

**VOCABULARY AND GRAMMAR MASTERIES AND THEIR
CORRELATION TO SPEAKING PERFORMANCE**
(A Study on the Second Semester Students of the English Department of
Tegal Pancasakti University in 2009/2010 Academic Year)



THESIS

In Partial Fulfillment of the Requirements
for Master Degree in Linguistics

by:


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POSTGRADUATE PROGRAM
DIPONEGORO UNIVERSITY
SEMARANG
2011

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.



Semarang, 17th February 2011

Noor Lis Wildayanti

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A THESIS

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VALIDATION

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I realize that this thesis is still far from perfect. I, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, I expect that this thesis will be useful to the readers especially those who are involved in the English teaching profession.

Semarang, 17th February 2011

Noor Lis Wildayanti

TABLE OF CONTENTS

TITLE	i
CERTIFICATION OF ORIGINALITY	ii
THESIS APPROVAL	iii
THESIS VALIDATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLE	ix
LIST OF GRAPHICS	xi
LIST OF APPENDICES	xii
ABSTRACT.....	xiii
 CHAPTER 1 INTRODUCTION	
1.1 Background of the Study	1
1.2 The Statement of the problem	4
1.3 The Objective and Benefits Of the Study	5
1.4 The Benefits of the Study	5
1.5 The Limitation of the Problem	6
1.6 Organization of the Study	6
 CHAPTER II PREVIOUS STUDY AND REVIEW OF RELATED LITERATURE	
2.1. Previous Study.....	8
2.2 Review of Related Literature	8
2.2.1 The Nature of Vocabulary Mastery.....	9
2.2.2 Test of Vocabulary	11
2.2.3 The Nature of Grammar Mastery	12
2.2.4 Test of Grammar	15
2.2.5 Nature of Speaking Performance	16
2.2.6 Basic Types of Speaking Performance	19

2.2.7 Test of Speaking Performance Assesment	26
2.2.8 Rating Scale/Rubric of Speaking Performance.....	28

CHAPTER III RESEARCH METHOD

3.1. Research Time and Place	44
3.2. Population.....	44
3.3. Sample and Sampling Technique	45
3.4. Research Variables	46
3.5. Instruments of the Research	48
3.6. Try Out of the Instrument.....	50
3.7. Validity and Reliability of The Test	51
3.7.1. Validity of The Test.	51
3.7.2. Reliability of The Test	58
3.8. Technique of Analysis Data	59
3.9. Test of Requirement Analysis	61
3.10. Statistical Hypothesis	62

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Data Description.....	64
4.1.1 Students' Vocabulary Mastery	64
4.1.2 Students' Grammar Mastery	68
4.1.3 Speaking Performance.....	71
4.2 Test of Prerequisites Hypothesis	76
4.2.1 Normality test.....	76
4.2.2 Homogeneity test	77
4.2.3 Multikolinierity test.....	78
4.3 Result of Correlatioanal Analysis	79
4.3.1. Correlation students Vocabulary Mastery and Speaking Performance.....	80
4.3.2. Correlation Analysis of Student Grammar Mastery and their Speaking Performance.....	81

4.3.3. Correlation Analysis of Students Vocabulary, Grammar and Their Speaking Performance	82
4.4 Discussion of The Research	87

CHAPTER V CONCLUSIONS

5.1 Conclusions	91
5.2 Suggestions	92

REFERENCES

APPENDICES



LIST OF TABLES

Table 1: Oral Language Assessment Activity Matrix	22
Table 2: Sample Oral-English Rating Sheet	28
Table 3: Criteria of Speaking Performance Assessment.....	30
Table 4: Holistic Oral Language Scoring Rubrics	32
Table 5: Analytic Oral Language Scoring Rubric.....	34
Table 6: Global Assessment Scales	36
Table 7: Analytic Profiles	37
Table 8: Oral Proficiency Scoring Categories	38
Table 9: The population of the second semester students of English Department of Teacher Training and Education Faculty of Tegal Pancasakti University in Academic Year of 2009 / 2010.....	45
Table 10: The Validity Result of Vocabulary Test in Try-Out.....	54
Table 11: The Validity Result of Grammar Test in Try Out.....	56
Table 12: The Reliability Result of Vocabulary Test	59
Table 13: The Reliability Result of Grammar Test.....	59
Tabel 14: The Description of Vocabulary Statistics	65
Tabel 15: The Frequency of Vocabulary Rate Score	66
Tabel 16: The Description of Grammar Statistics	68
Tabel 17: The Frequency of Grammar Rate Score	69
Table 18: Total Score of Speaking Performance	71
Tabel 19: Description of Speaking Performance Statistics.....	73
Tabel 20: The Frequency of Speaking Performance Score.....	74
Tabel 21: The result of Normality Test.....	77
Tabel 22: The Result of Multicollinearity Test.....	79
Table 23: The Result of Correlation between Vocabulary Mastery and Speaking Performance.....	80
Table 24: The Result of Correlation between Vocabulary Mastery and Speaking Performance.....	81

Tabel 25: The Result of the Correlation between Students' Vocabulary Mastery and Students' Grammar Mastery in Their Speaking Performance	83
Tabel 26: The Regression Model of Students' Vocabulary Mastery and Students' Grammar Mastery in Their Speaking Performance	85
Tabel 27: Simultaneous Test Results (Test F)	86



LIST OF FIGURES

Figure 1: The Frequency of Students' Vocabulary Mastery	67
Figure 2: The Frequency of Students' Grammar Mastery	70
Figure 3: The Frequency of Speaking Performance	76
Figure 4: The result of Homogeneity Test	78



LIST OF APPENDICES

- Appendix 1 Try-Out Of Vocabulary Test
- Appendix 2 Try-Out Of Grammar Test
- Appendix 3 Data Try Out Of Vocabulary Test
- Appendix 4 Data Try Out Of Grammar Test
- Appendix 5 The Result Of Vocabulary Try Out Test Analysis
- Appendix 6 The Result Of Grammar Try Out Test Analysis
- Appendix 7 Research Of Vocabulary Test
- Appendix 8 Research Of Grammar Test
- Appendix 9 Research Speaking Test
- Appendix 10 Research Data Of Vocabulary Test
- Appendix 11 Research Data Of Grammar Test
- Appendix 12 Research Data Of Speaking Test
- Appendix 13 The Result Of Vocabulary Research
- Appendix 14 The Result Of Grammar Research
- Appendix 15 The Result Of Speaking, Vocabulary And Grammar Score
- Appendix 16 Descriptive Statistic Of Speaking, Vocabulary And Grammar
- Appendix 17 The Result Of Normality Test
- Appendix 18 The Result Of Homogeneity Test
- Appendix 19 The Result Of Multikolinearity Test
- Appendix 20 The Result Of Correlation
- Appendix 21 The Result Of Vocabulary, Grammar And Speaking Regression

ABSTRACT

Wildayanti, Noor Lis. 2011. *Vocabulary and Grammar Masteries and Their Correlation to Speaking Performance (A Study on the Second Semester Students of the English Department of Tegal Pancasakti University in 2009/2010 Academic Year)*. Thesis. Linguistics. Post Graduate Program of Diponegoro University (UNDIP). Supervisor: Dr. Suwandi, M. Pd.

Keywords: correlation, speaking performance, vocabulary mastery, grammar mastery

This study aims at examining the correlation between students' vocabulary mastery and their speaking performance; the correlation between students' grammar mastery and their speaking performance; the correlation between students' vocabulary and grammar mastery and their speaking performance of 32 English department students in Tegal Pancasakti University of the Second Semester of Academic Year 2009/2010. The participants completed a vocabulary test and a grammar test, and were administered an interview task (which constituted to measure speaking performance). The formula Pearson-Product Moment is used to analyze the data.

The findings revealed that there was positive significant correlation between students' vocabulary mastery and their speaking performance indicated by the correlation coefficient value (r) of 0.685. Students' grammar mastery was also found to correlate positively with their speaking performance by its correlation coefficient value (r) of 0.735. Lastly, positive correlation is achieved between students' vocabulary and grammar mastery in their speaking performance. Its value of correlation coefficient (r) was 0.752 or 75.2 %. Therefore, the development of students' speaking performance score of one point is influenced by students' scores of vocabulary and grammar mastery. In other words, the higher students' vocabulary and grammar mastery are the better their speaking performance will be.

ABSTRAK

Wildayanti, Noor Lis. 2011. Penguasaan Kosakata dan Tata Bahasa dan Korelasinya dengan Performansi Berbicara (Sebuah Studi pada Mahasiswa Semester Dua Pendidikan Bahasa Inggris Universitas Pancasakti Tegal Tahun Akademik 2009/2010). Tesis. Linguistics. Program Pasca Sarjana Universitas Diponegoro (UNDIP). Pembimbing: Dr. Suwandi, M. Pd.

Kata kunci: Korelasi, Performansi Berbicara, Penguasaan Kosakata, Penguasaan Tata Bahasa

Studi ini bertujuan untuk menguji korelasi antara penguasaan kosakata mahasiswa dan performansi berbicara mereka; korelasi antara penguasaan tata bahasa mahasiswa dan performansi berbicara mereka; korelasi antara penguasaan kosakata dan tata bahasa mahasiswa dan performansi berbicara mereka dari 32 mahasiswa pendidikan bahasa Inggris di Universitas Pancasakti Tegal tahun akademik 2009/2010. Partisipan menyelesaikan tes kosakata dan tata bahasa, dan teradministrasikan dalam tugas interview (dimana untuk mengukur performansi berbicara). Pearson-Product Moment formula digunakan untuk menganalisis data.

