than r-table in the degree significance 5% (0.349) and 1% (0.449).

Based on the explanation above, the researcher want intends to study the correlation between student motivation, grammar mastery and speaking ability. From this idea, the researcher decided to create a topic entitled "The Correlation Between Students' Motivation and Grammar Mastery Toward Their Speaking Ability at the Tenth Grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023".

B. Identification of the Problems

Based on the background of study above, there are some problems which can be identified as follows:

1. Most of the students' grammatical mastery are low

2. Students have low motivation in learning grammar.

3. The importance of students' learning strategies and learning motivation on speaking ability.

4. Most of students' speaking ability are low.

5. The lack of grammatical made students' difficult in speaking.

C. Limitation of the Problems

Based on the identification of the problem above, it is nearly impossible to discuss of all them, so the research need to be limited. The object of the research is concerned with three variables; student motivation, grammar mastery and speaking ability. Therefore, this research is focused on "The Correlation Between Student Motivation and Grammar Mastery Toward Their Speaking Ability at the Tenth Grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023".

D. Formulation of the Problems

Based on the background of the study above, the problem of this research is formulated as follows:

1. Is there any significant correlation between student motivation and speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023?

2. Is there any significant correlation between grammar mastery toward their speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023?

3. Is there any significant correlation between student motivation and grammar mastery toward their speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023?

E. Objectives of the Study

Based on the problem statement of the objective of the research is formulated as follows:

1. To find out there is any significant positive correlation between student motivation and grammar mastery at the tenth grade student of SMA Negeri Colomadu Karanganyar in academic year 2022/2023.

2. To find out there is any significant positive correlation between grammar mastery toward their speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023.

3. To find out there is any significant positive correlation between student motivation and grammar mastery toward their speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023.

F. Benefits of the Study

The result of study are expected to give benefits both theoritically and practically.

1. Theoritically benefits

The theoritically benefits from this research can inform and as the references for those who want to conduct about the correlation between student motivation in learning english and grammar mastery toward speaking ability.

2. Practically benefits

a. For the headmaster

The researcher hope that it can be useful as a guide for the principal in managing learning in the institutions that are led according to the cicumstance of students.

b. For the vice headmaster

The researcher hoper vice principal should be able to gather and develop learning program that cover student abilities.

c. For the teacher

The benefit from this research for english teacher can used as references in teaching English.

d. For the committee

The researcher hopes that this research will be able to participate to improving the quality of school program for students'.

e. For the students

The benefit for students can use to improve students' acheivement in grammar mastery and they get information the improtance of students' motivation.

G. Definition of Key Terms

To avoid misundertanding in the interpretation of the words that are used in this research, the researchergives definition of the words of the terms of this research as follow:

1. Students' Motivation

According to Brown (2001) state that motivation is theoritical construct used to describe the inititation, direction, intensity, and persistence of behaviour, especially goal direction.

2. Grammar Mastery

According to Brown (2001) state that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. Good speaking ability is characterized by good grammar mastery. English grammar is a major role in the use of english. English grammar isvery important in speaking ability.

3. Speaking Ability

According to Harmer (2001) state that speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to procces information and language on the spot.

CHAPTER II

LITERATURE REVIEW

In this chapter, some theories are provided to support the research; the theories are divided into some parts. Those are Motivation, Grammar, and Speaking.

A. Review on Speaking Ability

    1. The Definition of Speaking Ability

Speaking is communicative and interactive activity in wich the speaker and listener produce and receive meaning uttered among them. Richards (2008:19) states that the speaking ability in english is a priority for many second language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their english course base on how much they feel the have improved in their spoken language proficiency. Brown (2014:140) states that speaking skill that can be directly and empirically observed. One of the skills that should be mastered by students in learning English. To most people, mastering speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Nunan in Putra (2017) says that mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking is a complex skill. It means that we not only learn one skill but we have to learn more than one learning skills in

speaking. Speaking is one of the important skills that have to be mastered by student in learning english.

2. Basic types of Speaking Ability

In designing Speaking activities it is necessary to recognize the different functions speaking performs in daily comunication and the different purposes for which the students need speaking skill. There some basic types of speaking. According to Brown (2004:141) there are five basic types of speaking. They can be described as follow:

a. Imitative

In this type, the learners imitate a speech such as practicing the intonation, trying to pinpoint a certain vowel, sound gesture and etc. The purpose is not only to make the communication more meaningful, but also for focusing to the particular elements of language form.

b. Intensive

This type is designed to practice some phonological (prosodic, elements inonation, stress, rythm, and juncture) or grammatical aspect (phrasal and lexical) of language.

c. Responsive

This type speaker should response and comment to deliver the meaning to the listener. A good deal of student speech in the classroom is responsive short replies are usually sufficient and do not extend into dialogue. The short replies to teacher to learner questions or comments, such as a series of answer to yes/no questions.

d. Transactional

Transactional is extended form of responsive language. It not just limited to give the short respond but it can convey or exchange specific information.

e. Extensive

The students of intermediate to advance levels are called on to give extended monologues in form of oral report , summaries , or perhaps short speech.

3. Importance Speaking Ability

Speaking is an important part of everyday to interact and most often the first impression of a person is based on their ability to speak fluently and comprehensively. If the speaker dominates these language features, it will be help learners getting successful communication. Speaking skill must be acquired by both teacher and students. Speaking skill in this research is the learners' ability to speak, to make a dialogue, to practice in the real discussion for fluent English with a minimum of correct grammar and a range of useful vocabulary which help others to communicate with them.

4. Indicator of Speaking Ability

The goal of teaching speaking is communicative skill achievement. Speaking ability is not only merely speaking, but it is more than talking. Therefore, language learners should be able to use their thought and sensitivity. According to Harris in Kurniati et all (2015) there are some

components namely pronounciation, grammar, vocabulary, fluency, and comprehension.

a. Pronounciation

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

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary`

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Fluency

Speaking ability is the ability to convey the words fluency. In the practice, the speaker should concentrate in communication fluently and pay attention with the accuracy. According to Brown in Rika (2018) fluency is the ability to use language spontaneously and the ability to

respond spontaneously. The ability to speak fluently is not only knowing knowledge of language features, but also the ability to procces the information and language on the spot.

e. Comprehension

According to Syakur in Widiantiro (2014:11) state that comprehension is refers to the someone's ability to understand completely and be familiar with the utterance. Make the listener understand is important to achieve the goals of comunication. In the other hand the speaker must understand what she/he speak to support the goals of communication.

Speaking ability is a language skill or means of communication in which one can express their feeling, idea, and information to others orally. Speaking ability in this research refers to students' speaking ability by considering aspect of comprehension, pronounciation, grammar, vocabulary and fluency.

B. Review on Students' Motivation

1. The definition of Students' Motivation

Motivation is a process that explain the intensity, direction, and perseverance of individual to find achievement. Motivation commonly arises when people have a strong desire to accomplish something. Motivation is an important part in individual. There some experts who define the word motivation. According to Ikhwan and Ardiyanti (2021), state taht motivation is an influential factor in kearning a second or foreign language. It is

confirmed as the key to succes or failure in second language learning. According to Gardner in Tambunan et all (2016), states that instrumental motivation refers to the act of learning a language that self advantage or the advantage for other, whereas instrumental motivation refers to the act of learning a language for self-advantage or the advantage of others.. Motivation, according to Lai (2011:4), is a quality that motivates us to do or not do something. In order to assist the student in the learning process, motivation is an essential component.

Motivation is an important thing to support the student in learning process. The motivation to learn is personal and come from within an individual that influenced by some external factors. According to Firth (2001:3), motivation is the internal drive that directs behavior toward a goal. Then, According to Nasution in Monika (2021), state that motivation is the total power that motivates an individual to perform a task. This means that motivation is trying to get people to do or get something they want.

From the explanation above, it can be concluded that motivation is one of factors that important in the learning process. The students motivation also has an impact on their success. If the student is more motivated, he/she has a chance to get a higher achievement.

2. Types of Motivation

There are various perspectives on different types of motivation. Here are some quick explanations.

a. Intrinsic and Extrinsic Motivation

Intrinsic motivation can define as the students learn without need in getting external inducement. Extrinsic motivation refers to students' desire to learn because of external factors that come from outside, like inducement for marks, price, and other tengible rewards. In relation with that statement, according to Reiss (2012) state that students' motivation or human motive can be devided into two types which are intrinsic motivation and extrinsic motivation. Both of these have a significant part to play in classroom motivation. People prefer to participate in activities for their own sake and not because they lead to an extrinsic reward. Intrisically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feeling of competence and self-determination. Extrinsic motivation includes how external encouragement and motivation help students understand and learn english, speaking actvities, technology supports, teaching facility, particular attention from a friend and teacher, teacher's rules and profession demands. In this type of motivation, students do their activity because they are rewarded or supported by their environment. Student feel excited if they receive encouregement from outside, not from themselves.

Typical extrinsic reward are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated. According to Deci in

Jhantasana (2022) intrinsic motivation is the dedication to someone well-being, happiness, and accomplishment in somenone actions that contribute to one's satisfaction and fulfillment of doing so. Students' enjoyment and self-satisfaction are internal variables that refer to intrinsic motivation.

b. Instrumental and Intregrative motivation

According to Gardner and Lamber in Syafrizal (2019) state that in foreign language learning, there are two basic types of motivation they are instrumental and integrative motivation drives the learners to acquire another language for reaching some instrumental goals, like money, further study, career, and power. The language is leraned as a means or instrumental to reach the goal. In the integrative motivation, student need to be attracted by the culture of the target community, and inthe strong on integrative motivation, they wish to integrate themselves in to the culture.

3. Factors Influence Motivation

Gardner (2004) conducted attitude and motivation test battery (AMTB), they are:

a. Attitudes

Attitudes is devided into positive and negative attitude. Motivation is linked to attitude, and it helps the learner's entire orientation. Learning language motivation is a combination of favorable attitude and also effort to achieve the goal.

b. Integrative motivation

Integrative motivation, students maybe more motivated because the nature of his-long term goals, it is needed effort to master a second language or foreign language. Integrative motivation plays an important role in effective language learning. Students have a good attitue toward the target culture and can readily integrate into the foreign language or second language culture.

c. Instrumental motivation

Instrumental motivation is linked to the practical needs of students, such as acquiring a job, passing exam, or earning a lot of money. Students who have instrumental motivation want to achieve a goal for their own pleasure. People who learn language for professional reasons with instrumental motivation want to improve their future career.

d. Language anxiety

Anxiety is a subjective feeling of tension, uncertainty, nervousness, and worry that occurs when the automatic nervous system is arouse. Anxiety has been discovered to interfere with various types of learning and has been one of the most heavily researched factors in psychology and education.

e. Parental encouragment

Parental encouragement is the motivation or boost given to child by their parents for their active participation in academic life. Parents always want the best for their children and want them to have a better life

than they had. Parents supply as many materials as they can, but this can often be negative to their children's education.

4. **Characteristic of Students' Motivation**

According to Ur (1996:275) states that define student motivation in detail first. There are some charachteristic of students' motivation, those are:

a. Positive task orientation

The learner is willing to tackle tasks and challenges and has confidence in his or her success.

b. Ego-involvement

The leraner finds it important to succeed in learning in order to maintain and promote his or her own positive self image.

c. Need or achievement

The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

d. High aspiration

The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal orientation

The learner is very aware of the goals of learning, or of spesific learning activities, and directs his or her efforts toward achieving.

f. Perseverance

The learner consistenly invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.

g. Tolerance of ambiguity

The learner is not disturbed or frustased by situation involving a

temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

5. **Motivation in Language Learning**

Learning a language is influenced by a variety of factors. Some of them are motivation in learning language (Husna and Murtini, 2019:208). Student who are motivated to learn something use higher cognitive process in learning and the environment. Reena (2010:151) states that one major key to motivate is active involvement of student in their own learning. Student should involve in activities, group problem solving exercise. Helping do decide what to do, work together with each other. Gardner and lambert in Jismulatif (2018) state that learner motivation to learn is thought to be determining by his attitude toward the other group in the particular and by his orientation toward learning task it self.

From the explanation above the researcher can conclude that motivation in learning activities is driving force the students toward the learning task in their own leraning and they can learn from the activities. Motivation to learn language which is affected by the learners attitude toward the language, the language community, learning task, their learning endurance can affect the degree of learning and learning result.

6. **Importance Motivation in Language Learning**

Motivation is one of the most important factors that will influence students' English achievement or performance. Achievement is the result of an activity that has been done, created by students. It becomes a measurement whether the students success or failure in learning. If it can

affect students learning and performance, surely it will influence students' learning achievement. It has a significant impact on students' motivation to be enthusiastic in learning. In addition, motivation functions as a director that organises activities to respond to each activity or learning resource. Some students will happily learn, others will learn a subject slowly, still others will eagerly learn a new subject, and still others will deny participating in learning activities. In addition, every student strives to be the best at everything they do, and some students do what they want. Motivation is responsible for each of the aforementioned variations in students' perceptions of learning. Student learning success has been shown to be influenced by motivation in previous research. Riswanto & Aryani (2017) stated that students' achievement is positively correlated with their learning motivation. In addition, motivated students will perform better because they will learn and participate in activities with strong desire and passion. When students are motivated and interested in their work, they will learn more. Students' efforts to achieve higher grades in all subjects at school can be used to determine their level of learning motivation. A motivated student will get good scores and show greater interest in continuing practice and achieving increasingly difficult goals.

7. **Indicator of Students Motivation**

Motivation is a process to get succes and has a great influence to the future achievement. The indicator of motivation according to Gardner in Istianti (2013) state that the Attitude/Motivation Test Battery questionnaire

are based on the indicators of extrinsic and intrinsic motivation. These are the indicators of students'motivation in learning speaking used in this research:

a. Extrinsic motivation

 1) Teacher, it means the teacher encourages students to learn english by using interesting method, becomes an inspiration, and gives reward to students.

 2) Parents , it means parents encourage to learn english by asking students to follow english private course, helping students to overcome difficulties, and giving rewards to students

 3) Environments , it means environment really influence students' ability to speak. Such as, the situation in the classroom is very interesting, students are easy to speak wherever they are, and students have high confidence to speak.

b. Intrinsic motivation

 1) Effort , it means students attempt to learn english hard by practice english everyday, asking to teacher when getting dificulties, doing english assignment.

 2) Desire, it means students have strong desire to e able to speak english, english is very important for students' carrier in the future, and students exercise english by watching english program on television

 3) Attitude, it means students like to speak english, students considered englishas an interesting lesson, and speaking in english is important

program in the school.

Motivation is a process that arises from within students' intrinsic and extrinsic that can determine students' achievement in learning english. A motivated student will get good scores and show greater interest in continuing practice and achieving increasingly difficult goals.

C. Review on Grammar Mastery

1. Definition of Grammar Mastery

Most of the foreign languae lessons learned in indonesia are English. For that learning a foreign language also needs to understand its grammar because it is an essential function of the language. Grammar is the structure and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language - that is, the rules of making meaning. Learners can not understand well about grammar, they will difficult to arrange the sentence in english. According to Hirai (2010) said that grammar is very important because grammar is a way to organize the sentence and create a good language. According to Huddleston (2010) Grammar gives language users the control of expression and communication in everyday life."Grammar deals with the form of sentences and smaller units such as clauses, phrases and words". According to Ur in Rohmah (2012) grammar is the foming of meaning from the combination of words and it describes the language works.

While Scottt Thornbury (2007:1) stated that Grammar is he study of the structured formation of language, Grammar analysis is usually done on a sentence either orally or writing. Another opinion is based on Azam (2014:62) explain that grammar is a language guide that makes a language more advanced and sumarizes the essential and necessary things in a language.

From explanation above, it can be concluded that Grammar is very important in language teaching wich related to the form of words and sentences. This Grammar includes language rules to make it easier to learn and tells important things in the language. Grammar is also basic thing to learn language skills, both reading, writing, speaking and listening.