Hasil studi menyatakan bahwa ada korelasi signifikan positif antara penguasaan kosakata mahasiswa dan performansi berbicara mereka yang ditandai dengan nilai koefisien korelasi (r) 0.685. Penguasaan tata bahasa mahasiswa juga ditemukan positif dengan performansi berbicara mereka dengan nilai koefisien korelasinya sebesar 0.735. Terakhir, korelasi positif diperoleh antara penguasaan kosakata dan tata bahasa mahasiswa dan performansi berbicara mereka. Nilai koefisien korelasinya (r) sebesar 0.752 atau 75.2 %. Oleh karena itu, kenaikan satu poin nilai performansi berbicara mahasiswa dipengaruhi oleh penguasaan kosakata dan tata bahasa. Dengan kata lain, semakin tinggi penguasaan kosakata dan tata bahasa mahasiswa akan semakin baik performansi berbicara mereka.

CHAPTER I

INTRODUCTION

This chapter consists of the description of background of the study which involves the reasons why the problems of the study are important and interesting to be examined. Moreover, the statement of the problems, the objectives and benefits of the study, the limitation of the problems, and the organization of the study are described as well in this chapter.

1.1. Background of the Study

Language serves the most practical tool in delivering the communication among people in the world. Therefore language is a means of communication. Communication, as stated in Longman Dictionary of Applied Linguistics, is the exchange of ideas, information, etc between two or more persons (Richards, et.al., 1990:48). Communication is unexceptionably the most common and significant function of any language. That is exactly why languages came to existence – people have always felt the need to express themselves and to set up communication among each other. There are many languages used in international communication. One of them is English.

English is an international language which has an important role in communication by people to interact with other people in the world. As international language, English is used to conduct communication in almost the entire world in many countries. By mastering English, it is easier for people to make a good relationship with other countries. It is used for obtaining successful jobs, promotions, academic function, and business interactions. Consequently, many people tend to master English to compete in globalization. Indonesian people learn English as foreign language. It is based on the fact that English is not the Indonesian native language. They may conduct English to communicate in the forms of oral and written. If someone wants to learn English very well, s/he should know four skills. They are listening, speaking, reading, and writing. Besides, s/he has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support those skills.

It is hard to imagine language without vocabulary. There are no languages that exist without vocabularies. They are the means by which people exchange their thought. David Wilkins (as stated in Thornbury, 2002:13) said that ‘without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed . . . You can say very little in grammar, but you can say almost anything with words!’. Therefore the English foreign language or second language students

need good vocabulary to communicate effectively; without good vocabulary, communication breaks down.

In another way, creating good communication means one need to be able to assign the meaning to the appropriate utterance. Appropriate utterance will occur in grammatical structure. Thornbury (1999:3) states that grammar communicates meaning – meaning of a very precise kind. Vocabulary, of course, also communicates meaning. Generally view, it is like a baby-talk when adult learners prefer to say a single word to communicate with someone else without the knowledge of the grammar. In other word, speaking English should be enriching the list of vocabulary and arrange them into proper grammar so every single utterance which is produced can be understood well.

When someone speaks English, for instance, s/he has to understand all the words. As consequence, suppose there is a person who speaks to one other and they fail to understand both of them do not communicate each other. It is due to the the goal of oral communication which correspondences between the speaker and the hearer in transforming their ideas. According to O'Malley and Pierce (1996:59) speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener.

However, it is undeniable that arranging the words (vocabularies) by correct grammar will at least provide better speaking. Referring to the that fact, the writer had investigated the

score documentation of the second semester in 2009/2010 academic year of English Department students of Tegal Pancasakti University about their knowledge of vocabulary and grammar when they were in the first semester. Then, it showed that it was quite good result in passing tests. Furthermore, they commonly intended to enrich their vocabulary through their hobbies like listening to the music, watching English movies, or just reading English literatures. That was why; they could develop their list of vocabulary. Then for making understandable sentence, they arranged their sentence into appropriate grammar. In the other side, their language skill especially in speaking seemed finding a bit of difficulty in conveying all of the utterance.

Related to those facts, the writer was interested to correlate the students' vocabulary and grammar mastery in speaking performance. The term correlation determines the extent of the relationship between variable. First, the writer found the correlation between vocabulary mastery and speaking performance, and then continued by correlating grammar mastery and speaking performance. Lastly, she combined three of vocabulary, grammar mastery and speaking performance to obtain whether there was strong or weak correlation. The research subjects the writer chose were students who are sitting in second semester because they started to achieve speaking lesson.

1.2.The Statement of the Problems

From the background of the study, the writer would like to know whether the grammar and vocabulary mastery correlate to speaking performance. The problem can be formulated as follows :

- 1) How is the correlation between the students' vocabulary mastery and their speaking performance?
- 2) How is the correlation between students' grammar mastery and their speaking performance?
- 3) How is the correlation between students' vocabulary mastery and students' grammar mastery and their speaking performance?

1.3. The Objectives of the Study

Based on the statements of the problems, the objectives of this study are to find out:

- 1) a significant correlation between students' vocabulary mastery and their speaking performance.
- 2) a significant correlation between students' grammar mastery and their speaking performance.
- 3) a significant correlation between students' grammar mastery and vocabulary mastery and their speaking performance.

1.4. The Benefits of the Study

Concerning with the objective of the study mentioned above,
this study hopefully be able to provide several benefit as follows:

1.4.1. The Practical Benefit

- 1) The English teacher or the lecturer may highlight the relations between students' vocabulary and grammar mastery as some variables that support speaking performance. In advance, they also possible arrange more suitable and valuable teaching method, particularly teaching speaking in classroom instruction.
- 2) The students, as English learners, can find out that speaking skill basically employ vocabulary mastery as well as grammar mastery in order to get a better speaking performance.
- 3) Text book writers can design more appropriate texts and tasks to support the vocabulary and grammar which improve of students' speaking performance.

1.4.2. The Theoretical Benefit

The research can be used as a basis for further research, especially for those interested in vocabulary mastery, grammar mastery, and speaking performance.

1.5. The Limitation of the Problem

In this study, the writer only defined the nature of vocabulary mastery, grammar mastery, and speaking performance. Moreover, she also found the

relationship among them. Thereby, she clarified each of vocabulary mastery, grammar mastery, and speaking performance.

1.6. Organization of the Study

The recent study is written in five chapters. The first chapter tells about the reason back grounding the writer interest to write speaking performance and its correlation to vocabulary and grammar mastery and the objective of the research. In chapter two, she explores some theories underlying what she tries to find out in my research. Then, in chapter three is the research methodology that she applies and the steps of the research procedures. After concluding the research, she reports the result of the data analysis and discuss it more detail in chapter four. And finally, this research report is closed in chapter five mentioning the conclusion of whole research.

CHAPTER II

PREVIOUS STUDY AND REVIEW OF RELATED LITERATURE

This chapter highlights some of previous study which focused in correlation research as well. They were taken to differentiate this study with them. Another section is also included in this chapter i.e. review of related literature. In this section, the writer describes supported literatures which are based on the statement of the problem in this study.

2.1. Previous Study

Previous studies about correlation in language education research were done by some of the researchers. The study about vocabulary mastery in receptive vocabulary especially in reading was done by Suwani (2004) who had conducted the correlations study between students' referencing skill and vocabulary mastery and their achievement in reading comprehension. She took SMP 2 Demak as the population. A year before, Wiyono had aimed his research on the same receptive vocabulary that is reading comprehension achievement. He had done the correlation between interest in reading and vocabulary mastery and reading comprehension achievement of the third year students of SMU Negeri 1 Pati in the academic year 2002/2003.

Meanwhile some productive vocabulary researches in speaking had been analyzed by Koizumi (2005) and Bahri (2008). Koizumi (2005) had focused specifically and systematically on relationship between productive vocabulary knowledge and speaking performance of Japanese learners of English at the novice level. In addition, Bahri (2005) investigated his study on improving students' vocabulary mastery by employing discussion-discovery technique in conversation classes of a private English course.

Referring to those researches above, the writer tries to employ the same formula of the objective whether or not there is a significant correlation between vocabulary and grammar mastery in speaking performance. She does not only differ in the dependent variable from the previous study that is speaking, but she also takes grammar as the other independent variable to combine with vocabulary mastery in gaining their correlations to speaking. Besides, she concerned to the English department students' of Teacher Training and Education Faculty of Tegal Pancasakti University as her population. In accordance with the above variables, there are three instruments employed in this research namely the tests of vocabulary, grammar and speaking.

2.2. Review of Related Literature

There are three main objectives of the present study. The first is to investigate the correlation between students' vocabulary mastery and their speaking performance. The second is to find out the correlation between students' grammar mastery and their speaking performance. The last is to find out the correlation among students' vocabulary mastery, students' grammar mastery and their speaking performance.

To establish the research questions of this study, the following literature review will examine issues involved in the nature of vocabulary mastery, the nature of grammar mastery and the nature of speaking performance. Besides those mentioned, there are some parts which are talking about test of vocabulary, test of grammar, test of speaking performance, and rating scale / rubric of speaking performance.

2.2.1. The Nature of Vocabulary Mastery

Good mastery of vocabulary is necessary component for people who learn the language used in listening, speaking, writing, and reading besides grammar. As Dellar and Hocking (in Thornbury, 2002:13) note the importance of mastering vocabulary that "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more

words and expressions. You can say very little with grammar, but you can say almost anything with word.”

In other word, the more students get the vocabulary, the easier to increase their English skills. As mentioned by Richard and Renandya (2002:225), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is likely that without mastering sufficient English vocabulary, one can not speak English well because vocabulary is one of the means of communication which meanings, ideas, and feelings can be conveyed.

In order to communicate well in English as a foreign language, students should acquire an adequate number of words knowledge and should know how to use them accurately. This knowledge of words refers to vocabulary knowledge. Vocabulary knowledge involves receptive vocabulary knowledge and productive vocabulary knowledge. The terms receptive and productive describe a variety of situations of language knowledge and use.

As noted in Nation and Schmitt (Kozumi, 2005:4), receptive vocabulary knowledge is the knowledge to understand a word, which is often used in listening and reading, whereas productive vocabulary knowledge is the knowledge to produce a word when one speaks and writes. Belisle stated that receptive vocabulary refers to the words and expressions students can understand when reading or hearing them. Productive vocabulary refers to the words and expressions that the

students can use correctly when producing oral or written language. In all the frameworks reviewed, there are at least two dimensions of vocabulary knowledge, which are receptive vocabulary knowledge and productive and applied in four skills of English. It is impossible for the students to listen, read, write and speak a foreign language without having enough knowledge of the vocabulary.

Mastering adequate vocabulary knowledge will support the successful language ability including speaking performance. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. By having many stocks of word in speaking performance learners will be able to catch other talking, give response, and speak fluently. On the contrary, if they do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

2.2.2. Test of Vocabulary

Once more, the way the meaning of a word is retrieved and understood by the learner when s/he is exposed to written or oral input describes the process that receptive vocabulary follows and the process of retrieving and producing the appropriate written or spoken language form to get meaning across, defines the productive distinction. Those distinctions have emerged regarding vocabulary testing.

When testing vocabulary, it is necessary to distinguish between how well a word is known and how well a word is used. Therefore, there are two kinds of vocabulary testing i.e. receptive and productive vocabulary knowledge testing. Receptive vocabulary knowledge testing is if the students are able to retrieve the appropriate meaning when reading or hearing the word (receptive skills). While productive vocabulary knowledge testing is if the students are able to produce the appropriate word when speaking or writing (productive skills).

Read (2007) stated that in some respects vocabulary testing is quite a simple activity, a matter of selecting suitable number of target words and assessing whether each one is known by means of established test format such as multiple choice, matching, gap-filling or some form of translation. Although the most common vocabulary type being the multiple-choice format since it takes less time to administer, in this study the writer prefers to employ gap-filling. Gap-fill tests require learners to recall the word from a memory in order to complete a sentence or text (Thornbury, 2002:133). It is due to assess students' production of vocabulary. It also requires them to read the sentence and then write in the correct or best response.

Moreover, items in gap-filling encourage the learners to learn and know the tested word rather than just recognize it besides these items are easy to construct. Thornbury (2002:134) points out the advantage of gap-filling format as even if sometimes the contexts are

only a single sentence, one of the strength of gap-fills is that they provide context for the words that are being targeted. This is consistent with the view that language should be both taught and tested in context.

To eliminate other possibilities of the target item, there is first few letters provided. The students are to provide the missing word in each sentence. The test has 50 items. The scoring is in terms of correct (1 point) or incorrect/ blank (0 point). The maximum score is 50.

2.2.3 The Nature of Grammar Mastery

In learning English, language aspects which minimally comprise vocabulary and grammar mastery can complete the language skills. Grammar is an important aspect for forming words and building English sentences. People sometimes describe grammar as the “rules” of a language. Richards., et. al (1990:125) define grammar as a description of structure of a language units such as words and phrases are combined to produce sentences in the language. When analyzing language, there takes several levels beginning from sound, word, sentence until the text. Words, then, play essential role of forming sentence. Harmer (2003:12) states that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. How those forms are

arranged and patterned is quite close to the common understanding of what grammar is.

More over, Thornbury (2006:1) said that grammar is partly the study of what forms (or structures) are possible in a language. Those forms of language need to be arranged into a well-formed language's sentence which can be understood. An understandable form of sentence will carry particular meaning. Like vocabulary, grammar also communicates meaning. Grammar is a process for making speaker's or writer's meaning clear when contextual information is lacking grammar comes with its (Thornbury, 2006:4). For most people, the essence of language lies in grammar. In line with that fact, we know that both grammar and vocabulary are important for communication and that both can be taught without sacrificing one for other (Murcia, 2001:249).

Grammar and language cannot be separated. Consequently, if language has no grammar, it will never be spoken, because people will be able to either use and learn a language if the language has its pattern as the grammatical rules. Grammars are validated by their usefulness in describing and explaining the phenomenon called language (Gerot & Wignel, 1995:4). It is true that the basic knowledge of grammar underlines the ability to use language, to express meaning.

Thronbury (2006:4) argues that learners need to learn not only what forms are possible, but what particularly forms will express their particular meaning. The three dimensions of form, meaning, and use make explicit the need for students to learn to use grammar structures *accurately, meaningfully*, and

appropriately (Murcia & Freeman 1999:5). The more they are aware of how grammar works, the more they can monitor the meaning and effectiveness of the way they and others use language.

According to Gerot & Wignel (1995:4) there are three kinds of grammar which have had a major influence on schools in the western world in this century such as traditional, formal, and functional grammars. While traditional grammar focuses on rules for producing correct sentences, formal grammars are concerned to describe the structure of individual sentence (Gerot & Wignel, 1995:5). Either traditional or formal grammar gives students a basic understanding of the building blocks of language, which can help in improving their writing skills. The rules deal only with the most superficial aspects of writing (Gerot & Wignel, 1995:5).

The last kind of grammar is functional. Gerot & Wignel note that functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on text and their context. They are concerned not only with the structures but also with how those structures construct meaning (1995:6). In other words, functional grammar observes and records how language is used in function, and advocates teaching the function of grammatical structure.

The type of grammar in the second semester lecture in 2009/2010 academic year is categorized into traditional and formal grammars. Therefore, the research instruments of grammar test in this study did not insert the contextualize sentence of the item tests, instead the individual one.

2.2.4. Test of Grammar

In order to elaborate a good test the teacher must be aware of the goal of the test, the context in which the learners are inserted, how difficult/easy grammar items may be, etc. Thus, a selection of test types may be claimed as working better than one alone. While there are good reasons for incorporating performance tests into a teaching programme, there are also good reasons for sticking to discrete-item competence tests.

As stated by Tronbury (2006:141) grammar is typically tested by means of what are called discrete-item tests, that is, the individual components of the learner's knowledge. Whatever test-type is chosen, it is important that students are familiar with it in advance. Maybe by designing similar exercises to be done in class the teacher can get good results. A good test might enable the teacher to evaluate students' progress in the course and to decide if any areas of the course need extra review and practice. In this study, the writer conducted a multiple choice test for grammar test. It is referred to what has been said by Thornburry (2002:132), multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be).

According to Thornbury (2006: 143), there are six factors that need to be taken into account when assessing the value of a test:

1) Practicability

It has to be easy to set up, administer and mark (easy and economy factors).

2) Face validity

Students must recognize it as a fair test (appropriacy) Reliability – the test gives consistent results (efficacy).

3) Validity

It tests a specific area and not something else (efficacy).

4) Backwash

It positively influences the teaching that will be done in preparation for it (efficacy).

5) Spin-off

It can be used subsequently for review and remedial teaching (efficacy).

2.2.5. The Nature of Speaking Performance

Speaking is one of the crucial means of delivering idea in order to create a comprehensible communication with the recipients. Speakers of English either as foreign language or second language usually require some competencies to support their speaking performance. The term of foreign language has been defined by Richard et.al (1990:108) as a language which is not a native language in a country. Therefore, Indonesia involves English language as foreign language which is learned from elementary school until university level. It is due to prepare the learners to gain communicative skill when they speak English or read the English literature. Moreover, Richard et al. (1990:108) says that:

.... a distinction is often made between foreign language and second language

- (a) a foreign language is a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country (eg in government, business, or industry). English is described as a foreign language in France, Japan, China, etc.
- (b) a second language is a language which is not a native language in a country but which is widely used as a medium of communication (eg in education and in government) and which is usually used alongside another language or languages. English is described as a second language in countries such as Fiji, Singapore, and Nigeria.

Referring to the above paragraph, speaking English as a second or a foreign language will communicate the message effectively if there is an understandable utterance. As the writer have already mentioned in the introduction chapter, suppose there is a person who fail to understand the interlocutor they do not communicate each other. It means that one, at least, should speak with sufficient structural accuracy and vocabulary in order to catch the meaning or to have negotiation. Negotiation of oral interaction combines with the interactive will be involving such processes as turn-tasking, feedback, and topic management. Those aspects of skill need several knowledge in performing speaking. Skill and knowledge involve in the term of competence.

In line with that fact, the Ministry of National Education of our country, Indonesia, has concluded that English education is aimed at

facilitating the learners with the competence to obtain the communication skills, including in performing speaking. In short, when a speaker of any language no matter if the language is their first, or second, speaks the language, their performance results from their competence.

Several theories of competence and performance have been defined by some linguists. In linguistic, the term competence is used to describe the learner's capacity to produce a language. Richards et al. (1990:52) says that competence includes a person's knowledge of what are and what are not sentences of a particular language. Furthermore, he also argued that performance is a person's actual use of language (1990:211-212). In this case, speaking performance will perform one's speaking competence in order to produce and understanding the utterance. More over McNamara (as cited in Koizumi, 2005:9) notes that performance refers to actual instances of language use in real time. Meanwhile, how all the pieces of language fit together involve in one's underlying knowledge of the system of language belong to the competence. From those explanations, it can be inferred that competence involves the language competence in human's mind, while performance prefers to the use of language competence in daily life.

Of any language, speaking competence plays necessary role in performing speaking. According to Brown (2000: 31) competence is one's underlying knowledge of the system of a language - its rules of

grammar, its vocabulary, all the pieces of a language and how those pieces fit together. It means that one should speak minimally with his or her sufficient structural accuracy and vocabulary in order to catch the meaning. In other word, grammar and vocabulary become the basic competence that one needs to master when conveying the utterance of other speaker.

In detail, Thornbury (2005: 11) states what knowledge is required for speaking. Firstly, extralinguistic knowledge which includes things such as topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. Secondly, linguistic knowledge namely genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary and phonology. Thirdly, speech conditions that is the conditions in which speaking occurs or factors which make speaking easy or difficult. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success refers to competence to carry out conversation in the language. Those competences will be applied when learners perform speaking. In other words, whether in a second or foreign language learning, a learner's performance in a language may indicate his or her competence.

2.2.6. Basic Types of Speaking Performance

Speaking varies in some models depending on the learners' performance as Brown (2004:141-142) described that there are some basic types of speaking in the following taxonomy :

1) Imitative.

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive.

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional

language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue).

Extensive oral production tasks include speeches, oral representations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out together.