2. The Types of Grammar

The Grammar used and learned in school has several types, each of which has its own meaning.

a. Structural Grammar

Structuralist study sentences objectively by paying special attention to the variations of words in their forms such as sound and spelling and how they function for they are used. Furthermore, another key element of structuralism is the focus on the systematic nature of English in modern grammar.

b. Transformational Grammar

In contrast to structuralist, whose objective was to study the sentences we really say and provide details theur systematic character,

transformationalists' goal was to unveil the secrets of language by building a model that would create all grammatical phrases. It may be useful to think of our built in language system as a computer program. The transformationalists are attemting to depict that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, question and exclamations and passive sentences. Another major adaption from transformational grammar is the description of our system for expanding the verb. Grammar is still an important component in English no matter how many expert classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target language itself.

3. 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 speech is very

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

a. Tenses

Tense is the relationship between the form of the verb and the time of the action or state it describes. Tense has relation with time in English is divided into three types: they are present tense, past tense and future tense. Whereas, tense which has relation with perfection level there are four types: they are indefinite, continuous, perfect, and perfect continuous.

b. 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.

c. 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.

d. 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.

e. 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. 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.

f. 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.

g. Preposition

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.

h. 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).

4. Importance of Grammar Mastery

When teaching a language, teacher actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the using of verb froms correctly, phrasal verbs, prepositions. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Penny Ur in Septiani (2014) Grammar does not only affect how units of language are combined in order to' look right', it also affects their meaning. Supporting his opinion, Knapp and Watkins state that Grammar is a name for the resources available to users of a language system for producting texts. A knowledge of grammar by a speaker or writer shifts

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

Grammar Mastery is the ability to arrange to the sentence in a good composition. It is conducted with the rules of English Grammar. Achievement of grammar mastery absortion especially better understanding, comprehension and grammar.

a. Previous Related Studies

The research was conducted by Lusi Dyah Erikawati (2019), entittled" A Correlation Study Between Students' Motivation and Self-Confidence Toward oral communication skill at tye seventh grade of MTs Negeri Surakarta 1". the conclusion of the study is there is a positive correlation between students' motivation and speaking skill

because the positive correlation r-obtained is higher than r-table (0,884> 0.388); there is a positive correlation between self-confidence and speaking skill because the coefficient of correlation r-obtained is higher than r-table(0,984> 0.388); there is a positive correlation between students' motivation and self-confidence toward speaking skill because the coefficient of correlation r-obtained is higher than r-table (0,987>0,388)

The research was conducted by Walidun Busro (2019), entittled "A correlation between Students' learning motivation and students' speaking skills at the eight grade of SMP Negeri 1 Ngemplak". the result of analysis shows that at the level of significance α= 0.05 for N= 34 with the r-table (0,329). From the result of the research, it can be concluded that there is positive correlation between students' motivation and speaking skill. Therefore, students' motivation have contribution in increasing students' speaking skill.

The research was conducted by Nerfi Istianti (2013), entittled" The Correllation Between Students' Motivation in Learning Speaking and Their Speaiking Ability in the Second Grade of SMA Darussalam Ciputat". the conclusion of the study is there is a positive correlation between students' motivation in learning speaking and their speaking ability. It is proved by the rxy(0.555) is bigger than r-table in the degree significance 5%(0.349) and 1% (0.449)

The research was conducted by Lutfika Akana (2022), entittled" An Analysis of Students' Motivation in Learning English at Second Semester Students' of UIN Raden Mas Said Surakarta"the researcher found that students have different motivation levels and factors that influence them in learning english. Students have low motivation in learning english, because their negative attitude (52.08%) is higher than postive attitude (47.91%). On the other hand, there are four factors that includes students' motivation in learning english: integrative motivation(28.96%), instrumental motivation (24.70%), language anxiety(22.74%), and parental encouragement (23.58%). The dominant factor that influences students in learning english is integrative motivation. Students learn english to improve their english skill.

The research was conducted by Rahmat Isak Ismail (2022), entittled "The Correlation Between Students' Motivation and Vocabulary Mastery Toward Speaking Ability of Second Grade at Al-Musyadad Boarding School". the conclusion of the study is there is a positive correlation between the vocabulary mastery and students' motivation with speaking ability is -0.835523 and p value of 0.005<0.05 than Ho was rejected so that H1 which stated that vocabulary mastery has significant and positive effect on speaking ability in students at modern islamic boarding school al-musyaddad klaten was proven. The result of the correlation between students motivation and speaking ability is 0.9920826 and after being tested to t-test, the p value of 0.006 which is

smaller than 0.05 which indicates that if the students Motivation variable is increased, the speaking ability will also increase. It also means that the students' motivation has contribution to their speaking ability and the impact this variable is proven.

The determinant coefficient obtained from the adjusted R square value using toolpack excell analysis of 0.983 or 98.3% and the rest is influenced by other than these two variable outside of this study. It means the vocabulary mastery and students motivation variables will be followed by the increase of speaking ability.

No.	Research and tittle	The Similarities	The Differences
1.	Lusi Dyah Erikawati, entittled " A Correlation Study between students' motivation and self-confidence toward oral communication skill at the seventh grade of MTs Negeri Surakarta 1"	- Using quantitative method. - Conduct a study on speaking skill	- The variable studied is only in variable self confidence meanwhile the researchers use three variable including students' motivation in learning english,grammar mastery, and speaking ability. - The research was conducted at MTs Negeri Surakarta 1, meanwhile researchers at SMA Negeri Colomadu

			Karanganyar.
2.	Walidun Busro, entittled " A Correlation between studnts' learning motivation and students' speaking skill at the eight grade of SMP Negeri Ngemplak"	- Using quantitative method - Conduct a study on students' learning motivation and students' speaking skill	- The researcher used 3 variables including students' motivation in learning english, grammar mastery and speaking ability. - The research was conducted at SMP N 1 Ngemplak Boyolali, meanwhile researchers at SMA Negeri Colomadu Karanganyar.
	Nerfi Istianti, entittled" The Correlation Between students' motivation in learning speaking and their speaking ability"	- Using quantitative method - Conduct a study on students' motivation and speaking ability	- The variable studied is only in students' motivation in learning speaking and speaking ability meanwhile, the researchers use three variable. - The research was conducted at SMA Darussalam Ciputat, meanwhile researchers at SMA Negeri Colomadu Karanganyar
	Lutfika Akana, entittled " An	- Using quantitative Method - Conduct a study on students'	- The variable studied is only students'

	Analysis of Students' Motivation in Learning English at Second Semester Students' of UIN Raden Mas Said Surakarta"	motivation in learning english	motivation in learning English. Meanwhile, the researcher used 3 variable including students' learning motivation, grammar mastery, and speaking ability. - The research was conducted on UIN Raden Mas Said Surakarta. Meanwhile researchers at SMA Negeri Colomadu
	Rahmat Isak Ismail, entittled" The Correlation between Students' Motivation and Vocabulary Mastery Toward Speaking Ability of Second Grade at Al-Musyaddad Boarding School"	- Using quantitative method - Conduct a study on students' motivation and speaking ability	- The variable studied is only vocabulary mastery. Meanwhile the researcher used 3 variables including students' motivation, grammar mastery and speaking ability. - The research was conducted at Al-Musyaddad Boarding School. Meanwhile researchers at SMA Negeri Colomadu.

D. Rationale

    1. The Correlation of Students' Motivation and Speaking Ability

        Learning a foreign language is not easy to understand, there are difficult that should be faced by the learners. It can be caused by the differences of the mother tongue and the foreign language itself. Some factors can influence the learners to study foreign language. One of them is students' motivation. Students' motivation to learn is very essential in order to achieve the goal of the learning process although there are difficulties in it. Motivation can help the learner to study more and to know the knowledge more. Students' with high motivation will has the good mental when they perform in front of the public. Brophy (2010) states in the classroom context, the concept of students' motivation is used to explain the degree to which students' invest attention and effort in various pursuits, which may or may not be the ones desire by their teacher. The teacher should focus on encouraging students' to engage in activities with motivation to learn. The intention of acquiring the knowledge or skill that learning activities are designed to develop. From the statement above, can by concluded that students' motivation will give effect to their communication, especially in speaking activities.

    2. The Correlation Between Grammar Mastery and Speaking Ability

        Speaking is one of the important aspects to study foreign language. It one of them main aspect in daily life. We can communicate with the other by using speaking. In order to get good result in speaking ability especially

in senior high school, student must increase their grammar mastery and showing off their extraversion personality. To support speaking skill requires grammar mastery. Every student has different grammar knowledge. Students who speak up will have different ability in grammar knowledge. Sometimes the student who has good ability in grammar knowledge will speak up fluently, but students who have less ability in grammar will do poorly on speaking.

3. The Correlation of Students' Motivation, and Grammar Mastery Toward Their Speaking Ability

Student motivation and grammar mastery show their rule in speaking skill. Students with difficulties in speaking because of their less ability in grammar mastery. There are levels in students' learning motivation that affect grammar in students. The students that have low motivation concern over the error they made than students have the high motivation in learning and practicing to speaking. From the explanation above, it can predicate that there is a correlation of students' motivation in learning english, grammar mastery, and speaking skill.

E. Hypothesis

1. Ha: There is any positive significant correlation between students' motivation and speaking ability at the tenth grade students' at SMA Negeri Colomadu Karanganyar

Ho : There is no positive significant correlation between students' motivation and speaking ability at the tenth grade students' at SMA Negeri Colomadu Karanganyar.

2. Ha: There is any positive significant correlation between students' grammar mastery and speaking ability at the tenth grade students' at SMA Negeri Colomadu Karanganyar.

Ho : There is no positive significant correlation between students' grammar mastery and speaking ability at the tenth grade students' at SMA Negeri Colomadu Karanganyar

3. Ha : There is any positive significant correlation between students' motivation and grammar mastery toward their speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar.

Ho : There is no positive significant correlation between students' motivation and grammar mastery toward their speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the type of research is correlation by aplies a quantitative aproach. we used the correlation method. According to Arikunto (2013:247) correlation method is the study to find the relationship between two variables only or between two or more variables. The reason for choosing this method is that the researcher wants to know the strength of the relationship between two or more variables based on the correlation coefficient.

A correlation study has three possible outcomes: Positive Correlation, Negative Correlation, and No Correlation. The correlation coefficient is a measure of the strength of the correlation and ranges from -1.00 to 1.00. The perfect negative correlation is -1.00, while the perfect positive correlation is 1.00.

In this research, the researcher examines the relationship among three variables; two independent variables (X) and one dependent variable (Y).

1. **The Independent Variables**

   a. Student Motivation in Learning English at The Tenth Grade of SMA Negeri Colomadu Karanganyar in Academic Year 2022/2023 (X1)

   b. Students Grammar Mastery at The Tenth Grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023(X 2)

2. The Dependent Variable

Students Speaking ability among the tenth grade of SMA Negeri Colomadu Karanganyar in the academic year 2022/2023(Y)

The correlation between three variables can be seen in the figure 3.1
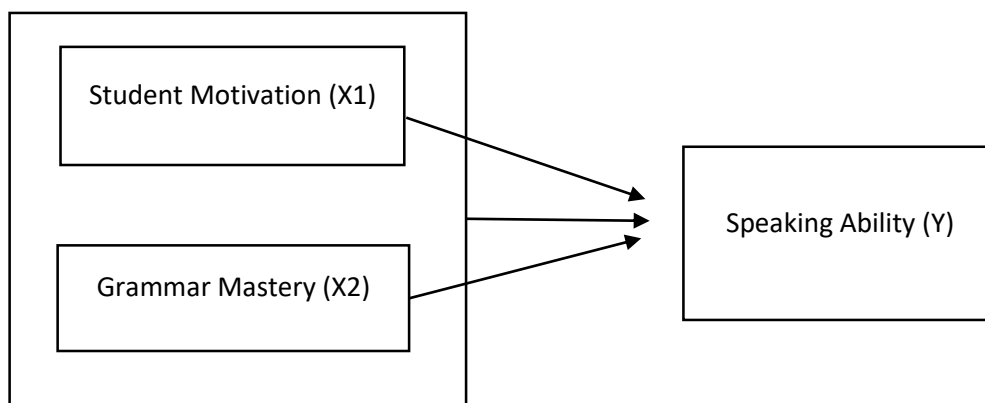
Picture 1 correlation between students motivation (X1), Students' Grammar Mastery (X2) and Speaking Ability(Y). The independent variables are simultaneously towards the dependent variable.

B. Research Setting

1. The Place of the Research

The research was carried out at SMA N 1 Colomadu Karanganyar which is located on Jl. Fajar Indah, Kel. Baturan, Kec. Colomadu, Baturan, Karanganyar, Kabupaten Karanganyar, Jawa Tengah 57171.

2. The Time of the Research

The researcher conducted the research from tenth grade student of SMA Negeri Colomadu Karanganyar in the academic year of 2022/2023. The researcher hold the research on October 2022 – May 2023 at SMA Negeri Colomadu Karanganyar. The activities of the research were writing proposal, action, and analyzing data.

Table 3.1 Time of the Research

No	Activity	Oct	Nov	Dec	Jan	Feb	March	April	May	Jun
1	Pre-Research	■								
2	Making Proposal		■	■	■	■				
3	Seminar Proposal						■			
4	Making Instrument							■		
5	Revise Instrument							■		
6	Taking Try Out Data								■	
7	Taking Main Data								■	
8	Analyzing the Data								■	
9	Reporting the Results									■

C. Population, Sampling and Sample

1. Population

Population is all targets to generate final research (Sanjaya: 2013). Sahu (2013) states population is a collection or totality of well-defined objectives. Sugiyono (2014) states population is generalized area that consist of: object or subject that has specific quality and characteristic that is set by researcher to be learned and taken conclusion. Dealing with those definitions of population, it could be said that the population of this study was the tenth grade students of SMA Negeri Colomadu Karanganyar in the

Academic Year of 2022/2023 which considered of 319 students. The population of the research was distributed as follows:

Table 3.2 The Population of Tenth Grade Students.

Class	Population
X1	36
X2	36
X3	35
X4	36
X5	36
X6	36
X7	36
X8	34
X9	34
Total	319

Based on that calculation it concluded that the total sample of this research was 76 students from X1-X9 class.

2. Sampling

The technique for selecting sample was used by the researcher was probability sampling. It was a sampling technique which provides equal opportunity for each member of the population to be selected as a sample member.

Sampling is the way or technique of taking sample out of population. Fraenkel and wallen (2012) states that sampling refers to the process of selecting the individuals (a sample) from a population preferably in such a way that the individuals are representative of the larger group from which they are selected.

Table 3.3 Total of Sample

No	Class	Number of Student	Sum of Sample
1	X-1	36	$n = \frac{36}{319}$ x 76 = 8,6 = 9
2	X-2	36	$n = \frac{36}{319}$ x 76 = 8,6 = 9
3	X-3	35	$n = \frac{35}{319}$ x 76 = 8,3 = 8
4	X-4	36	$n = \frac{36}{319}$ x 76 = 8,6 = 9
5	X-5	36	$n = \frac{36}{319}$ x 76 = 8,6 = 9
6	X-6	36	$n = \frac{36}{319}$ x 76 = 8,6 = 8
7	X-7	36	$n = \frac{36}{319}$ x 76 = 8,6 = 8
8	X-8	34	$n = \frac{34}{319}$ x 76 = 8,1 = 8
9	X-9	34	$n = \frac{34}{319}$ x 76 = 8,1 = 8
Total of sample		319	76

3. **Sample**

The researcher took ninth classes as the sample from the total number of tenth grade students of SMA Negeri Colomadu, Karanganyar in the academic year 2022/2023. According to Arikunto, if a research does not reach 100, then all sample can be taken. But if the population is more than

100, it can be taken 10%-25%. So, from the population is too large, the researcher took data 10% of the total population as the sample.

In this study, measuring the number of sample, the researcher used Slovin's formula with standart eror 10%. The total sample if the research was 319 from X1- X9. This formula used determain the number of sample from population. The Slovin's formula as followed:

Based on the table above, it can be determined the number of research sample as a whole as follow:

$$n = \frac{N}{1+N\,e^2}$$

$$n = \frac{319}{1+319\,(10\%)^2}$$

$$n = \frac{319}{1+3.19}$$

$$n = \frac{319}{4.19}$$

$$n = 76,13$$

$$n = 76$$

D. Techniques of Collecting the Data

The technique of collecting data were the instrument of collecting data, validity and reability of the instrument.