Furthermore, Brown stated (2004:167) that the final two categories of oral production assessment above (interactive and extensive speaking) include tasks that involve relatively long stretches of interactive discourse (interviews, role plays, discussion, games) and tasks of equally long duration but that involve less interaction (speeches, telling longer stories, and extended explanations, and translations). The obvious difference between the two sets of tasks is the degree of interaction with an interlocutor because interactive tasks describe as interpersonal, while the final category includes more transactional.

From the ACTFL (American council on Teaching Foreign Languages) proficiency guideline, there are four general proficiency levels for speaking, listening, reading and writing as described in Richards (2001: 170-173) like:

1. Novice

The Novice level is characterized by the ability to communicate minimally with learned material.

2. Intermediate

The Intermediate level is characterized by the speaker's ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
- ask and answer questions.

3. Advanced

The Advanced level is characterized by the speaker's ability to:

- converse in clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

4. Superior

The Superior level is characterized by the speaker's ability to:

- Participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- Support opinions and hypothesize using native-like discourse strategies.

Moreover, O'malley and Peirce (1996: 77) draw oral language assessment activity matrix below:

Table 1:

Oral Language Assessment Activity Matrix

Assesment Activity	Format	Level of Language	Student Preparation	Language Function

		Proficiency		
1. Oral Interview	Individuals /pairs	All level	None	<ul style="list-style-type: none"> ○ Describing ○ Giving Information ○ Giving an opinion
2. Picture-cued Descriptions or stories	Individuals	Beginning, Intermediate	None	<ul style="list-style-type: none"> ○ Describing ○ Giving Information ○ Giving an opinion
3. Radio Broadcast	Individuals/ group /whole class	Intermediate, advance	None	<ul style="list-style-type: none"> ○ Listening for the gist ○ Listening for specific information ○ Listening for descriptions, directions ○ summarizing
4. Video Clips	Individuals/ group /whole class	All levels	None	<ul style="list-style-type: none"> ○ Describing ○ Giving Information
5. Information Gap	Pairs	All levels	None	<ul style="list-style-type: none"> ○ Describing ○ Giving Information ○ Giving Direction
6. Story /Text Retelling	Individuals	Beginning, intermediate	None	<ul style="list-style-type: none"> ○ Describing ○ Giving Information ○ Summarizing
Assesment	Format	Level of	Student	Language Function

Activity		Language Proficiency	Preparation	
7. Improvisations /roleplays/ simulations	Pair groups	All levels	Some Preparation	<ul style="list-style-type: none"> ○ Greeting/leave talkings ○ Asking for /giving information ○ Requesting assistance ○ Agreeing/disagreeing ○ Giving/evaluating opinion ○ Giving advice ○ Giving directions ○ Suggesting ○ Persuading ○ Encouraging
8. Oral Report	Individual	Intermediate, advanced	Extensive Preparation	<ul style="list-style-type: none"> ○ Describing ○ Explaining ○ Giving/asking information
9. Debates	Groups		Extensive Preparation	<ul style="list-style-type: none"> ○ Describing ○ Explaining ○ Giving/asking information ○ Persuading ○ Agreeing/Disagreeing

Source: O'malley and Peirce (1996: 77)

According to O'malley and Peirce (1996:78), Oral interviews can be conducted with individuals or pairs at all levels of language proficiency and require no preparation on the student. They also stated that interviews can be used to elicit the following language function: describing, giving information, or giving an opinion. Therefore, the

writer tends to employ interviews to find out the data of speaking performance by applying those language functions to the students who belongs to the intermediate level.

In interview, a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Kitao and Kitao (2006) argue that oral interviews are testing situations in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee, and someone--either the interviewer or another person but preferably another person--assesses the language proficiency of the testee.

Moreover, the interview, which may be tape-recorded for re-listening, is scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary, usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment, and even comprehension. The speech of interview, which is audiotaped or videotaped, can be used to encourage learners to become aware of their individual problems with pronunciation, grammar, vocabulary, and fluency (Celce-Murcia, ed, 2001:107).

Interviews can vary in length from perhaps five to forty-five minutes, depending on their purpose and context. Placement interviews is designed to get a quick spoken sample from a student in order to verify placement into a course. Two decades ago, Michael Canale (as quoted in Brown, 2004:168) proposed a framework for oral proficiency testing that has withstood the test of time. He suggested

that test-takers will perform at their best if they are led through four stages:

1) Warm-up.

In a minute or so of preliminary small talk, the interviewer directs mutual introductions, helps the test-taker become comfortable with the situation, appraises the test-taker of the format, and allays anxieties (no scoring of this phase).

2) Level check.

The interviewer stimulates the test-taker to respond using expected or predicted forms and functions. This stage could give the interviewer a picture of the test-taker's extroversion, readiness to speak, and confidence. Linguistic target criteria are scored in this phase. The interviewer may also use a tape-recording if this stage is lengthy.

3) Probe.

Probe questions and prompts challenge test-takers to go to the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions. Through probe items, the interviewer discovers the ceiling or limitation of the test-taker's proficiency. At the lower levels of proficiency, probe items may simply demand a higher range of vocabulary or grammar from the test-taker than predicted. Besides, at the high levels, probe items will typically ask the test-taker to give an opinion or a value judgment, to

discuss his or her field of specialization, to recount a narrative, or to respond to questions that are worded in complex form.

4) Wind-down.

This final phase of the interview is simply a short period of time during which the interviewer encourages the test-taker to relax with some easy questions, sets the test-taker's mind at ease, and provides information about when and where to get the result of the interview (it is not scored).

2.2.7. Test of Speaking Performance Assessment

Speaking performance test is intended for some purposes such as measuring one's oral competence when s/he wants to attend a certain level of language training requiring oral proficiency. Oral interview tasks are one of example of speaking performance assessment. Assessing speaking performance should be based on the given materials of instruction referring to the goals and objectives of instruction. When it has already been conducted, based on the students' performance, teachers can revise assessment tasks and standards as well as instructional objectives and activities to better meet learners' needs. O'Malley and Pierce (1996:63) explain three main purposes of speaking assessment as the following;

- 1) For initial identification and placements of the students in need of a language-based program.

- 2) For movement from one level to another program within a given program.
- 3) For placement out of an ESL/bilingual program in to a grade-level classroom.

In assessing speaking there are some components which are usually tested; pronunciation, grammar, vocabulary, fluency, listening comprehension, appropriateness, etc. Besides those elements of speaking that have to be put into consideration, they are also concerned with practical problem of having to test each student individually such as the anxiety before having a speaking performance, feeling shy, worried, hopeless, confused and fearful of making mistakes to perform or practice his/her knowledge. Those should be integrated in one to produce good speaking skill.

Besides the above components that have to be taken into consideration when assessing speaking, the examiner has also to think of the amount of students to be tested individually and the problems of objectivity. Referred to the objectivity in assessing speaking, Kitao and Kitao (2006) said that it is necessary to develop a system of assessment that can be applied as objectively as possible, though it is probably never possible to avoid some subjectivity in assessment.

However, the problem of subjectivity in the rating process can be minimized by establishing a clear rating procedure and a framework for making judgements. Scoring through speaking scale or rating is one of the ways to assess speaking performance test. Davies et al (in Koizumi, 2005:44) stated that a rating scale is defined as “a scale for

the description of language proficiency consisting of a series of constructed levels against which language learner's performance is judged".

In assessing interview, the test administrator's challenge is to assign a score. It seems easy to do, but in reality the lines of distinction between levels is quite difficult to pinpoint. Kitao and Kitao (2006), therefore, suggested that:

if possible, the speaking task should be recorded and the scoring done from the tape. In addition, the marking should be done by more than one person and their reliability checked. If the task is an interview, the interviewer should not be required to score the test at the same time as conducting the interview, if this is avoidable.

2.2.8. Rating Scale / Rubric of Speaking Performance

There are some readily available rating scales or rubrics for speaking performance. First, it is developed by Harris (1969:84) who has five rating components of sample oral-English rating sheet. It is too old if it will be considered in assessing speaking task. For that reason, the writer did not employ Harris's sample oral-English rating scale as a rubric for assessing the interview. The table is as in follows:

Table 2:
Sample Oral-English Rating Sheet

<p>Students: _____ Rater: _____ Date: _____ Score: _____</p> <p>Pronunciation</p> <p>_____ 5. Has few traces of foreign accent.</p> <p>_____ 4. Always intelligible, though one is conscious of a definite accent.</p> <p>_____ 3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</p> <p>_____ 2. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.</p> <p>_____ 1. Pronunciation problems so severe as to make speech virtually unintelligible.</p> <p>Grammar</p> <p>_____ 5. Makes few (if any) noticeable errors of grammar or word order.</p> <p>_____ 4. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.</p> <p>_____ 3. Makes frequent errors of grammar and word order which occasionally obscure meaning.</p>

_____2. Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.

_____1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary

_____5. Use vocabulary and idiom is virtually that of a native speaker.

_____4. Sometimes uses in an appropriate terms and/or must rephrase ideas because of lexical inadequacies.

_____3. Frequent uses the wrong words; conversation somewhat limited because of inadequate vocabularies.

_____2. Misuse of words and very limited vocabulary make comprehension quite difficult.

_____1. Vocabulary limitations so extreme as to make conversation virtually unintelligible.

Fluency

_____5. Speech as fluent and effortless as that of native speaker.

_____4. Speed of speech seems to be slightly affected by language problems.

_____3. Speed and fluency are rather strongly affected by language problems.

_____2. Usually hesitant; often forced into silence by language limitation.

_____1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension

_____5. Appears to understand everything without difficulty.

_____4. Understands nearly everything at normal speed, although occasional repetition may be necessary.

_____3. Understands most of what is said at slower-than-normal speed with the repetitions.

_____2. Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.

_____1. Can not be said to understand even simple conversational English.

Source: Harris (1969:84)

Second, speaking performance rubric was developed by Weir (1990: 147-148) into six criteria of speaking performance assessment. In this study, the writer did not include Weir’s scale because of the research subject proficiency level of speaking. They were still belong

to the intermediate level, whereas Weir states the appropriateness which emphasizes on the socio-culture conventions. These conventions may be included in the advance level of speaking proficiency students. Below, it is the criteria of speaking performance assessment table of Weir:



Table 3:
Criteria of Speaking Performance Assessment

<p><i>Appropriateness</i></p> <p>0 Unable to function in the spoken language.</p> <p>1 Able to operate only in a very limited capacity: responses characterized by socio-cultural inappropriateness.</p> <p>2 Signs of developing attempts at response to role, setting, etc. but misunderstanding may occasionally arise through inappropriateness, particularly of socio-cultural conventions.</p> <p>3 Almost no errors in the socio-cultural conventions of language: errors not significant enough to be likely to cause social misunderstanding.</p> <p><i>Adequacy of vocabulary purposes</i></p> <p>0 Vocabulary is adequate even for the most basic parts of the intended communication.</p> <p>1 Vocabulary limited to that necessary to express simple elementary needs: inadequacy of vocabulary restricts topics of interaction to the most basic: perhaps frequent lexical inaccuracies and/or excessive repetition.</p> <p>2 Some misunderstandings may arise through lexical inadequacy or inaccuracy: hesitation and circumlocution are frequent, though there are signs of developing active vocabulary.</p> <p>3 Almost no inadequacies or inaccuracies in vocabulary for the task. Only rate circumlocution.</p> <p><i>Grammatical accuracy</i></p> <p>0 Unable to function in the spoken language: almost all grammatical pattern is inaccurate, except for a few stock phrases.</p> <p>1 Syntax is fragmented and there are frequent grammatical inaccuracies: some patterns may be mastered but speech may be characterized by a telegraphic style and/or confusion of structural elements.</p> <p>2 Some grammatical inaccuracies: developing a control major patterns, but sometimes unable to sustain coherence in longer utterances.</p> <p>3 Almost no grammatical inaccuracies: occasional imperfect control of few patterns.</p>

Intelligibility

- 0 Severe and constant rhythm, intonation and pronunciation problems cause almost complete unintelligibility.
- 1 Strong interference from L1 in rhythm, intonation and pronunciation; understanding is difficult, and achieved often only after frequent repetition.
- 2 Rhythm, intonation and pronunciation require concentrated listening, but only occasional misunderstanding is caused or repetition required.
- 3 Articulation is reasonably comprehensible to native speakers; there may be a marked 'foreign accents' but almost no misunderstanding is caused and required only infrequently.

Fluency

- 0 Utterances halting, fragmentary and incoherent.
- 1 Utterances hesitant and often incomplete except in a few stock remarks and responses.
Sentences are, for the most part, disjoint and restricted in a length.
- 2 Signs of developing attempts at using cohesive devices, especially conjunction.
Utterances may still be hesitant, but are gaining in coherence, speed and length.
- 3 Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by groping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.

Relevance and adequacy content

- 0 Response irrelevant to the task set: totally inadequate response.
- 1 Response of limited relevance to the task set; possibly major gaps and/or pointless repetition.
- 2 Response for the most part irrelevant to the task set, though there may be some gaps or redundancy.
- 3 Relevant and adequate response to the task set.

Source: Weir (1990: 147-148)

Next, in assessing speaking performance O'Malley and Pierce (1996:67-68) employs both rubrics of holistic and analytic oral language scoring. They define those rubrics as:

When using a holistic scale, you may discover that the students do not always fit neatly into one category into another..... If scoring holistically, you need only about three to six levels of performance; you do not want to use more levels than you need. Meanwhile, analytic rating scales are most effective, while complicated and time consuming to use, are most effective for communicating diagnostic information, such as student's strength and needs (1996:65-66).

O'Malley and Pierce's rubrics seems useful to measure how well the learners perform speaking because they take not only holistic rubric but also analytic one. The advantages of the combination of two kinds of rubrics will lead the rater make the detail criteria of performing speaking. However, it can be denied that they also provide time consuming. Therefore, the writer did not take this rubrics as her scale to evaluate students' speaking performance.

Table 4:
Holistic Oral Language Scoring Rubrics

Rating	Description
6	<ul style="list-style-type: none"> - Communicates competently in social and classroom settings - Speaks fluently - Masters a variety of grammatical structures - Uses extensive vocabulary but may lag behind native-speaking peers

	- Understands classroom discussion without difficulty
5	<ul style="list-style-type: none"> - Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning - Speaks with near native fluency ; any hesitations do not interfere with communication - Uses a variety of structures with occasional grammatical errors - Used varied vocabulary - Understands simple sentences in sustained conversation; requires
Rating	<p style="text-align: center;">Description</p> <ul style="list-style-type: none"> - repetition - Understand most spoken language including classroom discussion
4	<ul style="list-style-type: none"> - Initiates and sustains a conversation with descriptors and details; exhibit self-confidence in social situations; begin to communicate in classroom settings - Speaks with occasional hesitation - Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., runned, mans, not never, more higher) - Uses adequate vocabulary ; some words usage irregularities - Understand classrooms discussions with repetition, rephrasing, and clarification
3	<ul style="list-style-type: none"> - Begins to initiate conversation; retells a story or experience; asks and responds to simple questions - Speaks hesitantly because of rephrasing and searching for words - Uses predominantly present tense verbs; demonstrate errors of omission (leave words out, word endings off) - Uses limited vocabulary - Understands simple sentences in sustained conversation; requires repetition
2	<ul style="list-style-type: none"> - Begins to communicate personal and survival needs - Speaks in single-word utterances and short patterns - Uses functional vocabulary - Understands words and phrases; requires repetitions
	- Begins to name concrete objects

1	<ul style="list-style-type: none"> - Repeats words and phrases - Understands little or no English
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Source: O'Malley and Pierce (1996:67-68)

Table 5:

Analytic Oral Language Scoring Rubric

Focus/ Rating	1	2	3	4	5	6
Spea- king	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversation; retells a story or experience; asks and responds to simple questions	Initiates and sustains a conversation with descriptors and details; exhibit self-confidence in social situations; begin to communicate in classroom settings	Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning	Communicates competently in social and classroom settings
Fluen- cy	Repeats words and phrases	Speaks in single-word utterances and short patterns	Speaks hesitantly because of rephrasing and searching for words	Speaks with occasional hesitation	Speaks with near native fluency ; any hesitations do not interfere with communication	Speaks fluently
Structu			Uses	Uses some	Uses a	Masters

re			predominantly present tense verbs; demonstrate errors of omission (leave words out, word endings off)	complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., runned, mans, not never, more higher)	variety of structures with occasional grammatical errors	a variety of grammatical structures
Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary ; some words usage irregularities	Used varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases; requires repetitions	Understands simple sentences in sustained conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language including classroom discussion	Understands classroom discussion without difficulty

Source: O'Malley and Pierce (1996:67-68)

Fourth, Harmer (2003:329-330) put global assessment scales and analytic profile as assessment (or rating) scale for oral ability.

Global assessment scales is a way of specifying scores that can be given to productive skill work is to create ‘pre-defined descriptions of performance’; meanwhile analytic profiles is analysed in much greater detail when a student’s performance.

Table 6:
Global Assessment Scales

Scores	Description
0	The candidate is almost unintelligent, uses words wrongly, and shows no sign of any grammatical understanding
1.	The candidate is able to transmit only very basic ideas using individual words rather than phrases or fuller patterns of discourse. Speech is very hesitant and the pronunciation makes intelligibility difficult.
2.	The candidate transmits basic ideas in fairly stilted way. Pronunciation is sometimes problematic and there are examples of grammatical and lexical misuse and gaps which impede communication on occasion.
3.	The candidate is transmits idea moderately clearly. Speech is somewhat hesitant and there are frequent lapses in grammar and vocabulary use. Nevertheless, the candidate make him/herself understood
4	The candidate speaks fairly fluently, showing an ability to communicate ideas with not too much trouble. There are some problems of grammatical accuracy and some words are inappropriately used.

-
- 5 The candidate speaks fluently with a few obvious mistakes and a wide variety of lexis and expression. Pronunciation is almost always intelligible, and there is a little difficulty in communicating ideas.
-

Source: Harmer (2003:329-330)

Harmer (2003:331) points out a combination of global and analytic scoring gives us the best chance of reliable marking. However, a profusion of criteria may take the marking of a test extremely lengthy and cumbersome; test designers and administrators will have to decide how to accommodate the competing claims of reliability and practicality. Based on the practicality, the writer did not use Harmer's global and analytic scales as her rubrics.

Table 7:
Analytic Profiles

Criteria	Score (see analytic scales)
Pronunciation	
Fluency	
Use of vocabulary	
Use of grammar	
Intelligibility	
Repair skill	
Task completion	

Scores	Description
0	The candidate cannot get words or phrases out at all.
1	The candidate speaks hesitatingly in short, interrupted bursts.
2	The candidate speaks slowly with frequent pauses.
3	The candidate speaks at a comfortable speed with quite a lot of pauses and hesitations.
4	The candidate speaks at a comfortable speed with only an occasional pause or upset.
5	The candidate speaks quickly with few hesitations.

Source: Harmer (2003:329-330)

The other speaking scale or rubric was also developed by Brown (2004: 172-173) into six categories. Below, there is Brown's table which shows speaking scale / rubric:

Table 8:
Oral Proficiency Scoring Categories

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
I	Errors in grammars are	Speaking vocabulary	Within the scope of his	(No specific fluency	Errors in pronunciati	Can ask answer

	frequent, but speaker used to dealing with foreigners attempting to speak his language.	inadequate to express anything but the most elementary needs.	very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetitions, or paraphrase.	description. Refer to other four language areas for implied level of fluency)	on are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy to order a simple meal, ask for shelter or lodging, ask and give purchases, and tell time).
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require, no	Can handle with confidence but not with facility most social situations, including introductions	Accent is intelligible though often quite faulty,	Able to satisfy routine social demands and work requirements; needs help in handling any

	control of the grammar.		specialized knowledge).	and casual conversations about current events, as well as work, family, and autobiographical information.		complication of difficulties.
III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.

	professional topics.	word.				
IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
V	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native

		breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.		educated native speakers.		speaker.
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Source: Brown (2004: 172-173)

Subcategories of oral proficiency scores

Level	Description
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversation on familiar topics.
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
2	Able to satisfy routine social demands and limited work requirements.
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of well-educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.