1. The Instruments of collecting data

The researcher used the test and questionnaire as the techniques to collect the data from the research. Test is used to collect the data of grammar mastery and questionnaire is used to collect the data of student motivation, while the test is used to collect the data of student's grammar ability.

a. Questionnaire

The type of questionnaire is close-type questionnaire. It means that questionnaire given is to get the information from the students directly without any assistant. The items in the questionnaire were followed by the answer. Then, the students had to answer the question given by gave checklist in answer column.

The scoring of the questionnaire in this research based on the Likert Scale Type. In determining the students' scores, at first the researcher determined the item score of each statement in questionnaire. The questionnaires are adopted from the Attitude/Motivation Test Battery (AMTB) by Gardner. The questionnaire of students' motivation consists of 30 items and each items has five options with the scale of scoring from1 to 5. The students required to choose one of them based on what students' actually experienced. The statement questions in the questionnaire mainly devided into two statement, positive and negative.

Sugiyono (2008) said that Likert scale type is used to measure attitude, opinion, people or groups perception about social phenomenon. The way to score the questionnaire is as follows:

Table 3.3 Category Likert Scale Type

Option statement	SS (Strongly Agree)	S (Agree)	R (Doubtful)	TS (Strongly Disagree)	STS (Very Strongly Disagree)
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table 3.4 The blueprint of The Students' Motivation Questionnaire by

Gradner

Aspect	Indicators	Items
Teacher	Teacher encourages students' to learn english.	1, 2, 3, 4, 5
Parents	Parents encourage students' to learn English	6, 7, 8, 9, 10
Environment	Environment really influence students' ability to speak.	11, 12, 13, 14, 15
Effort	Students' attempt to learn english hard	16, 17, 18, 19, 20
Desire	Students' have strong desire to be able to speak English.	21, 22, 23, 24, 25
Attitude	Students' like to speak English.	26, 27, 28, 29, 30

b. Test

Arikunto (2006) defines a test is a series of question which is used to measure the skill, knowledge or ability that is processed by individual or group. Djiwandono (2008) stated that there are two kind of test based on the way scoring, they are objective and subjective test. objective test is a form of questioning which has single correct answer. It consists of matching test, true or false test, fill in the blank and multiplechoice test. Then, the subjective test is a form of questioning

which may have more than one correct answer for more than one way of expressing the correct answer. The use of test was intended to collect the data about grammar mastery and speaking ability. Described below:

1) Grammar Mastery test

The grammar mastery test is objective test in the form of multiple choice types consisting of 30 items. There are four answer option: a, b, c, or d in each question. Determining the students' score, the researcher marks 1 for each item which is answered correctly and marked 0 for the wrong answer. Below is the matrix of data grammar mastery based on grammar mastery of test used in this research on table.

Table 3.5 the blueprint of Grammar Mastery Test

Aspect	The Types	Items
Tenses	Simple Present Tense	1, 2,3,4
	Simple Past Tense	5,6
	Future Tense	7,8
Part of Speech	Verb	9,10,11
	Adjective	12,13,14
	Adverb	15, 16, 17
	Pronoun	18, 19, 20,21, 22
	Preposition	23, 24, 25
	Conjunction	26, 27, 28,
	Noun	29, 30

2) Speaking Ability

To collect the data of speaking skill, the researcher used oral test. in this type, students' are required to perform a speaking perfromance at a topic given. The students' were examined in front of the class. The resarcher got the score from the mean of two examiners' scores. They are the researchers' scores and the english teacher scores.

Table 3.6 the blueprint for the Speaking Ability Test

Basic Competence	Indicator	Domain	Theme
Students are expected to compile oral and written simple descriptive text about the place, person, and things	Performing monologue in the simple descriptive text	1. Pronounciation 2. Vocabulary 3. Grammar 4. Fluency 5. Comprehension	Describing their idols, favorite teachers, historical building, and some places surrounding them

The criteria of scoring for the assesment of Speaking Ability

No	Aspect	Rating Scores	Criteria
1	Pronounciation	5	Has few traces of foreign language.
		4	Always intellegible, thought one is conscious of definite accent.
		3	Pronounciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronounciation problem, most frequently

			be asked to repeat.
		1	Pronounciation problem to serve as to make speech virtually unintelligible.
2	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equites.
		3	Frequently uses the wrong word conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of word and very limited vocabuary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
3	Grammar	5	Make few (if any) noticeable errors of grammar and word order .
		4	Occasionally makes grammatical and or word eorders errors that do not,

			however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order error make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually uninteligible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly afeccted by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitat, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually.

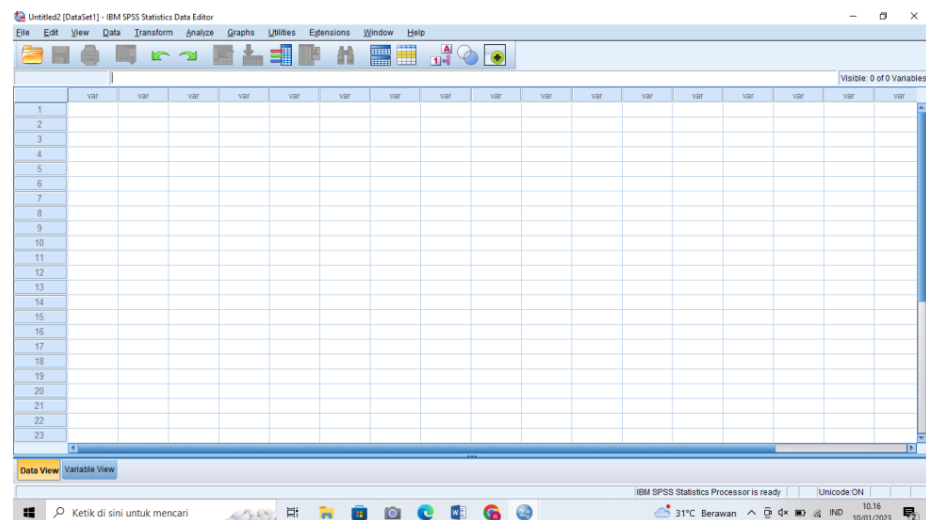| 5.	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said. Can comprehend only"social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simle conversation.

2. Data Validation

a. Validity

Sugiyono (2016:173) states that valid means the instument can use to measure what is should be measured. In this reserach, to measure the validityof creativity the researcher used the pearson product moment formula through.
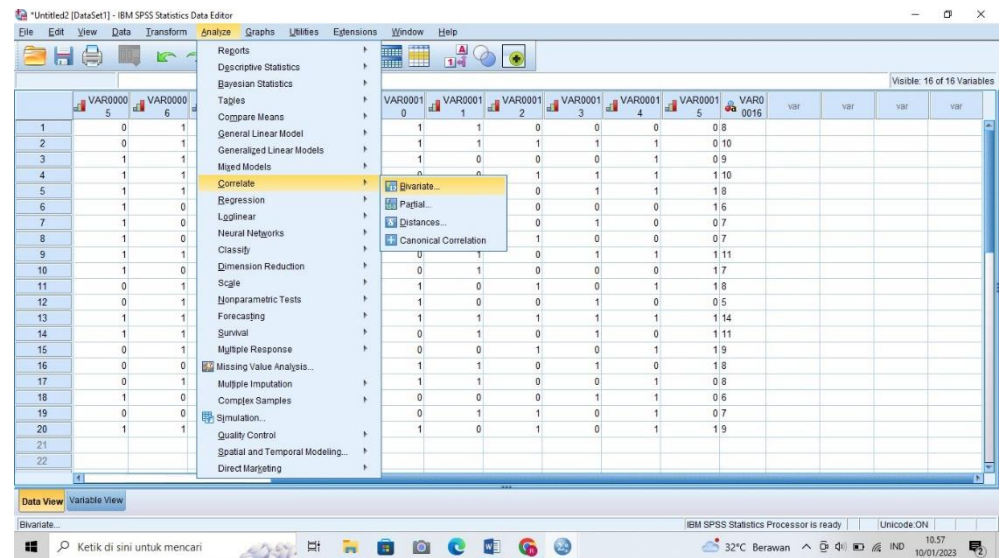
1) Validity of the instrument

According to Arikunto (2006:168) validity is a measure which indicates the levels of validity an instrument.

a) Open SPSS 26 for Window

b) Click variable view, give content of the name column with item until

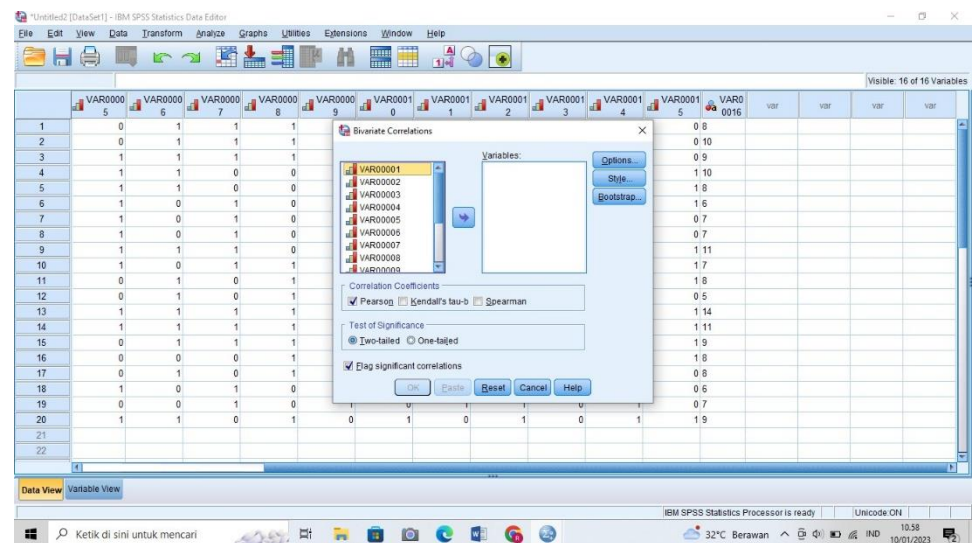   the question are complete and decimal column stay 0.

c) Click data view>>insert data from variable.

d) Click data analyze>>click correlate>>Bivariate.

e) Then will appear like this the table below:

f) After that remove the variable column, check list pearson the analyze to find correlation 2 variable that required parametic analyze>> click OK.

g) Finally, there will appear the result in below.

According to Riduwan and Akadon in Rofifah (2020) criteria of interpretation validity as below:

Coefficient Interval	Correlation
0,80-1,000	Very high Validity
0,60-0,799	High validity
0,40-0,599	Fair Validity
0,20-0,399	Poor Validity
0,00-0,199	Very Poor Validity

2) The validity of Students' Motivation Questionnaire

The instrument of Students' Motivation validity criterion becomes valid if $r_{observed} > r_{table}$ and invalid if $r_{observed} < r_{table}$. as mentioned in technique of data analysis, the questionnaire in this research have 30 items adapted from AMTB by Gradner. The questionnnaires were assessed by Likert scale rating. This scale rating has five options. They are: Strongly Agree, Agree, Doubtful, Strongly Disagree, Very Strongly Disagree.

3) The validity of Students' Grammar Mastery Test

The validity of students' grammar mastery test used internal validity that consisted validity. The researcher used Pearson Product Moment to measure the construct validity. The criteria of the validity is that the test becomes valid if $r_{observed} > r_{table}$ and invalid if $r_{observed} < r_{table}$. the validity of the test can be seen in table 8:

Table 3.7 The Validity of Students Grammar Mastery Test

Items	$r_{observed}(r_{xy})$	r_{table} (0.05 with N = 36)	Result
Items 1	0.515	0.320	Valid
Items 2	-0.043	0.320	Invalid
Items 3	0.541	0.320	Valid
Items 4	0.751	0.320	Valid
Items 5	0.515	0.320	Valid
Items 6	0.765	0.320	Valid
Items 7	0.193	0.320	Invalid
Items 8	0.751	0.320	Valid
Items 9	0.529	0.320	Valid
Items 10	0.372	0.320	Valid
Items 11	0.765	0.320	Valid
Items 12	0.539	0.320	Valid
Items 13	0.396	0.320	Valid
Items 14	-0.070	0.320	Invalid
Items 15	0.515	0.320	Valid
Items 16	0.003	0.320	Invalid
Items 17	0.472	0.320	Valid
Items 18	0.149	0.320	Invalid
Items 19	0.539	0.320	Valid
Items 20	0.637	0.320	Valid

Items 21	0.147	0.320	Invalid
Items 22	0.724	0.320	Valid
Items 23	-0.060	0.320	Invalid
Items 24	0.113	0.320	Invalid
Items 25	0.036	0.320	Invalid
Items 26	0.541	0.320	Valid
Items 27	0.281	0.320	Invalid
Items 28	0.500	0.320	Valid
Items 29	0.751	0.320	Valid
Items 30	0.765	0.320	Valid
Adverb	Valid items= 20 Invalid items= 10		

After being computed, they are consulted to the r_{table} of Pearson Product Moment. The value of r_{table} for N= 36 at the level α=0.05 is 0.223. the result of the tryout test indicates that from 30 items test 20 items are valid and 10 are invalid.

b. **Reliability**

According to Arikunto (2006:178) reliability refers to the one definition that an instrument can be believed enough for used to collect the data because the instrument has been well.

1) Open program SPSS 26 for Windows.
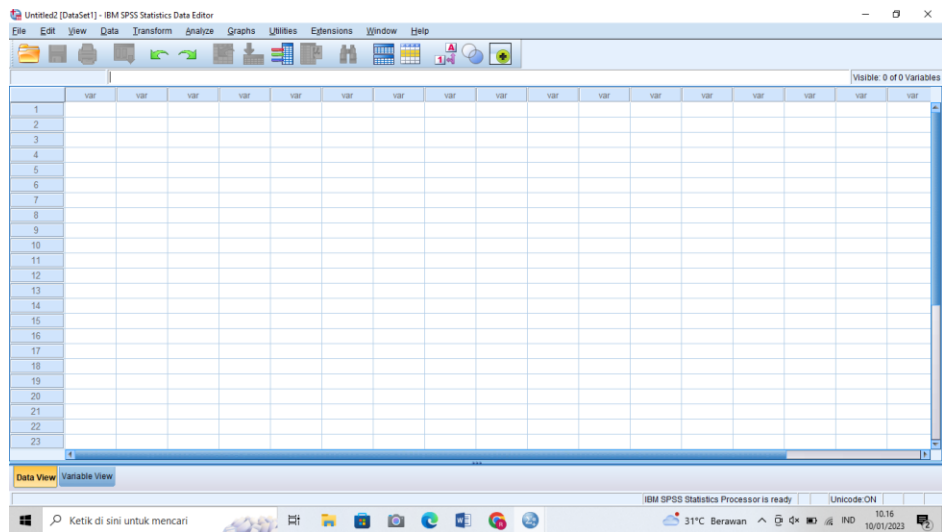
2) Click variable view, give content of the name column with item untilte