Source: Brown (2004: 172-173)

Brown's scale is finally adopted by the writer as a means of rating her research subjects in their interview stage. The reason of practicality and up-to date assessment were carried out to supply the need of appropriate rubric of speaking performance. Considering the nature of intermediate-level students in a speaking class of university of Pancasakti Tegal as the writer research subject and place, the test of vocabulary as the instruments of this study will close to the material of speaking class. It is similar to Harris (1969:48) who states that generally speaking, vocabulary tests on an advanced level will concentrate on the words needed in speaking or in comprehending the oral language. As mentioned in vocabulary test section above, the writer uses written vocabulary test in the form of gap-filling. This kind of researcher-made test is categorized into achievement test which measures the amount of knowledge that an individual has acquired (Tuckman. 1078:173).

However, for students who really use the language, they must attend to both the meaning of what to say and form how to say. In line with the research that the writer conducts, she wants to provide the subject research with the material of grammar that connects to the material of speaking. This way is more effective to give them a theory of grammar that will be applied in expressing their idea through speaking. In a result, the test of grammar as the instruments of this study will close to the material of speaking class. As stated by Tronbury (1999:141) that grammar is typically tested by means of what are called discrete-item tests, that is, the individual components of the learner's knowledge. Then, the themes which will be tested can be viewed in the research instrument.

The final research instrument which is employed in this research is speaking test. Harris (1969:83) says that the simplest and most frequently employed method of measuring oral proficiency is to have one or more trained raters interview each candidate separately and record their evaluation of his competence in the spoken language. Similar with Harris's opinion, the writer would like to become the rater interview to the research subject in order to provide the authentic type of speaking test.

CHAPTER III

RESEARCH METHOD

Correlational research was used as the umbrella of conducting this study. A correlation enables a researcher to ascertain whether, and to what extent, there is a degree of association between two variables (Cohen, et.al., 2007:516). To quantify the degree of the relationship between two or more variable s/he needs to involve a statistic which is called by correlation coefficient. According to Hatch and Farhady (1982:195), a correlation coefficient is the statistic that describes the relationship between closely the two variables.

This correlation research, then, is under quantitative approach. Quantitative approach is the research method the writer employ in this study because the purpose of this study is to find out the significant correlation and the influence between vocabulary and grammatical mastery in speaking performance. Quantitative research is empirical, using numeric and quantifiable data. It means that the data are based on based computation and measurement, dependent and independent variables and statistics. The independent variables include two variables that are vocabulary mastery and grammar mastery. Then, speaking performance will be regarded as the dependent variable in this study. Continuously, the data measured are in the form of numbers.

This chapter also explains more detail about the research method that was used in this research. This involves research time and place, population, sample and sample technique, research variables, instrument, try-out of the instrument, validity and reliability, and data analysis technique.

3.1. Research Time and Place

The research was conducted in April until December 2010 at University of Pancasakti Tegal (UPS) which is located on jl. Halmahera km. 1 Tegal municipality, Central Java.

3.2. Population

Population (in statistics) is any set of items, individuals, etc which share some common and observable characteristics and from which a sample can be taken (Richards, et.al. 1990:223). Then, the population that the writer selects is the English department students of University of Pancasakti Tegal of the academic year 2009/2010. There are 155 students.

They are grouped into six classes. Class A consists of thirty students. Then, it is thirty students also who belong to the total amount of students class B, C, D and E. Class F consists of eighteen students. While, the lowest total numbers of students are in class E which only covers seventeen students.

The writer conducted the research at University of Pancasakti Tegal because she has been teaching there for five years and wants to do something positive to her work place. The choice of the second students of University of Pancasakti Tegal as the population is based on the fact that they are at the first level of speaking lesson. The main reason is they do not only require the drilling and imitating the clause just like the beginner but also they have tended to employ both vocabulary and grammar in provoking speaking. The test, then, gave them a chance to know how well they master vocabulary and grammar. In this study, the writer did not take the whole population as sample because of high degree of homogeneity and time limitation.

The following table shows the distribution of the population:

Table 9:
The population of the second semester students of English Department of
Teacher Training and Education Faculty of Tegal Pancasakti University
in
Academic Year of 2009 / 2010

No	Class	Total of student s
1	A	30

2	B	30
3	C	30
4	D	30
5	E	17
6	F	18
Total of Population		155

3.3.Sample, and Sampling Technique

A good sample is one that is representative of the population from which it is selected. Therefore the representativeness of the sample determines the generalizability of the results. In this study, there are six classes of English department students of academic year of 2009/2010. So, the whole population is 155 students.

Arikunto (1998: 120) states if the research subject is more than 100, the researcher may take 10 - 15%, or 20 - 25%. Here the writer took 20% of 155 numbers of students. It is about 32 students as a research subject. In order to get the sample, the writer employ random sampling in this study. It means that all individuals of population have equal chance of being sample. Cohen, et.al (2007:110) states that in simple random sampling, each member of the population under the study has an equal chance of being selected is unaffected by the selection of other numbers of population.

The way the random sampling done was: Names of 155 students were written in alphabetical order and was given number for each student. Moreover, the writer randomly picked the numbers using lottery way. These students are selected as the sample of the research, and other numbers were eliminated.

3.4. Research Variables

Hatch & Farhady (1982:12) define variable as an attribute of a person or of an object which “varies” from person to person or from object to object. In order to assess the relationship, they must be identified. In this study, there are two variables i.e. the independent and the dependent variables.

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher (Hatch & Farhady, 1982:15). The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable (Hatch & Farhady, 1982:15).

Therefore, there were three variables identified in this study: two independent variables and one dependent variable. They were the students’ vocabulary mastery, the students’ grammar mastery and the students’ speaking performance.

- 1) The students’ vocabulary mastery

This is the first independent variable that was symbolized by X_1 . It is selected as the first independent variable that was indicated by the students' score of the vocabulary because the writer investigated whether or not it brings the significant effects in speaking proficiency.

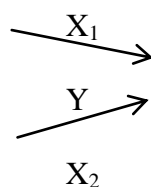
2) The students' grammar mastery

It was the second independent variable which the writer believed affecting the dependent variable (the students' speaking performance) as well. However, it was signed with X_2 and is indicated by the students' score of the grammar mastery.

3) The students' speaking performance

The students' speaking performance became the dependent variable because the students' scores of the speaking test were dependent on the independent variable of vocabulary mastery or grammar mastery. As represented letter, it is in signed with Y .

Those variables can be drawn as follows:



in which X_1 = The student's vocabulary mastery

X_2 = The student's grammar mastery

Y = The student's speaking mastery

3.5. Instruments of the Research

The instruments which the writer prepared for collecting data were vocabulary test, grammar test and also speaking test. The data proved whether or not the hypothesis is acceptable. The hypothesis was the high-achiever in speaking, reflecting less trouble with speaking, stated that the students were more confident with their vocabulary mastery and grammar mastery.

1) Vocabulary test

Totally, there were fifty items constructed in gap-filling questions. The best items asked about word meaning, similar and opposite meaning and types of words. The score if each item is two, so the highest total score is one hundred. The time allotment of the vocabulary test was ninety minutes including the preparation and explanation of doing the test. For the detailed test items, it is presented in the appendix.

2) Grammar Test

The grammar test was revealed in the written test. It also has two scores of each item, so there will be one hundred of the highest total score. Then, the writer employed multiple choice tests which involve completion, sentence alternatives, sentence interpretation, and scrambled sentence. The time allotment of the vocabulary test was

ninety minutes including the preparation and explanation of doing the test. For the detailed test items, it is presented in the appendix.

3) Speaking Test

To suit the need of speaking performance test, however, the writer registered first about rating scale or rubric to ease measurement of speaking test. According to Lee, rubrics generally provide descriptors for different levels of performance on an assessment task. They provide the framework by which a teacher can assign a score or grade to an assessment (2005:2). The descriptions of a test taker's ability can then be produced by relating the score to the corresponding scale descriptors and the construct of language ability on which the rating scale is based.

In this study, the writer chose a form of rating scale or rubric from Brown (i.e. oral proficiency scoring categories) for measuring students' speaking performance. It has six components, i.e. grammar, vocabulary, comprehension, fluency, pronunciation and task. Each component has 5-scale levels of rating (see table 8 in review of related literature chapter). The scale was intended to measure the interview as the instrument of speaking performance test.

Next, the type of speaking task was taken in the form of interview. The interview was aimed to define the students' speaking performance. The construct item for interview was derived from twenty questions which were classified into four stages such as warm-

up, level check, probe and wind-down phases. For warm-up and wind-down phases, there was no scoring activity. The scoring was conducted at the phases of level check and probe which cover the theme of personal identification, daily lecture and future ambition. For the detailed test items, it is presented in the appendix.

Then for the time allotment of the interview, it was conducted and recorded during april and may 2010. The interview took place in University of Pancasakti Tegal and the actual physical settings were typical for an interview: a quiet place, a tape recorder, interviewees and interviewers. In this case, the writer was helped by other lecturer which acted as the interviewer. The interviews varied in length, depending on how much the interviewees had to say, the shortest one took 15 minutes while the longest ones lasted up to 45 minutes.

When all interview stages were conducted, the writer and peer rater did the scoring. This way of assessing is to avoid unreliability in scoring speaking performance. The total scores were transformed from the total rates given by the peer and me. The rate which was given by the lecturer and the peer was then transformed to a 0-100 score. Then, most of the interview was recorded by audiotaped.

3.6.Try Out of the Instrument

After the tests as research instrument had been constructed, they were tried-out to thirty two students who were taken randomly

from the students in 2009/2010 academic year. The purpose of conducting the try-out was to measure the validity and reliability and also to know the item difficulty and discrimination index, the writer determined which items could be safely used as the research instrument.

This try-out was conducted to take vocabulary mastery and grammar mastery. Meanwhile there was no try-out for speaking performance. The time allotment is one hundred and eighty minutes to do the tests. In fact, the test was conducted two times; each test was conducted in ninety minutes.

In scoring the tried-out test, the writer determined two points for a correct answer and zero for a wrong answer. Therefore, the formula which is used in scoring the try-out was $S = 2R$ in which S refers to the raw score and R refers to the right answer. If a student, for example, answers forty items correctly, the score is eighty.

3.7. Validity and Reliability of the Test

The concepts of validity and reliability are crucial to assessment. When making a test, there are two basic factors to consider that is validity and reliability of the tests. These two concepts and their relationship to test form are the most fundamental issue in current thinking on testing.

3.7.1. Validity of the Test

The term validity has been defined explicitly in texts on language testing and exemplified through language testing research. As quoted in Chapelle (1999:255), Lado defined validity as: "Does a test measure what it is supposed to measure? If it does, it is valid". Then, Hughes in Fulcher and Davidson (2207:4) discovered whether a test 'measures accurately what it is intended to measure. When a test measures what it is intended to measure and nothing else, it is valid. In other word, validity is the degree to which a test measures what it is supposed to measure. Hatch & Farhady (1982:250-251) also states that validity refers to the extents to which the results of the procedure serve the uses for which they were intended. This means the truth of the test in relation to what it is supposed to evaluate.

In line with that opinion, Kitao & Kitao (2007) said that validity can be defined as the degree to which a test actually tests what it is intended to test. Furthermore, Nitko (1983:412) tried to answer the general question, "Is this test valid?", depends on the purpose for the test and the context in which the test is intended to be used. If the test is based on the skill we wish to measure, and if there is sufficient evidence that test score correlate with the skills are being tested, then the test is valid for our purposes.

Therefore there are two very important aspects in the term of validity such as:

- 1) Validity is a matter of degree.

Tests are not either valid or not valid and some tests are more valid than others.

- 2) Tests are only valid or invalid in terms of their intended use.

If what it is testing is actually knowledge of grammar, then it is not a valid test for testing ability to communicate.

Broadly validity can be divided into face and content validity.

Both of them are the test whether its content and its way allow what it is intended to test.

- a. Face validity.

Face validity is the kind of response from the people who are taking the test.

Weir notes that if a test does not have face validity though, it may not be acceptable to the students taking it, or the teachers and receiving institutions who may make use it (1990:26). The test looks a good one means what teachers and students think of the test. If a test does not valid to the test takers, they may not do their best.

- b. Content validity.

Content validity is defined as any attempt to show that the content of the test is representative sample from the domain that is to be tested (Fulcher and Davidson, 2007:6). It seems to have the opinion of experts as to whether a test is valid. It means that the experts should look at whether the test is representative and accomplishes what it is intended to such as looking at the syllabus, in the case of an achievement test, and the test specifications.

For the sake of this research, the writer employed face validity and content validity to construct the test item. To make sure that vocabulary test, grammar test and speaking test the writer used in this study had good face validity and content validity; the writer had asked the advisor and some of friends to look at them. After that, the writer conducted the try-out for achieve the validity of vocabulary test to 32 subject of my research. Then, to measure the validity of each test item, the writer used Pearson Product Moment (calculated with SPSS for Windows release 16.0.) in which the score of each item is correlated with the total score of the items. Then if the result of r-test is higher than r table, the item can be said valid.

The following table shows the result of the validity test in as follows:

Table 10:
The Validity Result of Vocabulary Test in Try-Out

Item	r-	r-	note
n			
u			
m			
b			
e			

r			
1	0.555	0.361	valid
2	0.771	0.361	valid
3	0.555	0.361	valid
4	0.771	0.361	valid
5	0.54	0.361	valid
6	0.771	0.361	valid
7	0.771	0.361	valid
8	0.54	0.361	valid
9	0.54	0.361	valid
10	0.598	0.361	valid
11	0.598	0.361	valid
12	0.403	0.361	valid
13	0.403	0.361	valid
14	0.435	0.361	valid
15	0.54	0.361	valid
16	0.598	0.361	valid
17	0.403	0.361	valid
18	0.771	0.361	valid
19	0.771	0.361	valid
20	0.771	0.361	valid
21	0.771	0.361	valid

22	0.403	0.361	valid
23	0.403	0.361	valid
24	0.598	0.361	valid
25	0.403	0.361	valid
26	0.598	0.361	valid
27	0.771	0.361	valid
28	0.598	0.361	valid
29	0.771	0.361	valid
30	0.186	0.361	not valid
31	0.403	0.361	valid
32	0.186	0.361	not valid
33	0.771	0.361	valid
34	0.435	0.361	valid
35	0.403	0.361	valid
36	0.54	0.361	valid
37	0.771	0.361	valid
38	0.403	0.361	valid
39	0.403	0.361	valid
40	0.598	0.361	valid
41	0.598	0.361	valid
42	0.598	0.361	valid
43	-	0.361	not valid

44	-	0.361	not valid
45	0.555	0.361	valid
46	0.771	0.361	valid
47	0.555	0.361	valid
48	0.771	0.361	valid
49	0.54	0.361	valid
50	0.002	0.361	not valid
51	-0.13	0.361	not valid
52	-	0.361	not valid

53	-	0.361	not valid
54	0.057	0.361	not valid
55	0.555	0.361	valid
56	0.771	0.361	valid
57	0.555	0.361	valid
58	0.771	0.361	valid
59	0.54	0.361	valid
60	0.089	0.361	not valid

Source: output result of SPSS 16.0

From the table of validity result of vocabulary test above to 32 students with 60 test items, it shows that there were 10 vocabulary test items which are not valid (number 30, 32, 43, 44, 50, 51, 52, 53, 54, and 60) and thus did not use as the research instrument. Instead, the other 50 items are valid and used as the research instrument.

The table below involves the validity result of grammar test which consists of 60 test items to 32 respondents.

Table 11:
The Validity Result of Grammar Test in Try Out

Item	r-	r-	note
1	0.897	0.361	valid
2	0.877	0.361	valid
3	0.897	0.361	valid
4	0.897	0.361	valid
5	0.877	0.361	valid
6	0.921	0.361	valid
7	0.897	0.361	valid
8	0.181	0.361	not valid
9	0.19	0.361	not valid
10	0.82	0.361	valid
11	0.788	0.361	valid
12	0.201	0.361	not valid

13	0.802	0.361	valid
14	0.149	0.361	not valid
15	0.64	0.361	valid
16	0.658	0.361	valid
17	0.624	0.361	valid
18	0.1	0.361	not valid
19	0.1	0.361	not valid
20	0.768	0.361	valid
21	0.1	0.361	not valid
22	0.576	0.361	valid
23	0.166	0.361	not valid
24	0.615	0.361	valid
25	-	0.361	not valid
26	0.181	0.361	not valid
27	0.474	0.361	valid
28	0.559	0.361	valid
29	0.654	0.361	valid

30	0.681	0.361	valid
31	0.403	0.361	valid
32	0.395	0.361	valid
33	0.634	0.361	valid
34	0.501	0.361	valid
35	0.6	0.361	valid
36	0.403	0.361	valid
37	0.524	0.361	valid
38	0.634	0.361	valid
39	0.72	0.361	valid
40	0.681	0.361	valid
41	0.72	0.361	valid
42	0.576	0.361	valid
43	0.681	0.361	valid
44	0.618	0.361	valid
45	0.681	0.361	valid
46	0.634	0.361	valid
47	0.501	0.361	valid
48	0.6	0.361	valid
49	0.897	0.361	valid
50	0.61	0.361	valid
51	0.877	0.361	valid

52	0.564	0.361	valid
53	0.897	0.361	valid
54	0.681	0.361	valid
55	0.897	0.361	valid
56	0.897	0.361	valid
57	0.877	0.361	valid
58	0.609	0.361	valid
59	0.897	0.361	valid
60	0.598	0.361	valid

Source: output result of SPSS 16.0

From the above table, it shows that there are 10 vocabulary items which are not valid (number 2, 8, 9, 12, 14, 18, 19, 21, 23, 25, and 26) and thus did not use as the research instrument. Instead, the other 50 items are valid and used as the research instrument.

3.7.2. Reliability of the Test

Reliability means the consistency of the test's judgement and results. A reliable test is consistent and dependable (Brown, 2004:20). It is about producing precise and repeatable measurements on a clear scale of measurement units. More over Cohen et.al state that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over

groups of respondents (2007:146). In short words, reliability refers to the consistency of assessment procedures.

In line with the reliability of the test, Arikunto (1998:209) gives level of reliability a test might possess:

0.800-1.00	Very High
0.600-0.800	High
0.400-0.600	Fair
0.200-0.400	Low
0.00-0.200	Very Low

To measure the reliability, the writer employed Cronbach's Alpha (calculated with SPSS SPSS for Windows release 16.0.) in which the score of each item is correlated with the total score of the items. The result of reliability coefficient of vocabulary test is 0.968.

Table 12:
The Reliability Result of Vocabulary Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.968	50

Source: output result of SPSS 16.0

Then, the reliability of grammar test is 0.981 from which it can be said that the test has a very high reliability.

Table 13:
The Reliability Result of Grammar Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.981	50

Source: output result of SPSS 16.0

3.8. Technique of Analysis Data

First the data analysis technique which was used in this study was statistical analysis using Pearson-Product Moment to find out the significance correlation between students' vocabulary mastery and their speaking performance. It is also used to find out weak or strong correlation between students' grammar mastery and their speaking performance. The formula of Pearson-Product Moment is as follows:

$$r_{xy} = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{NS_{xS_y}}$$

The second data analysis technique was employing double correlation to find out the correlation among students' vocabulary mastery, students' grammar mastery and their speaking performance. The formula is as follows:

$$R_{y.x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

in which:

- $R_{y.x_1x_2}$: Double correlation between students' vocabulary and grammar mastery in their speaking performance.
- $r^2_{yx_1}$: correlation between students' vocabulary mastery and their speaking performance.
- $r^2_{yx_2}$: correlation between students' grammar mastery and their speaking performance.
- $r^2_{x_1x_2}$: correlation between students' vocabulary mastery and mastery in their speaking performance.