question are complete and decimal column stay 0.
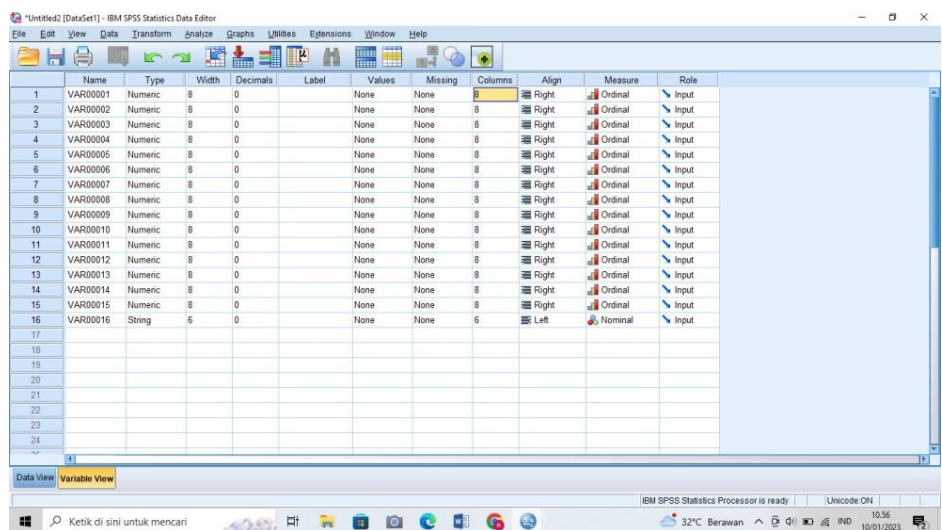
3) Click data view>> insert data from the variable
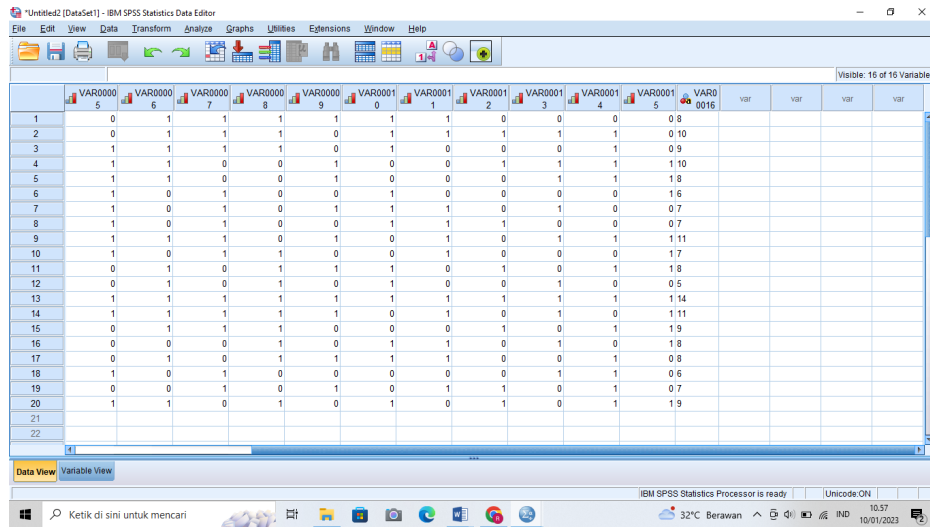
4) Click analyze>>click save >>click reability analyze.
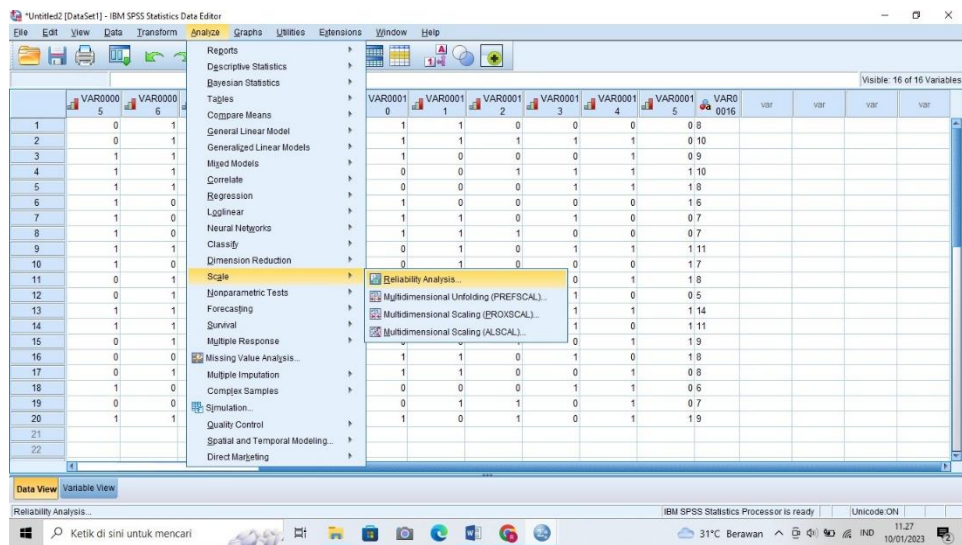
5) Then will appear like this in the below:
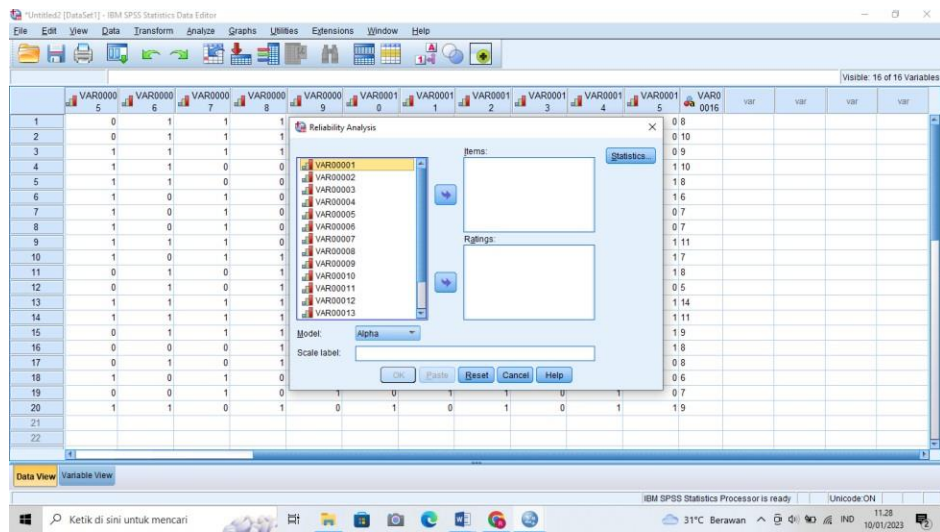
6) After that remove the variable coulmn>> click OK
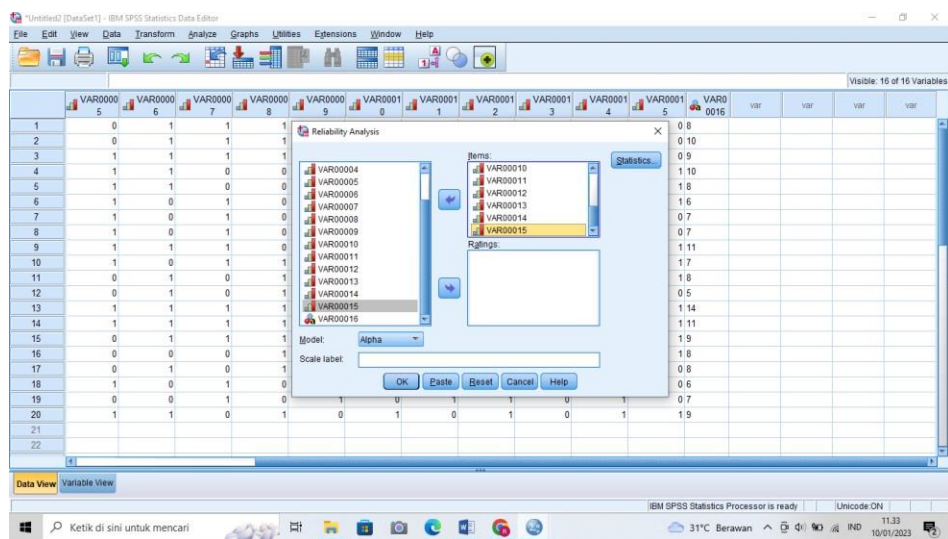
7) Finally, there will appear the result below:
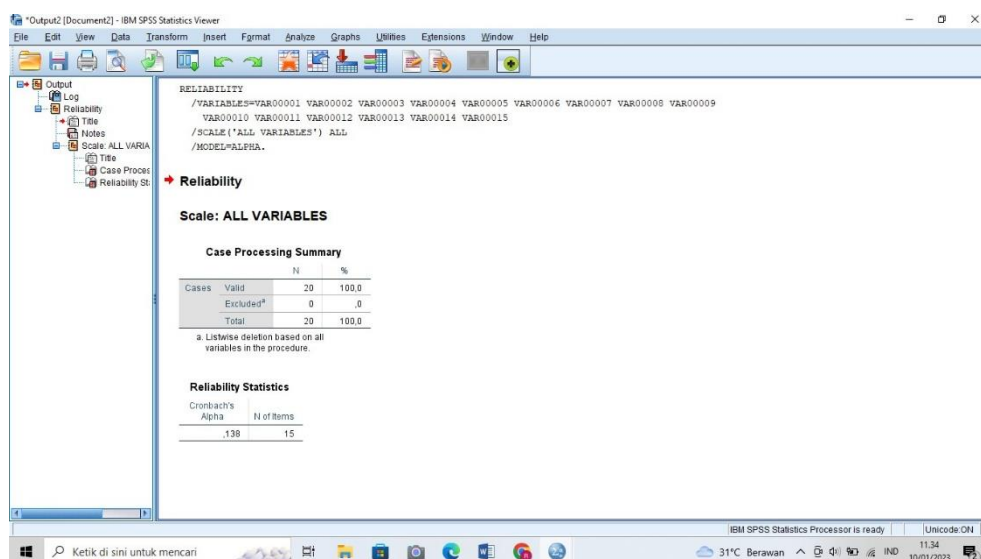
The formula for calculating the reability coefficient and the guidance provided in can be used to determine the institution's high, medium, and low reability levels are below:

Alpha	Tingkat reabilitas
0.800 – 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Medium
0.200– 0.400	Low
0.000 - 0.200	Very low

1) The reliability of Students' Grammar Mastery

Table 3.8 the realiability of Students' Grammar Mastery

Variable	Cronbach's Alpha	N of Items
Grammar Mastery	0.505	20

From the result of reliability of grammar mastery, the reliability coefficient is 0.505. the variable is stated as reliable if Cronbach's Alpha value > 0.05 or the result Cronbach's Alpha > r_{table} . The result shows that Cronbach's Alpha value is 0.505 >0.5. It means that, the tryout test of grammar mastery is reliable .

3. Readability

In conducting tests, it is important to organise and specify instructions that are understandable. This is important because there are some cases where students fail the test due to their inability to understand the instructions given. Hughes (1989: 39-40) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all know what is intended. Third, the test researcher should not rely on the students' power of telepathy to elicit the desired behavior.

The instruction for the writing test is:

a. Choose one of the following topics:

1) describe your favourite idols.

2) describe your favourite teacher.

3) choose one historical building that you have interested to, then describe.

4) choose something that you have interested to, then describe.

b. Work individually to practice in front of the class based on topic that you choose and consisting of describe your favourite idols, describe your

favourite teacher, describe historical building, describe something you have interested to. Your speaking will be evaluated based on the grammar, fluency, comprehension, vocabulary, and pronounciation.

1) Readability of Speaking Test:

   Readibility of Speaking test contains:

   a) Whether the instructions are understandable or not,

   b) Whether the kind of the speaking is clear or not,

   c) Whether the organization of the speaking is understandable or not,

   d) Whether speaking indicators to be evaluated are clear or not,

   e) Whether the topics are interesting or not.

2) Readability of Speaking Test Items:

   a) Do you understand the instructions of this speaking test?

   b) Is the kind of the speaking in this test stated clearly?

   c) Is the organization of the speaking demanded in this test understandable?

   d) Are the speaking indicators to be evaluated in this test clear?

   e) Are the topics interesting?

   To know whether the test was readable or not, the try out is given to other students out of the samples having the same level as the samples. The result is more than 75 % of respondents give "yes" answer to each item of readibility test. It can be concluded that the item of writing test is readible.

E. Techniques of Analyzing the Data

After collecting data, the next step is analyzing data. It can to know whether there is a posstive correlation between students' motivation in learning english and grammar mastery toward speaking ability. In this research the researcher will use some technique of analyzing data throught *SPSS 26* for windows. It will be discussed as follows:

1. **Data description**

Data description is useful to make the readers more understand about the data finding (Arikunto, 2013: 269) in the data description, the researcher computed the data to find out mean, median, mode, range and standard devation.

a. Mean

Mean is the average value of a data group. It is gained from summing up all individual data of the group and divinding it by the total of the individuals Arikunto (2006:150)

b. Median

Median is the central value of data group. It is gained by packing the middle value of the data ranged from the lowest to the highest or inversely Arikunto (2006:168)

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest Arikunto (2006:166)

d. Range

Range is the gap between the highest and the lowest value in a data group. it is gained by subtracting the highest value with the lowest value Arikunto (2006:152)

e. Standard devation

Standard devation is the distance of an individual value from the mean.

2. **Analyzing Pre-requirement Test**

Before doing the analysis to know the correlation between students motivation, grammar mastery toward their speaking ability. It is needed to do an analysis pre-requirement test consisted of normality test and inearity test is used to check the validity of a simple to be treated. The normality test is used to know that the sample in normal distribution and linearity test to know the data is linear.

F. **Normality Testing**

Normality test used to know if data got from the each variable distributes normally or not. In this research, normality test was:

1. Open program *SPSS* 26 for Window.

2. Make variable by checking variable view

3. Write the label column

4. Open data view, input the data in the variable

5. Click analyze>> non parametric test used to compare the value of the mean to sample population. Then click legacy dialog to make the table in normality test. then click 1-sample K-S (one sample).
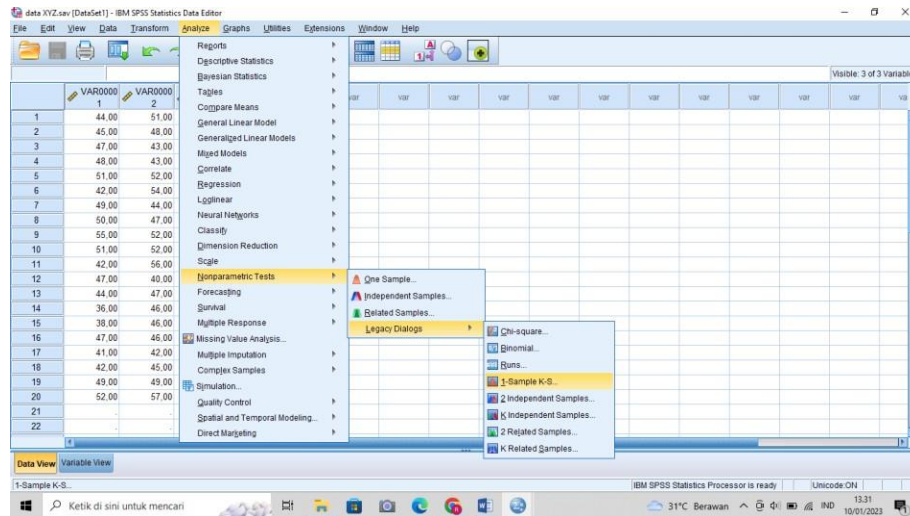
6. After that replace data to the list and normal give check.
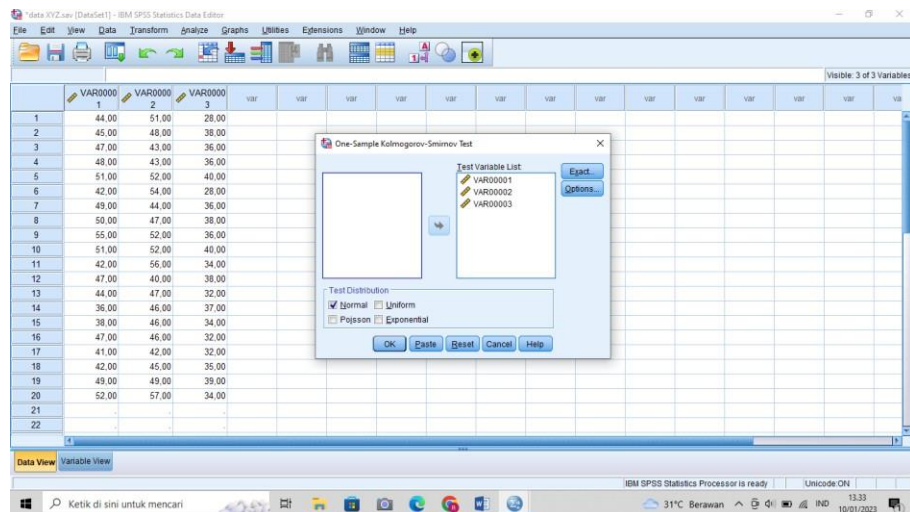
7. Finally, the normality test is below.
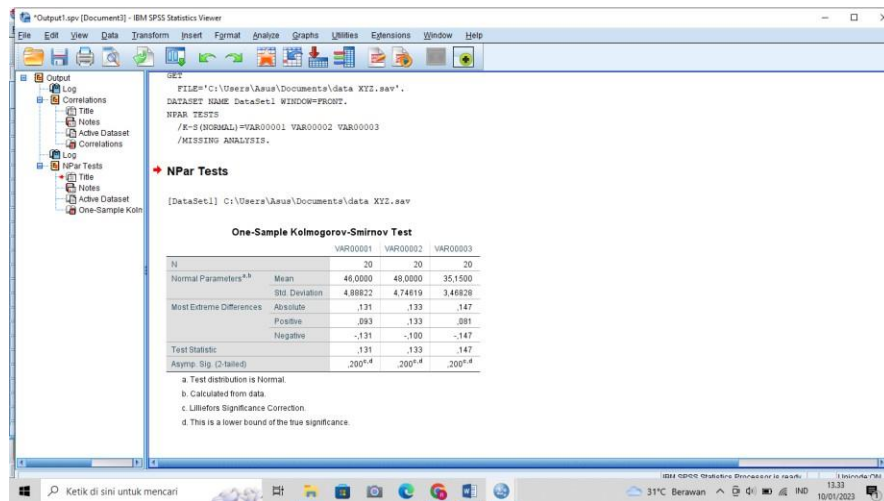
8. After that remove the variable column, check list pearson the analyzeto find correlation 2 variable that required parametic analyze>> clickOK.
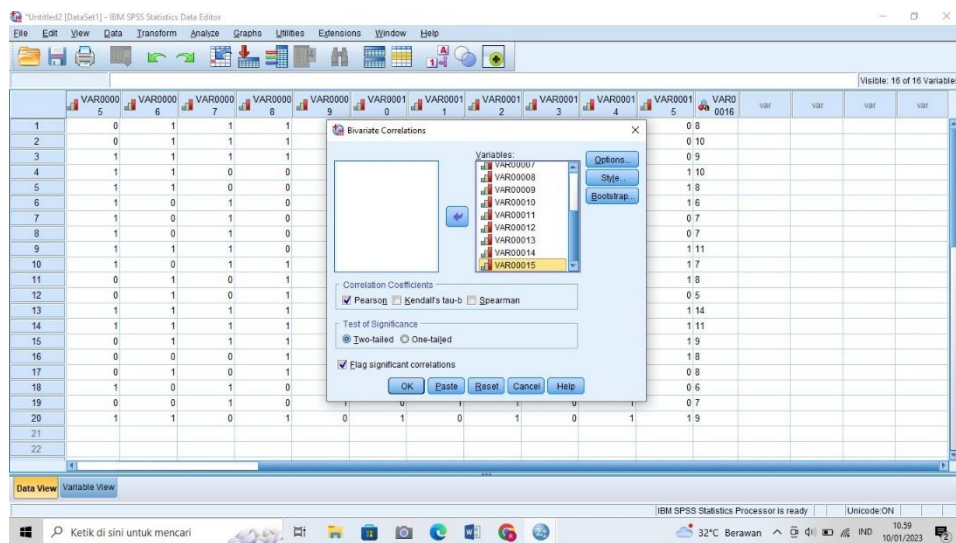
G. Linearity testing

Linearity testing used to know wheter three variables, there are two dependent variables and one dependent variable shows the linear relationship or not. To find out the linearity of regression, the researcher computed the data by using *SPSS* 26 for windows. The linearity can be known by using Anova

(Test for Linearity) on the significance value=0.05. Two variable are considered linear if p-value>0.05.

1. Open *SPSS 26* for Windows

2. Make variable by variable view

3. Write the label column

4. Open data view, input the data in the variable

5. Next click data view put student motivation and grammar mastery >>click analyze >> click compare mean for comparing the avarage of one sample or couple sample>>click mean.
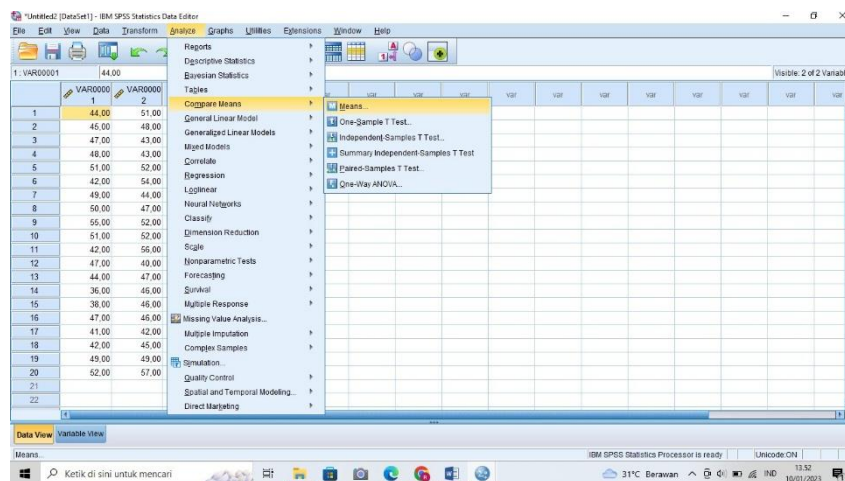
6. After appear column below replace variable appropriate with columnlist dependent or independent list.
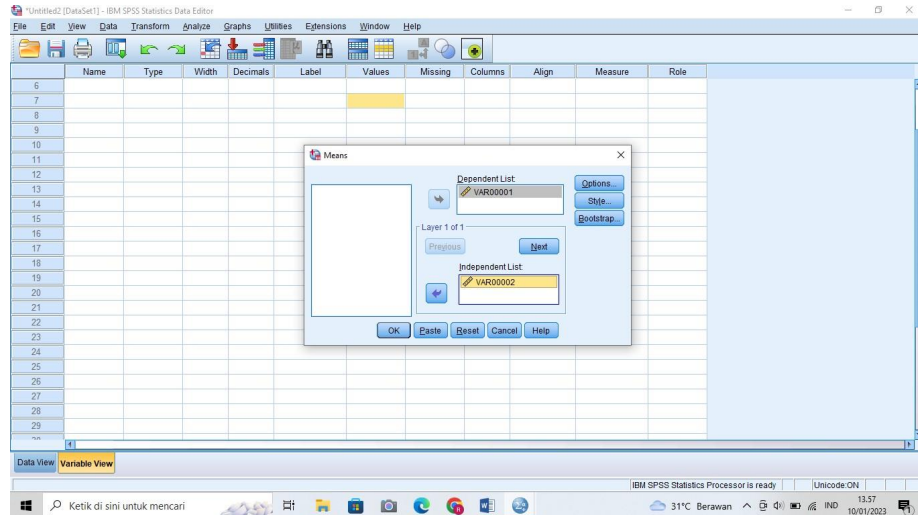
7. Next choose mean, number of cases and standard devation at statistic column for replace to cell statistic column. Check list for linearity and click continue.
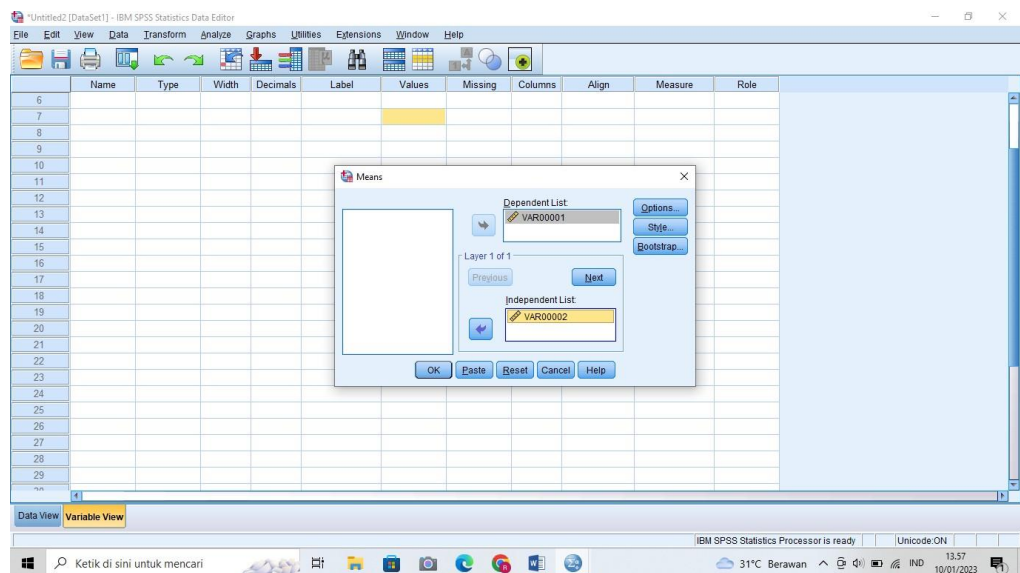
8. Click show normality.
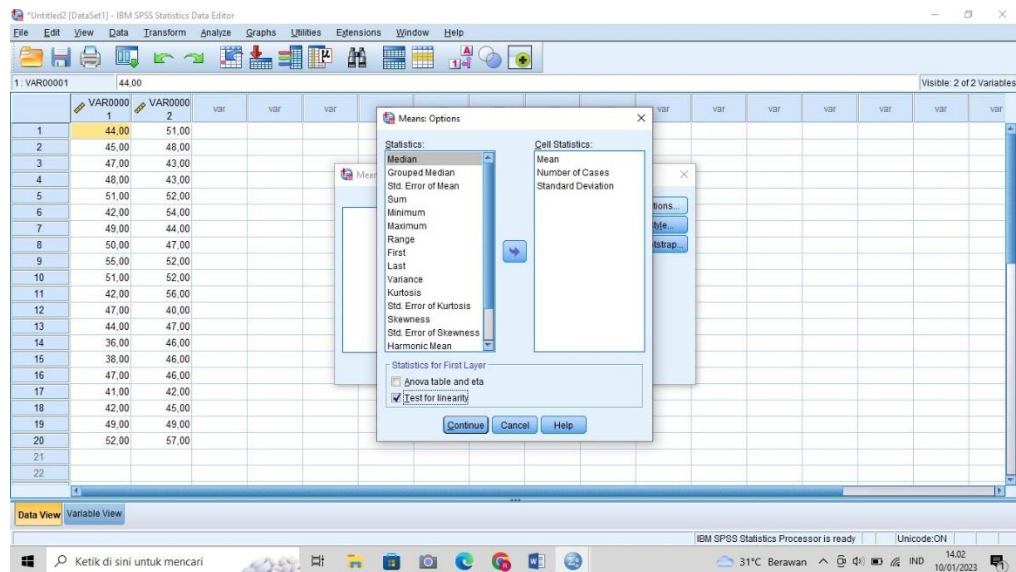
9. Finally, that is result of linearity testing
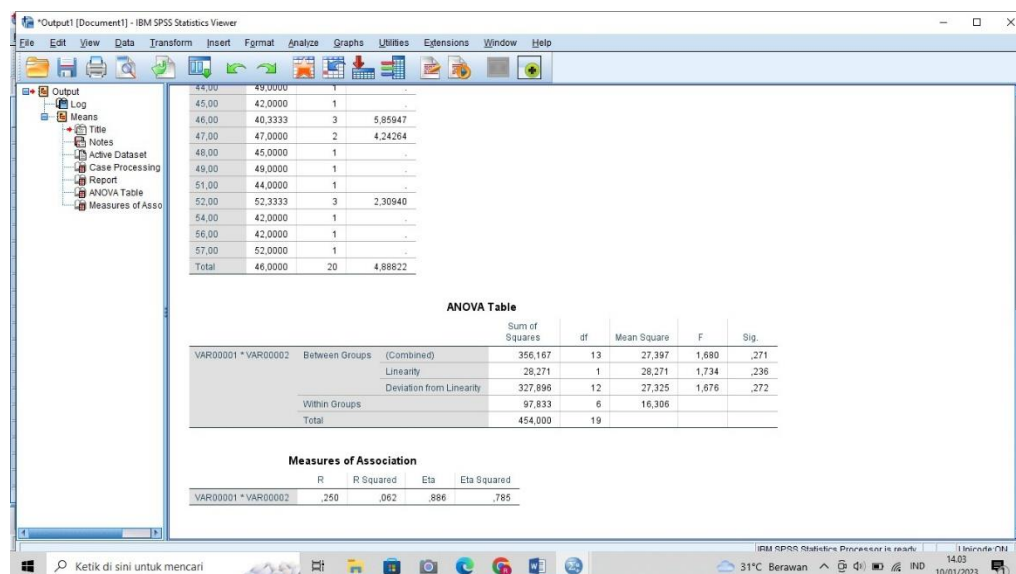
H. Hypotesis testing

A hypothesis is a statement of assumption abot prevelance of a phenomenon or about a reationship between three variables that planed to test within the framework of the study. To test the first and second hypotesis by

compute the correlation between the first independent variable (Students Motivation), and the second Independent variable (Grammar Mastery) and dependent variable (Speaking Skill). The researcher used Pearson Product moment formula, while to the test the third hypotesis the researcher used multiple corelation. Based on Camera (1998) pearson product moment is asuitable measurement tool used to measure two variables and can have a value between-1 and 1.

1. **The first hypothesis**

   Ho : T h e r e is no positive and significant correlation between grammar mastery and speaking skill.

   Ha : There is positive and significant correlation between grammar mastery and speaking skill

2. **The Second hypothesis**

   Ho : There is no positive and significant correlation between student motivation and speaking skill

   Ha : There is positive and significant correlation between student motivation and speaking skill

3. **The Third hypothesis**

   Ho : there is no positive and significant correlation between grammar masteryand student motivation toward speaking skill

   Ha : There is positive and significant correlation between grammmar masteryand student motivation toward speaking skill.

   To test the first, the second hypothesis, the researcher used pearson product moment formula throught *SPSS* 26 from Window. Ha is accepted if

significant correlation value is lower than 0.05. the steps of computing first

and second hypothesis are as follows:

a. Open program *SPSS* 26 for windows

b. Make variable by variable view

c. Write the label column

d. Open data view, input the data in the variable

Then click Analyze>>Correlate>>Bivariate, as follows:

e. Appears a box enter variable box>> select pearson two tailed and flag

significant correlation>>click OK. As follow:
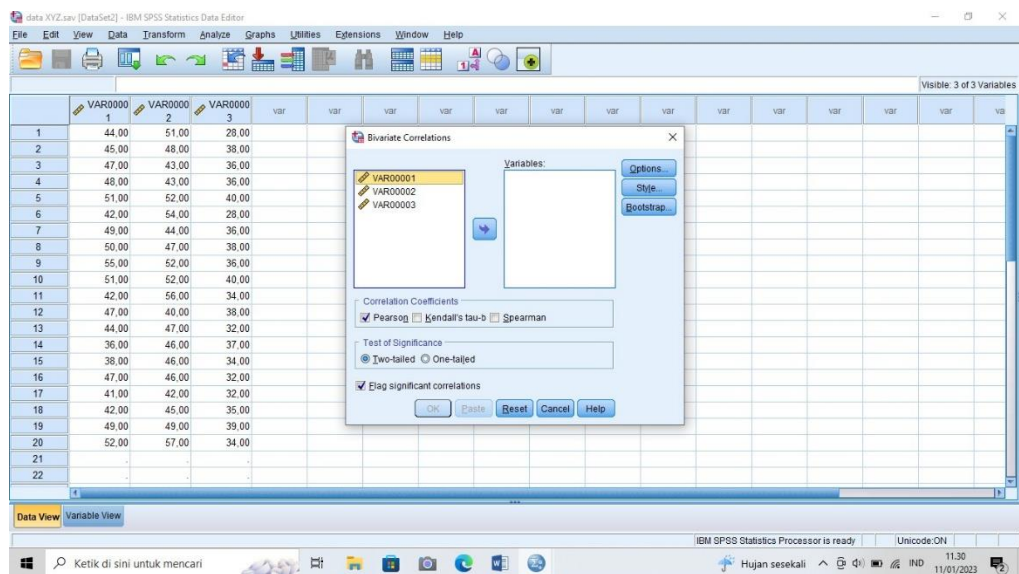
f. Replace the variable
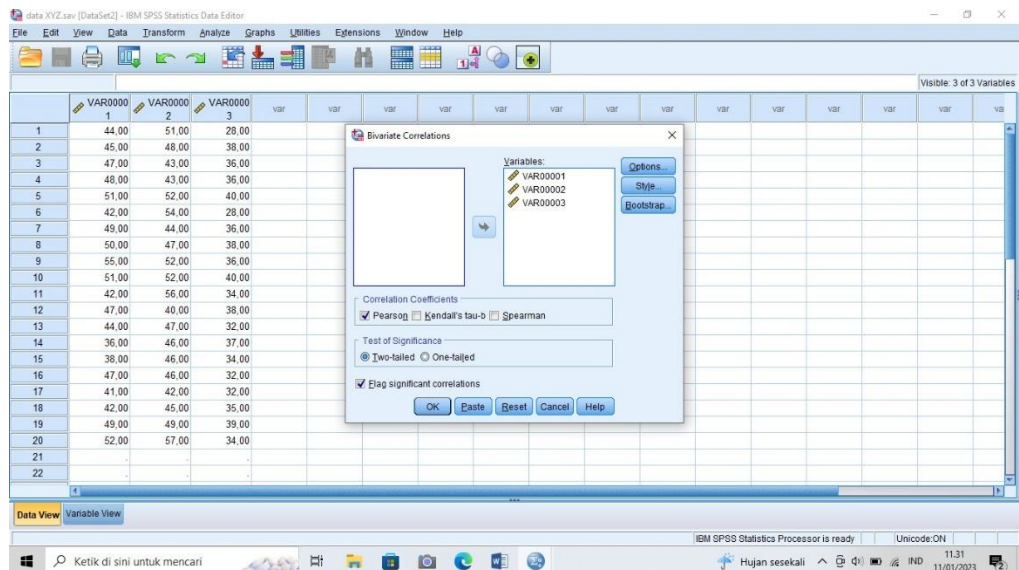
g. Finally, it will be appear *SPSS* output, as follow:
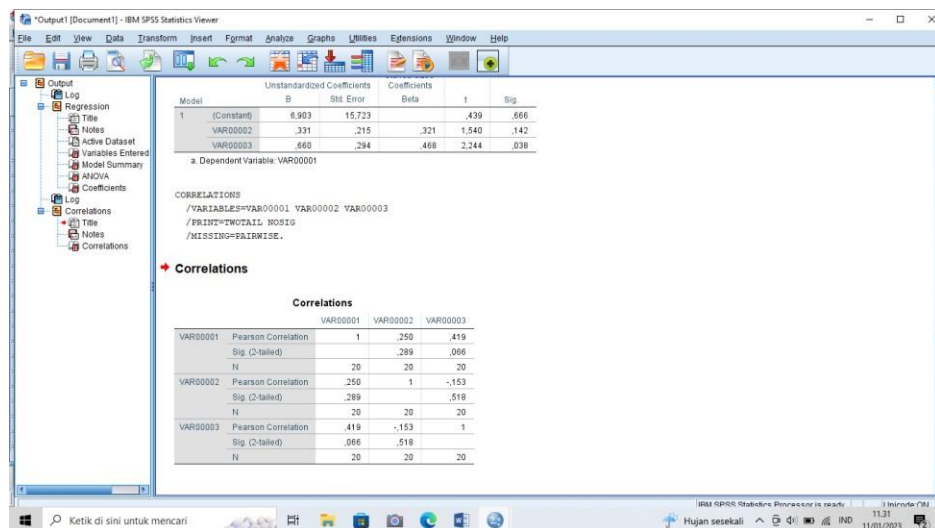
The test for Third hypotesis are as follows:

a. Open program *SPSS* 26 for window

b. Make variable by variable view

c. Write the label column

d. Open data view, input the data in the variable

e. Then click analyze>>regression>>linear.
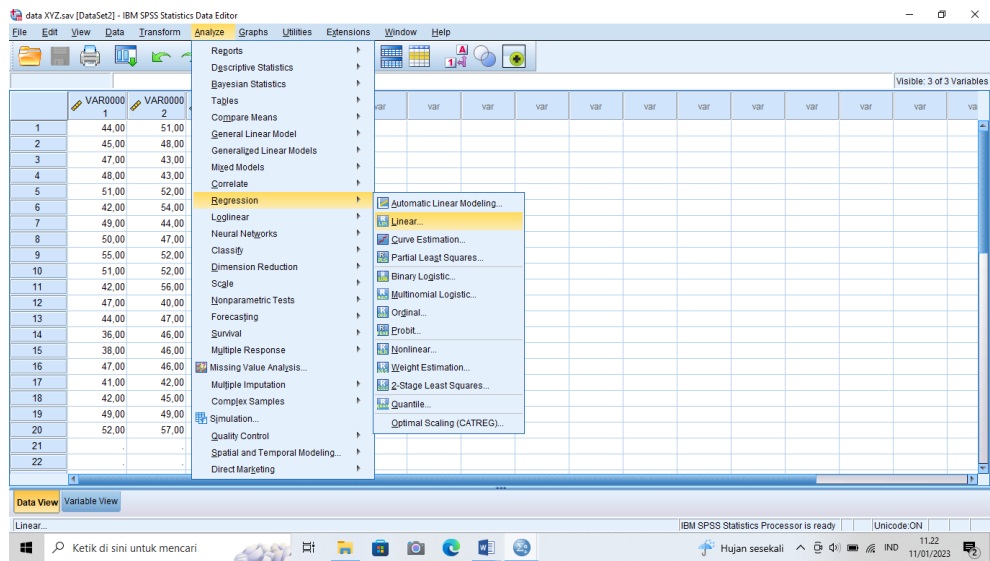
f. Then the program will appear table dialog as follows:
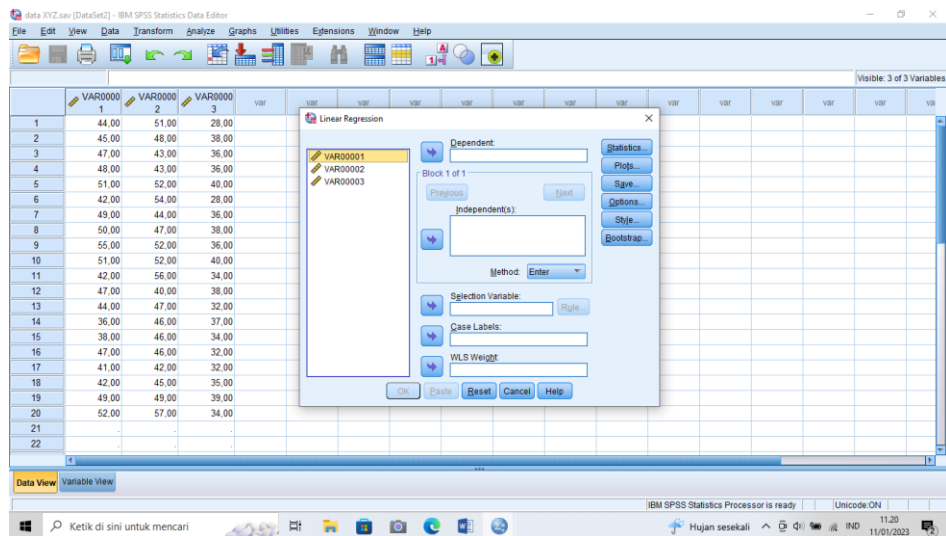
g. Replace the variable column appropriate with independent and dependent variable
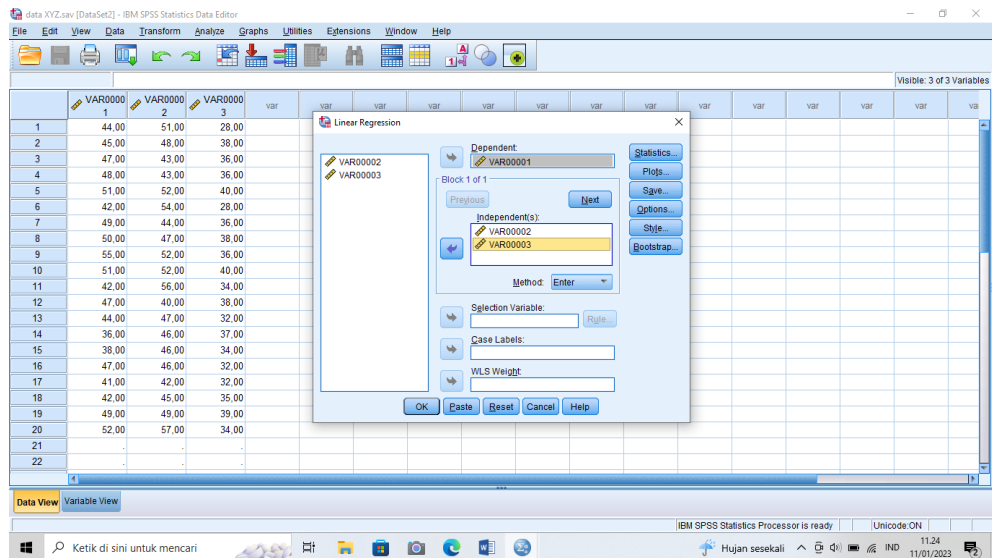
h. Finally, it will appear SPSS output, as follows:
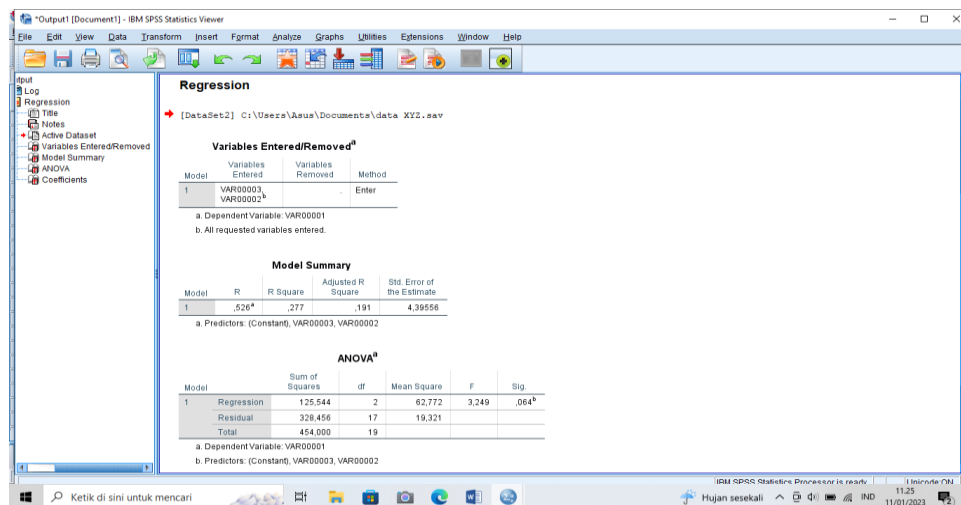
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The research description is based on the score from questionnaire of Student's Motivation and score from Grammar Mastery and score from Speaking Ability test at the tenth grade students' of SMA Negeri Colomadu Karanganyar. It is presented in the form of mean, median, mode, standard deviation, the highest and the lowest score which is completed with the variable description in the form of histogram. The computation of mean, median, mode, etc. The researcher used *SPSS* 26 for windows and the result as follow:

a. Data of Students' Motivation

Statistics

Students Motivation

N	Valid	76
	Missing	0
Mean		108,57
Std. Error of Mean		,714
Median		108,00
Mode		107[a]
Std. Deviation		6,225
Variance		38,756
Range		41
Minimum		86
Maximum		127
Sum		8251

a. Multiple modes exist. The smallest value is shown

76

Data of Students' Motivation is collected from questionnaire. The questionnaire consist of 30 items which are valid The data of students' motivation were collected from questionnaire. The respondents who did the test were 76 students. From the result of students' motivation questionnaire, it is known that highest score is 127 and the lowest score is 86 than, the range is 41 the sum of score card is. 8251 and the mean is 108.57 the standard error of mean is 0.714 the median is 108.00 the mode is 107 the variance is 38.756 and the standard deviation is 6.225 the frequency distribution of the scores can be seen on the following table.

Table 4.1 the data of Students' Motivation (X1)

No.	Classification	Result
1.	The highest score	127
2.	The lowest score	86
3.	Score range	127 - 86 = 41
4.	Class number	1+ (3.3) log N = 1 + (3.3) log 76 = 1 + (3.3) 1.88 = 7.20 = 7 (rounded)
5.	The length of the interval	Range : 1 = 41: 7 = 5.85 = 6 (rounded)

Statistics

Students Motivation

N	Valid	76
	Missing	0
Mean		108,57
Std. Error of Mean		,714
Median		108,00
Mode		107[a]
Std. Deviation		6,225
Variance		38,756
Range		41
Minimum		86
Maximum		127
Sum		8251

a. Multiple modes exist. The smallest value is shown

It can be concluded that the ability of the Students' in answering questionnaire of Students' Motivation at the tenth grade of SMA Negeri Colomadu Karanganyar is various. The frequency distribution of the score can be seen on the following table:

Table 4.2 the frequency distribution of Students' Motivation (X1)

Interval score	Mid Point	F	%	Cumulative
86 – 91	88.5	1	1	1
92 – 97	94.5	2	3	4
98 – 103	100.5	11	14	18
104 – 109	106.5	26	34	52
110 – 115	112.5	32	42	94
116 – 121	118.5	2	3	97
122– 127	124.5	2	3	100
		76	100	

The table above explain about the frequency distribution of students' motivation score. Based on the table above, there is one students who get score 86-91 and the percentage is 1.31%. There are two students who get score 92-97 and the percentage is 2.63%.There are eleven students who get score 98-103 and the percentage is 14.47%. There are twenty six students who get score 104-109 and the percentage is 34.21%. There are thirty two students' who get score 110-115 and the percentage is 42.10%. There are two students who get score 116-121 and the percentage is 2.63%. There are two students who get score 122-127 and the percentage is 2.63%.

Therefore, the researcher can take conclusion that the score of students' motivation at the tenth grade of SMA Negeri Colomadu Karanganyar is various. The frequency distribution of students' motivation can be seen on the histogram below:
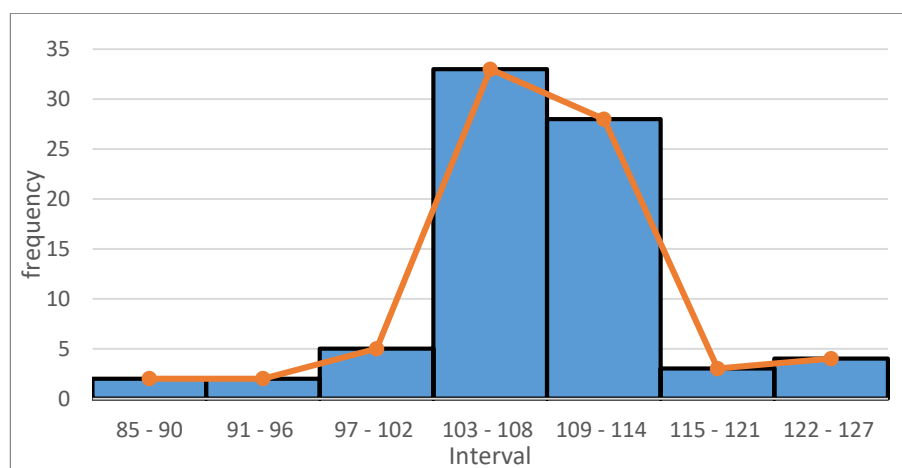
b. Data of Students' Grammar Mastery

Statistics

Grammar Mastery

N	Valid	76
	Missing	0
Mean		74,21
Std. Error of Mean		,689
Median		75,00
Mode		75
Std. Deviation		6,003
Variance		36,035
Range		25
Minimum		60
Maximum		85
Sum		5640

Data of Students' Grammar Mastery is collected from test. The test consist of 20 items which are valid. The respondents who did the test were 76 students. From the result of students' Grammar Mastery test it is known that highest score is 8. The lowest score is 60. The range is 25. The sum of score card is 5640. The mean is 74.21. The standard error of mean is 0.689. The median is 75.00. The mode is 75 the variance is 36.035. The standard deviation is 6.003. The frequency distribution of the scores can be seen on the following table:

Table 4.3 the data of Students' Grammar Mastery (X2)

No.	Classification	Result
1.	The highest score	85
2.	The lowest score	60
3.	Score range	85 - 60 = 25
4.	Class number	1+ (3.3) log N = 1 +(3.3) log 76 = 1 + (3.3) 1.88 = 7.20 = 7 (rounded)
5.	The length of the interval	Range : 1 = 25: 7 = 3.57 = 4 (rounded)

It can be concluded that the ability of the Students' in answering Test of Students' Grammar Mastery at the tenth grade of SMA Negeri Colomadu Karanganyar is various. The frequency distribution of the score can be seen on the following table:

Table 4.4 the frequency distribution of Students'Grammar Mastery (X2)

Interval score	Mid Point	F	%	Cumulative
60 – 63	61.5	3	4	4
64 – 67	65.5	6	8	12
68 – 71	69.5	19	25	37
72 – 75	73.5	26	34	71
76 – 79	77.5	0	0	71
80 – 83	81.5	16	21	92
84 – 88	86	6	8	100
		76	100	

The table above explained about the frequency distribution of Gramar Mastery score. Based on the table above, there are three students who get score 60-63 and the percentage is 3.94% . There are six students who get score 64-67 and the percentage is 65.5%. There are nineteen students who get score 68-71 and the percentage is 25%. There are twenty six students who get score 72-75 and the percentage is 34.21% . There are null students who get score 76-79 and the percentage is 0%. There are sixteen students who get score 80-83 and the percentage is 21.05%. There are six students who get score 84-88 and the percentage is 7.89%.

Therefore, the researcher can took conclusion that the score of students' motivation at the tenth grade of SMA Negeri Colomadu Karanganyar is various. The frequency distribution of students' motivation can be seen on the histogram below:
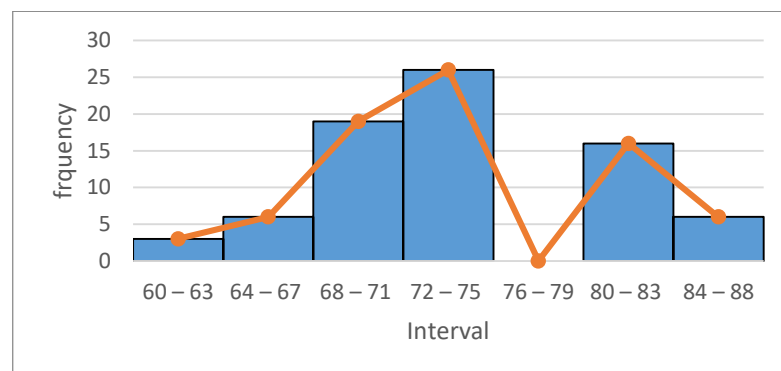
c. Data of Students' Speaking Ability

Statistics

Speaking Ability

N	Valid	76
	Missing	0
Mean		88,53
Std. Error of Mean		,522
Median		90,00
Mode		90
Std. Deviation		4,553
Variance		20,733
Range		20
Minimum		80
Maximum		100
Sum		6728

The data of speaking ability were collected by using test and computed by using SPSS 26 program for windows. Based on the table 4.1, it is known that the maximum score of speaking ability is 96. The minimum score of speaking ability is 80. the range is16. The sum is 6634 and the mean is 87.29 The standard error of mean is 0.521. The median is 86.00.The mode is 90, and the variance is 20.662 of the scores can be seen on the following table:

Table 4.5 the data of Students' Speaking Ability (Y)

| No.	Classification	Result
1.	The highest score	100
2.	The lowest score	80
3.	Score range	100 - 80 = 20
4.	Class number	1+ (3.3) log N = 1 +(3.3) log 76 = 1 + (3.3) 1.88 = 7.20 = 7(rounded)
5.	The length of the interval	Range : 1 = 20 : 7 = 2.85 = 3 (rounded)

It can be concluded that the ability of the Students' in answering Test of Students' Speaking Ability at the tenth grade of SMA Negeri Colomadu Karanganyar is various. The frequency distribution of the score can be seen on the following table:

Table 4.6 the frequency distribution of Students' Speaking Ability (Y)

Interval score	Mid Point	F	%	Cumulative
80-82	81	7	9	9
83-85	84	11	14	23
86-88	87	16	21	45
89-91	90	20	26	71
92-94	93	17	22	93
95-97	96	2	3	96
98-100	99	3	4	100
		76	100	

The table above explained about the frequency distribution of Students' Speaking Ability score. Based on the table above, there are seven students get score 80-82 and the percentage is 9.21% . There are eleven students who get score 83-85 and the percentage is 14.47%. There are sixteen students who get score 86-88 and the percentage is 21.05%. There are twenty students get score 89-91 and the percentage is 26.31% . There are seventeen students who get score 92-94 and the percentage is 22.36%. There are two students who get score 95-97 and the percentage is 2.63%. There are three students who get score 98-100 and the percentage is 3.94%.

Therefore, the researcher can take conclusion that the score of students' Speaking Ability at the tenth grade of SMA Negeri Colomadu Karanganyar is various. The frequency distribution of students' motivation can be seen on the histogram below:
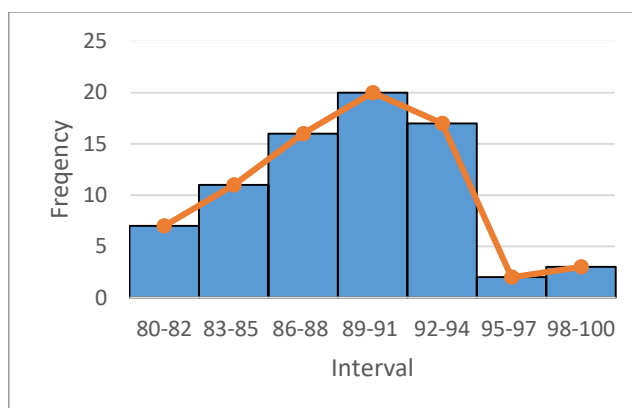
2. Pre - Requisite test

a. Normality Testing

Normality testing distribution is purposed to know wether the variable data of research distribution is normal or not. There are three kind of testing normality data in this research such as: normality of students' motivation, normality of grammar mastery, and normality of speaking ability. To compute the normality of the data, the researcher used Kolmogorov Smirnov formula through SPSS 26 for windows at the level of significant 5% and the result of the computation of the normality test can be seen on the following table.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		76
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,04928530
Most Extreme Differences	Absolute	,090
	Positive	,068
	Negative	-,090
Test Statistic		,090
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

In the table of the one sample Kolomogorov Smirnov normality test, it can be seen that the sig. 0.200. This shows, the value of sig. 0.200 > 0.05 so that it can be concluded that the result of the normality test of the study sample were Normally Distributed.

3. Linearity Testing

Linearity testing is purposed to know wether two variables, which will be treated with statistical analysis correlation show a linear relationship or not. If the data is not linear, the regression analysis cannot be used. To compute the linearity testing, the researcher used F_{test} at the level significant $\alpha=0.05$ through *SPSS* 26 for windows.

Table 4.7 Linearity of Students' Motivation (X1) and Speaking

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Speaking Ability * Students' Motivation	Between Groups	(Combined)	508,211	18	28,234	1,545	,108
		Linearity	1,490	1	1,490	,082	,776
		Deviation from Linearity	506,721	17	29,807	1,631	,086
	Within Groups		1041,421	57	18,271		
	Total		1549,632	75			

Ability(Y)

From the table 4.7 above, the linearity testing of Students' Motivation (X1) and Speaking Ability (Y) for N=76 at the level significant α=0.05 is 0.086. The result of the table shows that 0.086> 0.05. It means that the data of Students' Motivation and Speaking Ability is linear.

Table 4.8 Linearity of Grammar Mastery (X2) and Speaking Ability (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Grammar Mastery	Between Groups	(Combined)	235,088	5	47,018	2,504	,038
		Linearity	174,820	1	174,820	9,309	,003
		Deviation from Linearity	60,268	4	15,067	,802	,528
	Within Groups		1314,544	70	18,779		

Total	1549,63 2	75			

From the table 4.8 above, the linearity testing of Grammar Mastery (X2) and Speaking Ability (Y) for N=76 at the level significant α=0.05 is 0.528. The result of the table shows that 0.528> 0.05. It means that the data of Grammar Mastery and Speaking Ability is linear.

4. Hypothesis testing

Based on the compution analysis, the result showed the data has normal distribution and the regression is linear. The first hypothesis of this research is there any positive significance correlation between Students' Motivation and Speaking Ability at the tenth grade of SMA Negeri Colomadu Karanganyar. To test the hypothesis, the researcher analyzed the data using the peason product moment formula through *SPSS* 26 for windows. For the third hypothesis the researcher used F_{test}. The table of Pearson Product Moment are as follows.

a. First Hypothesis

The first hypothesis on this research, there is a significant correlation between Students Motivation and Speaking Ability at the tenth grade students' of SMA Negeri Colomadu Karanganyar in the academic year 2022/2023. To the test the hypothesis testing, the researcher analyzed the data using Pearson Product Moment Formula through *SPSS* 26 from Windows. The statistical formulation of the hypothesis are:

1) Ho   : There is no positive and significant correlation between

    Students' Motivation and Speaking Ability

2) Ha   : there is a positive and significant correlation between

    Students' Motivation and Speaking Ability

Table 4.9 Pearson Product Moment of Students' Motivation and
Speaking Ability

Correlations

		Students' Motivation	Speaking Ability
Students' Motivation	Pearson Correlation	1	,313**
	Sig. (2-tailed)		,004
	N	76	76
Speaking Ability	Pearson Correlation	,313**	1
	Sig. (2-tailed)	,004	
	N	76	76

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

The result computation showed that the correlation between Students' Motivation (X1) and Speaking Ability (Y) is 0.313 and at the level significant α= 0.05 for N= 76 where Sig= 0.004< 0.05. So there is significant correlation between Students' Motivation and Speaking Ability. In Addition, the coefficient of determination, that showed between students' motivation and spaking ability comprehension is gotten from $(rx1y)^2$ x 100% = $(0.313)^2$ x 100% = 9.79%. It means that 9.79% speaking Ability is influenced by Students' Motivation and 90.20% is influenced by the other factors. It is categorized into low positive correlation.

b. Second Hypothesis

The Second hypothesis on this research, there is a significant
correlation between Grammar Mastery and Speaking Ability at the tenth
grade students' of SMA Negeri Colomadu Karanganyar in the academic
year 2022/2023. To the test the hypothesis testing, the researcher
analyzed the data using Pearson Product Moment Formula through SPSS
26 from Windows. The statistical formulation of the hypothesis are:

1) Ho: There is no positive and significant correlation between Grammar
   Mastery and Speaking Ability

2) Ha: there is a positive and significant correlation between Grammar
   Mastery and Speaking Ability

Table 4.10 Pearson Product Moment of Grammar Mastery and Speaking
Ability

Correlations

		Grammar Mastery	Speaking Ability
Grammar Mastery	Pearson Correlation	1	,336**
	Sig. (2-tailed)		,003
	N	76	76
Speaking Ability	Pearson Correlation	,336**	1
	Sig. (2-tailed)	,003	
	N	76	76

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

The result computation showed that the correlation between
Grammar Mastery (X2) and Speaking Ability (Y) is 0.336 and at the
level significant $\alpha= 0.05$ for N= 76 where Sig= 0.003< 0.05. So there is
significant correlation between Grammar Mastery and Speaking Ability.

In Addition, the coefficient of determination, that showed between Grammar Mastery and speaking ability comprehension is gotten from $(rx2y)^2$ x 100%= $(0.336)^2$x 100% = 11.28%. It means that 11.28% speaking Ability is influenced by Grammar Mastery and 88.72% is influenced by the other factors. It is categorized into low positive correlation.

c. Third Hypothesis

The third hypothesis, there is a simultaneously significant correlation between students' Motivation and grammar mastery towards speaking ability at the tenth grade students of SMA Negeri Colomadu Karanganyar in the academic year 2022/2023. To test the hypothesis testing, the researcher analyzed the data using ANOVA through SPSS 26 from Windows. The statistical formulation of the hypothesis are:

1) Ho : There is no positive and significant correlation between Students' Motivation and Grammar Mastery toward their Speaking Ability

2) Ha : there is a positive and significant correlation between Students' Motivation and Grammar Mastery toward their Speaking Ability.

Table 4.11 Anova Table of Students' Motivation(X1), Grammar Mastery(X2) and Speaking Ability(Y)

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	181,210	2	90,605	4,833	,000[b]
	Residual	1368,422	73	18,746		
	Total	1549,632	75			

a. Dependent Variable: Speaking Ability

b. Predictors: (Constant), Grammar Mastery, Students' Motivation

The result computation shows that the correlation between Students Motivation (X1) Grammar Mastery (X2) and Speaking Ability (Y) is 4.833. After being adapted to the F_{Value} , $F_{Observed}$ shows the value 0.000. it means that 0.000<0.05, so the coefficient correlation is significant. It means Ho is rejected and Ha is accepted. Therefore, there is a positive and significant correlation between Students' Motivation and Grammar Mastery toward their Speaking Ability at the tenth grade of SMA Negeri Colomadu Karanganyar in the academic year 2022/2023.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,342[a]	,117	,093	4,330

a. Predictors: (Constant), Grammar Mastery, Students' Motivation

The result computation shows that the correlation between Students Motivation (X1) Grammar Mastery (X2) and Speaking Ability(Y). The coefficient determination is gotten from $(rx1x2y)^2$ x 100% = $(0.117)^2$ x 100% = 1.368%. It means that 1.368% speaking ability is influenced bt students motivation and grammar mastery and 98.63% is influenced by the other factors. It is categorized into very weak correlation.

B. Discussion

1. **The Correlation Between Students' Motivation and Students Speaking Ability**

The result of the first hypothesis test shows that there is a positive correlation between students' motivation and speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023. It can be proved from the product moment correlation test result that $r_{x1y} > r_{table}$ (0.313 > 0.223) for level significance 0.05. This means that the higher students motivations have to implicating to higher speaking ability.

Acceptance of the hypothesis above accordance with the opinion Brophy (2010) that students' motivation is used to explain the degree to which students' invest attention and effort in various pursuits, which may or may not be the ones desire by teacher. The teacher should focus on encouraging students' to engage in activities with motivation to learn. The intention of acquiring the knowledge or skill that learning activities are designed to develop. From the statement above, concluded that students' motivation will give effect to their communication, especially in speaking activities.

According to computation the $r_{observed}$ is 0.313. In addition, the coefficient of determination, that shows betwen students motivation and students speaking ability is gotten from $(rx1y)^2$ x 100% = $(0.313)^2$ x 100% = 9.79%. It means that 9.79% speaking ability is influenced by students motivation and 90.20% is influenced by other factors.

The coefficient between students' motivation and speaking ability is categorized into low positive correlation. These result suggest that students' motivation positively correlates with speaking ability. This means that students motivation gives low contribution to speaking ability. Than it also mean, the improvement of students' motivation will be followed by the improvement of students' speaking ability.

2. The Correlation Between Students Grammar Mastery and Speaking Ability

The result of the second hypothesis test shows that there is a positive significant correlation between grammar mastery and speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023. It can be proved from the product moment correlation test result that $r_{x2y} > r_{table}$ (0.336 > 0.223) for the level significance 0.05. this means that the higher students' grammar mastery have to implicating to higher students' speaking ability.

Acceptance of the hypothesis above in accordance to scott Thornburry (2007) that grammar is the study how language is formed. Grammar analysis is often done on a sentence either orally or in writing. According to computation, the $r_{observed}$ is 0.336. In addition, the coefficient of determination, that shows between students' grammar mastery and students' speaking ability is gotten from $(rx2y)^2$ x 100% = $(0.336)^2$x 100% = 11.28%. It means that 11.28% speaking ability is influenced by grammar mastery and 88.72% is influenced by the other factors.

The coefficient between students' grammar mastery and speaking ability is ca categorized into low positive correlation. These result suggest that sudents grammar mastery positively correlates with speaking ability. This means that the higher students' grammar mastery have implicating to higher students speaking ability.

3. **The Correlation Between Students Motivation and Grammar Mastery toward Speaking Ability**

The result of the third hypothesis test shows that there is significant correlation between students' motivation and grammar mastery toward speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023. It can be proved from the linear regression analysis result the $R_{y\,(1,2)} = 0.342$, its mean the correlation between students motivation and grammar mastery toward speaking ability included on very weak correlation.

According to Nunan (2017) state that mastering the art of speaking is the most important aspect of learning a second language, and succes is measured in terms of the ability to carry out a conversation in the language. The result shows that, the correlation coefficient of R between students' motivation (X1), grammar mastery (X2), speaking ability(Y). The coefficient determination is gotten from $(rx1x2y)^2$x 100% = $(0.117)^2$ x 100% = 1.368%. It means that 1.368% is influenced by students' motivation and grammar mastery and 98.63% is influenced by the other factors.

The coefficient between students' motivation and students' grammar mastery toward speaking ability is categorized into very weak correlation. It means that the higher students motivation and students grammar mastery have implicating to higher students speaking ability. It can be assumed that speaking ability is supported by two factors namely students' motivation and students' grammar mastery.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the research, so the researcher can come to the conclusion as follows:

The first hypothesis showed that there is positive significant correlation between students' motivation and speaking ability. The coefficient of correlation table (rtable) for N= 76 at the level significance α= 0.05 is 0.0223. It can be proved form the product moment correlation test result that $r_{x1y} > r_{table}$ (0.313> 0.223) for level significance 0.05. This means that the higher students motivation have to implicating to the higher speaking ability. Effective contribution of students' grammar mastery to their speaking ability is 9.79%. It indicate that the increase of speaking ability will be followed by the increase of students' motivation.

The seconds hypothesis showed that there is positive and significant correlation between students' grammar mastery and speaking ability. The coefficient of correlation table (rtable) for N=76 at the level significance α=0.005 is 0.223. It can be proved from the product moment correlation test result that $r_{x2y} > r_{table}$ (0.336 > 0.223) for the level significance 0.05. This means that the higher students' grammar mastery have to implicating to the higher speaking ability. Effective contribution of students' grammar mastery to their speaking ability is 11.28%. It indicate that the increase of speaking ability will be followed by the increase of students' grammar mastery.

The third hypothesis showed that there is a positive and significant correlation between students' motivation and grammar mastery toward speaking ability. The coefficient of correlation table (rtable) for N= 76 at the level significance α=0.05 is 0.223. It can be proved from the R square was 0.117 which means that 1.368% variants of speaking ability could be explained by students' motivation and gramar mastery and the less 98.63% was by other factors.

Based on the research finding, it can be concluded that there is a positive correlation between students' motivation and grammar mastery toward speaking ability at the tenth grade of SMA Negeri Colomadu Karanganyar in academic year 2022/2023. A positive correlation menas that the use of students' motivation can give impact to the students' grammar mastery and speaking ability. Students' Motivation is a factor that influences students' grammar mastery and students speaking ability. If students are taght in the right style to learn and have much motivation, they will be able to get better in grammar mastery and speaking ability.

B. Suggestion

Based on the conclussion, the researcher would like to give suggestion as follows:

1. For teacher

    The teacher should try to make a class condusive so students will open their mind more about the class materials.

2. For students

   a. The students' should give attention more to the teacher, so they will be able o understand the material given by the teacher.

   b. The students should improve their motivation in learning english so they will get better english achievement.

3. For other researcher

   The researcher realizes that the result of this research is still far from being perfect. There are still mane weaknesses dealing with theory or other because of the limited skill of the research. The researchers expect that there will be other researcher who investigate the same aspect related to what the researcher did. The researcher hopes this research will be useful as a references to other researchers.

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APPENDICES

Appendix 1 The List of Sample and Score of Each Variable

The List of Sample and Score of Each Variable

No	Student's Name	(X1)	(X2)	(Y)
1.	AA	86	75	80
2.	AMH	111	70	86
3.	APB	112	75	92
4.	AMPR	102	80	84
5.	APK	103	70	94
6.	BM	102	75	86
7.	CAP	114	80	80
8.	CDP	104	70	92
9.	ADPN	111	75	86
10.	ARS	108	75	84
11.	AMRA	103	85	90
12.	AP	108	70	80
13.	BDW	111	65	86
14.	BUP	102	75	90
15.	CPA	114	65	92
16.	CAP	111	60	94
17.	ARA	104	75	86
18.	AAW	112	65	90
19.	ASW	108	70	98
20.	ANW	114	60	84
21.	ADS	108	60	90
22.	AML	114	75	90
23.	ADC	103	80	86

24.	BJPP	104	70	92
25.	AANP	112	75	86
26.	AHPPS	115	70	90
27.	AEP	111	65	80
28.	AGB	115	80	86
29.	AMCEP	103	75	90
30.	ARP	114	75	84
31.	APK	112	70	86
32.	BSW	114	70	90
33.	ARK	112	75	90
34.	ATS	103	85	100
35.	AFR	111	80	86
36.	AEP	115	70	92
37.	AAR	103	75	94
38.	ASH	92	80	90
39.	BP	115	75	86
40.	AJ	92	75	84
41.	AAD	107	80	84
42.	AR	111	85	96
43.	SAMA	112	75	86
44.	AKMJ	107	75	90
45.	BGS	103	80	86
46.	DPS	107	80	82
47.	DTNPW	112	70	90
48.	ARS	105	75	90
49.	AMW	107	75	86
50.	ACR	99	80	92

51.	AAS	112	75	90
52.	AK	111	85	86
53.	AEP	108	70	90
54.	ATF	112	75	94
55.	AK	122	85	92
56.	AFRA	107	70	86
57.	AR	105	75	84
58.	ASK	107	70	90
59.	DBP	107	80	90
60.	DDY	121	85	84
61.	DAA	108	80	90
62.	DRPR	112	70	84
63.	FA	108	65	82
64.	ASAN	112	75	90
65.	ANR	107	70	90
66.	ANR	107	65	92
67.	AP	110	70	92
68.	CAR	112	70	84
69.	DDH	127	75	94
70.	DEP	107	80	98
71.	ESAP	107	75	94
72.	EA	105	80	92
73.	FR	107	70	94
74.	FNH	110	80	84
75.	IRS	105	75	96
76.	ADP	116	80	82

Appendix 2 The Blueprint of Students' Motivation Questionnaire

The Blueprint of Students' Motivation Questionnaire

Aspect	Indicators	Items
Teacher	Teacher encourages students' to learn english.	1, 2, 3, 4, 5
Parents	Parents encourage students' to learn English	6, 7, 8, 9, 10
Environment	Environment really influence students' ability to speak.	11, 12, 13, 14, 15
Effort	Students' attempt to learn english hard	16, 17, 18, 19, 20
Desire	Students' have strong desire to be able to speak English.	21, 22, 23, 24, 25
Attitude	Students' like to speak English.	26, 27, 28, 29, 30

Appendix 3 Angket Siswa

ANGKET SISWA

**Penelitian Mengenai Hubungan Antara Motivasi Siswa Terhadap
Kemampuan Siswa Dalam Penguasaan Tata Bahasa Terhadap Kemampuan
Berbisara Siswa**

Kelas X SMA Negeri Colomadu

Nama :

Kelas :

Petunjuk :

1. Tulis nama dan kelas Anda di sudut kiri atas
2. Beri tanda centang (√) pada pilihan yang sesuai dengan keadaan Anda
3. Jawaban Anda tidak akan mempengaruhi nilai Anda
4. Terimakasih atas kesediaannya untuk mengisi angket

Keterangan:

a) SS   : Sangat Setuju
b) S   : Setuju
c) R   : Ragu- Ragu
d) TS   : Tidak Setuju
e) STS   : Sangat Tidak Setuju

No	Pertanyaan	SS	S	R	TS	STS
1.	Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa inggris yang bagus					
2.	Guru bahasa inggris di sekolah adalah sumber inspirasi saya					
3.	Metode pengajaran yang digunakan guru dalam mengajar bahasa inggris sangat menyenangkan					
4.	Guru tidak pernah memberikan hadiah kepada siswa yang mendapat nilai bahasa inggris bagus					
5.	Menurut saya guru bahasa inggris saya tidak					

	menyenangkan					
6.	Metode yang digunakan guru dalam menjelaskan materi bahasa inggris sangat membosankan					
7.	Orangtua saya selalu manganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa inggris dengan les privat					
8.	Orangtua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa inggris.					
9.	Orangtua saya selalu mendorong saya untuk belajara bahasa inggris dan memberikan hadiah apabila nilai bahasa inggris saya bagus					
10.	Orangtua saya tidak mendukung saya belajar bahasa inggris					
11.	Orangtua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa inggris					
12.	Orangtua tidak pernah mendorong saya untuk belajar bahasa inggris dan tidak pernah memberikan hadiah kepada saya					
13.	Belajar bahasa inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa inggris					
14.	Berbicara bahasa inggris itu mudah bagi saya di manapun saya berada					
15.	Saya sangat percaya diri ketika diminta untuk berbicara bahasa inggris di dalam kelas					
16.	Jujur, saya tidak suka dengan kelas bahasa inggris					
17.	Saya merasa tidak nyaman ketika berbicara bahasa inggris dimanapun saya berada					
18.	Saya tidak percaya diri ketika berbicara bahasa inggris di dalam kelas.					
19.	Saya selalu melatih bahasa inggris dengan mempraktikannya hampir setiap hari.					
20.	Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya selalu bertanya kepada guru.					
21.	Saya langusng mengerjakan tugas bahasa inggris yang diberikan oleh guru.					

22.	Saya tidak pernah mempraktikkan bahasa inggris.					
23.	Saya tidak pernah bertanya kepada guru bahasa ingrris, walaupun saya mengalami kesulitan.					
24.	Sebisa mungkin saya menunda mengerjakan tugas bahasa inggris yang diberikan oleh guru					
25.	Saya ingin bisa berbicara bahasa inggris dengan lancar.					
26.	Saya ingin menguasai bahasa Inggris karena akan menunjang karir saya di kemudian hari.					
27.	Saya lebih suka menonton program televisi yang berbahasa inggris daripada yang berbahasa indonesia					
28.	Bahasa inggris bukanlah hal yang penting dalam hidup saya.					
29.	Saya lebih suka menonton program televisi yang menggunakan bahasa Indonesia.					
30.	Saya sangat menyukai pelajaran bahasa inggris karena saya ingin bisa berbahasa inggris dengan lancar.					

Appendix 4 The Blueprint of Grammar Mastery Test

The Blueprint of Grammar Mastery Test

Aspect	**The Types**	**Items**
Tenses	Simple Present Tense	1, 2,3,4
	Simple Past Tense	5,6
	Future Tense	7,8
Part of Speech	Verb	9,10,11
	Adjective	12,13,14
	Adverb	15, 16, 17
	Pronoun	18, 19, 20,21, 22
	Preposition	23, 24, 25
	Conjunction	26, 27, 28,
	Noun	29, 30

Appendix 5 Test of Grammar Mastery

TEST OF GRAMMAR

Choose the correct answer and mark (X) on a,b,c,d or e in the questions below!

1. My friends … in the school library in the morning. They read some books then discussing and quarreling something.
   a. am
   b. is
   c. have
   d. has
   e. are

2. Mrs. Chandra … not work today because she gets fever.
   a. Is
   b. does
   c. do
   d. have
   e. has

3. Pasha… song every night. *Taylor swift* is one of his favorite…. singers.
   a. sings
   b. sing
   c. is
   d. singing
   e. sang

4. Gina cooks fried rice. It … amazing. She uses special recipe from hismother.
   a. does
   b. do
   c. did
   d. is
   e. has

5. I……English two hours ago.
   a. Study
   b. Studied
   c. Studying
   d. Have studied
   e. Had studied

6. Julio…….an active student last year. He won some competitions.
   a. were
   b. was
   c. is

    d. are
    e. am

7. I think, I will … Doctor
    a. go to
    b. went to
    c. going to
    d. not go to
    e. not going to

8. Mr. Felix: What …. He do every Sunday?
    Mr. Brad: He usually goes to his parents in Jakarta.
    a. did
    b. does
    c. will do
    d. have done
    e. is

9. My parents will be .... for china tomorrow
    a. Leave
    b. Leaves
    c. Leaving
    d. Left
    e. Leaved

10. Putri is .... some foods yesterday?
    a. cook
    b. cooking
    c. cooks
    d. cooked
    e. cookings

11. I have .... his name
    a. Forgot
    b. Forget
    c. Forgotten
    d. Forgets
    e. Fergotten

12. I have a cat. .... fur colour is black and white. It loks like a cow
    a. Its
    b. My
    c. Her
    d. His
    e. Our

13. Putri comes from sulawesi island. She and .... family live in Jakarta now
    a. Its
    b. My
    c. Her
    d. His
    e. Our

14. Anto and rudi go to school by bus everyday. ...... older sister goes to school by train because hers school is so far away from the city.
    a. Its
    b. My
    c. Her
    d. His
    e. Their

15. The sun shine.......... through the window
    a. Slowly
    b. Brightly
    c. Excitedly
    d. Happily
    e. Carefully

16. Tono run........... and won the race
    a. Heavily
    b. Carefully
    c. Quickly
    d. Slowly
    e. Brightly

17. Please read the instruction...........before you answer the questions
    a. Calmly
    b. Carefully
    c. Fluently
    d. Happily
    e. Brightly

18. BTS and Black Pink will have concert on next month. ......ticket concerts has been promoted since this week.
    a. I
    b. He
    c. They
    d. Their
    e. Them

19. …are my books which I bought from Night book Sale yesterday.

a. This
b. That
c. These
d. It
e. They

20. Mr. Randy spoke to ……in front of his laptop.
    a. Himself
    b. Myself
    c. Our self
    d. Themselves
    e. Herself

21. Mrs. Grey has three children. She gives some gifts to ….. from Egypt.
    a. You
    b. They
    c. Their
    d. Them
    e. Yours

22. Miss Carla has divided the last project to Bima, she has also attached
    …… class report.
    a. Her
    b. His
    c. Them
    d. Us
    e. Me

23. You should crouch to take the volley ball...... the chair
    a. Under
    b. On
    c. In
    d. Above
    e. Beside

24. There are four penguins............central park zoo
    a. At
    b. In
    c. On
    d. Beside
    e. Above

25. The whiteboard usually is...........the classroom. So all students can see it
    a. Under
    b. Between
    c. Beside

d. In front of
e. Below

26. .... thier village is located in the dangerous zone of Mt. Merapi, the people do not want to leave their home.
    a. Because
    b. While
    c. Although
    d. Since
    e. Before

27. There was nothing for dinner, ... we had to go a grocery store
    a. Otherwise
    b. Moreover
    c. Besides
    d. However
    e. Therefore

28. My father is reading.......... in the office now
    a. A Radio
    b. A Newspaper
    c. A Television
    d. A Speaker
    e. A Movie

29. .... is a spicy food from Indonesia
    a. Rendang
    b. Gochujang
    c. Pudding
    d. Croissant
    e. Candy

30. Before entering someone's house, we must..........on the door
    a. Cry
    b. Scream
    c. Hit
    d. Knock
    e. Bring

Appendix 6 The blueprint for the Speaking Ability Test

The blueprint for the Speaking Ability Test

Basic Competence	Indicator	Domain	Theme
Students are expected to compile oral and written simple descriptive text about the place, person, and things	Performing monologue in the simple descriptive text	Pronunciation Grammar Vocabulary Fluency Comprehension	Describing their idols, favorite teachers, historical building, and some places surrounding them

Appendix 7 Documentation