The next data analysis technique was using multiple linear regression analysis. Hatch and Farhady (1983:233) state that multiple linear regressions or multiple regressions discover how well we can predict the score on the dependent variable from two or more independent variables. In this research variable, I correlate two independent variables i.e. students' vocabulary mastery and grammar mastery with students' speaking performance as the dependent

variable. The below tables gradually show on how to measure multiple linier regressions or just multiple linier regressions.

$$y = a_1 x_1 + a_2 x_2 + b$$

in which y = Multiple Linier Regression

a_1 = Coefficient of Vocabulary Regression

x_1 = Vocabulary Item

a_2 = Coefficient of Grammar Regression

x_2 = Grammar Item

b = Constanta

Furthermore, the writer uses the formula to find out Coefficient of vocabulary Regression (a_1) and Coefficient of Grammar Regression (a_2) which are taken from Sudjana (1996:349):

$$a_1 = \frac{(\sum X_{2i}^2)(\sum X_{1i}Y_i) - (\sum X_{1i}X_{2i})(\sum X_{2i}Y_i)}{(\sum X_{2i}^2)(\sum X_{1i}^2) - (\sum X_{1i}X_{2i})^2}$$

$$a_2 = \frac{(\sum X_{1i}^2)(\sum X_{2i}Y_i) - (\sum X_{1i}X_{2i})(\sum X_{1i}Y_i)}{(\sum X_{2i}^2)(\sum X_{1i}^2) - (\sum X_{1i}X_{2i})^2}$$

3.9 Test of Requirements Analysis

There are three kinds of regression analysis of requirements test that were used in this study such as normality test, homogeneity test, and the multicollinearity test.

1) Normality Test

Normality test is intended to determine whether or not normal distribution regression model. To calculate the normality test, it was using the computer program SPSS for Windows Release 16.0. Basic decision-making based on probabilities. If the probability is more than 0.05 then the research data is in normal distribution.

2) Homogeneity Test

Test of homogeneity test is to examine the similarities of regression model variant obtained. Scatter test can be seen from the plot. If it is obtained by the points spread randomly and do not form a regular pattern so it can be concluded that the model does not contain the homogeneity.

3) Multicollinearity test

The next requirement test is to test multicollinearity. It is to determine whether there is correlation among independent variables or not. Regression model in this study may be eligible if there are no multicollinearity or correlation between free variabel (Santosa 1999: 293). To determine whether there is multicollinearity or not, it can be seen from the value of VIF. If the value of $VIF < 10$, it can be concluded that the regression model contains no multicollinearity.

3.10 Statistical Hypothesis

The hypothesis of this research is formulated as follows:

1) 1st Hypothesis

$H_0 : \rho = 0$, There is no correlation between students' vocabulary mastery and their speaking performance.

$H_1 : \rho \neq 0$, There is correlation between students' vocabulary mastery and their speaking performance.

2) 2nd Hypothesis

$H_0 : \rho = 0$, There is no correlation between students' grammar mastery and their speaking performance.

$H_1 : \rho \neq 0$, There is correlation between students' grammar mastery and their speaking performance.

3) 3rd Hypothesis

$H_0 : \rho = 0$, There is no correlation between students' vocabulary mastery, students' grammar mastery and their speaking performance.

$H_1 : \rho \neq 0$, There is correlation between students' vocabulary mastery and students' grammar mastery and their speaking performance.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. As stated in chapter three (research method), the analysis employed is correlational analysis. The statistical correlation is used to answer the complimentary objectives of the research; they are:

- 1) to find out whether or not there is a significant correlation between students' vocabulary mastery and their speaking performance.
- 2) to find out whether or not there is a significant correlation between students' grammar mastery and their speaking performance.
- 3) to find out whether or not there is influence of students' grammar mastery, vocabulary mastery in their speaking performance

4.1 Data Description

In this section, the writer presents the data description which describes the description of research variables such as vocabulary mastery, grammar mastery, and speaking performance.

4.1.1. Students' Vocabulary Mastery

The table below represents the description of vocabulary statistics of the writer's research subject:

Tabel 14:
The Description of Vocabulary Statistics

		VOCA
N	Valid	32
	Missing	0
Mean		81.31
Std. Error of Mean		1.352
Median		83.00
Std. Deviation		7.647
Variance		58.480
Range		36
Minimum		60
Maximum		96
Percentiles	10	70.00
	25	76.50
	50	83.00
	75	87.50
	90	90.00

Source: output result of SPSS 16.0

The table analysis above is from N, mean, median, deviation standard, lowest and highest scores, and percentiles of students' vocabulary mastery. N is indicated by the total students who passed vocabulary test. They were 32 respondents and none of them were missing when the vocabulary test took place. Mean of the score average of vocabulary rate is 81.31. For student's total vocabulary score obtained, there is the lowest score that is 60 and 96 for the

maximum one. Then from the percentiles in the table above, it can be inferred that the achievement of students' vocabulary mastery are quite good that is 90 % of 32 respondents that is 29 students achieve 90 score successfully.

To know the achievement of individually score of vocabulary rate score, the writer employed the frequency of vocabulary rate score. Here is the table:

Tabel 15:
The Frequency of Vocabulary Rate Score

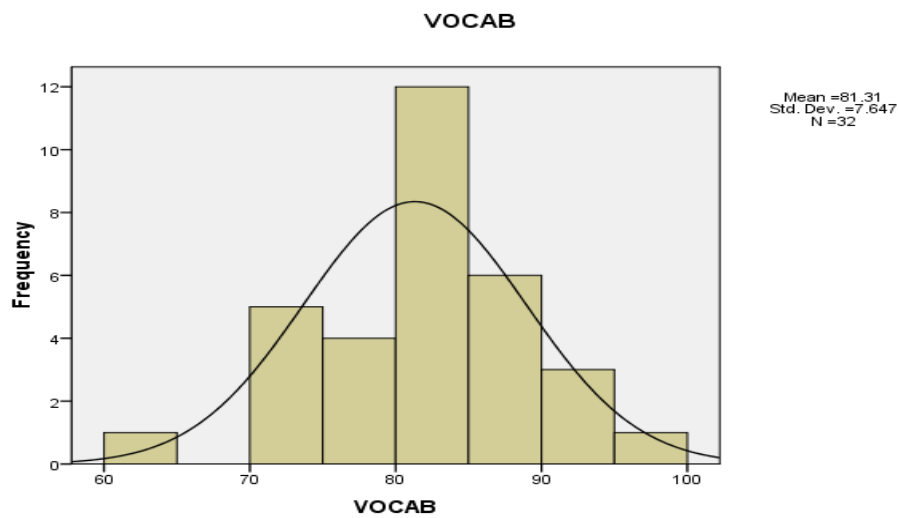
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.1	3.1	3.1
	70	3	9.4	9.4	12.5
	72	1	3.1	3.1	15.6
	74	1	3.1	3.1	18.8
	76	2	6.2	6.2	25.0
	78	2	6.2	6.2	31.2
	80	5	15.6	15.6	46.9
	82	1	3.1	3.1	50.0
	84	6	18.8	18.8	68.8
	86	2	6.2	6.2	75.0
	88	4	12.5	12.5	87.5
	90	2	6.2	6.2	93.8
	92	1	3.1	3.1	96.9
	96	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Source: output result of SPSS 16.0

The above table shows the total scores of vocabulary test which are achieved by the students. Score of 60 is the lowest score of a person only which can be percentage into 3.1 %. The next score is 70 which is gained by three students as 9.4 %. Those percentages of scores in the table above are calculated until 100 %. For the additional note, the highest score of vocabulary rate is 100 awarded to a student only.

From the frequency table, it can be concluded that 20 students achieve 80 until 90 vocabulary rate score. It is proved that the distribution is in normal distribution. In other words, most of the respondents pass the interview task. Below it is the figure of students' speaking performance graph:

Figure 1:
The Frequency of Students' Vocabulary Mastery



4.1.2. Students' Grammar Mastery

The table below represents the description of grammar statistics of my research subject:

Tabel 16:

The Description of Grammar Statistics

		GRAMM
--	--	-------

N	Valid	32
	Missing	0
Mean		81.06
Std. Error of Mean		1.649
Median		82.00
Std. Deviation		9.325
Variance		86.964
Range		38
Minimum		60
Maximum		98
Percentile	10	63.00
	25	78.00
	50	82.00
	75	87.50
	90	90.00

Source: output result of SPSS 16.0

The table analysis above is from N, mean, median, deviation standard, lowest and highest scores, and percentiles of students' grammar mastery. N is indicated by the total students who belong to the grammar test. They are still in 32 respondents. All of them were taking grammar test. It means that none of them was missing when grammar test was conducted. Mean of the score average of grammar rate is 81.06. For student's total grammar score obtained, there is the lowest score that is 60 and 98 for the maximum one. Then from the percentiles in the table above, it can be inferred that the achievement of students' grammar mastery are quite good that is 90 % of 32 respondents that is 29 students achieve 90 score successfully.

To know the achievement of individually score of grammar rate, the writer employed the frequency of grammar rate score. Here is the table:

Tabel 17:
The Frequency of Grammar Rate Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	9.4	9.4	9.4
	70	2	6.2	6.2	15.6
	72	1	3.1	3.1	18.8
	78	4	12.5	12.5	31.2
	80	2	6.2	6.2	37.5
	82	6	18.8	18.8	56.2
	84	3	9.4	9.4	65.6
	86	3	9.4	9.4	75.0
	88	3	9.4	9.4	84.4
	90	3	9.4	9.4	93.8
	96	1	3.1	3.1	96.9
	98	1	3.1	3.1	100.0
	Tot	32	100.0	100.0	

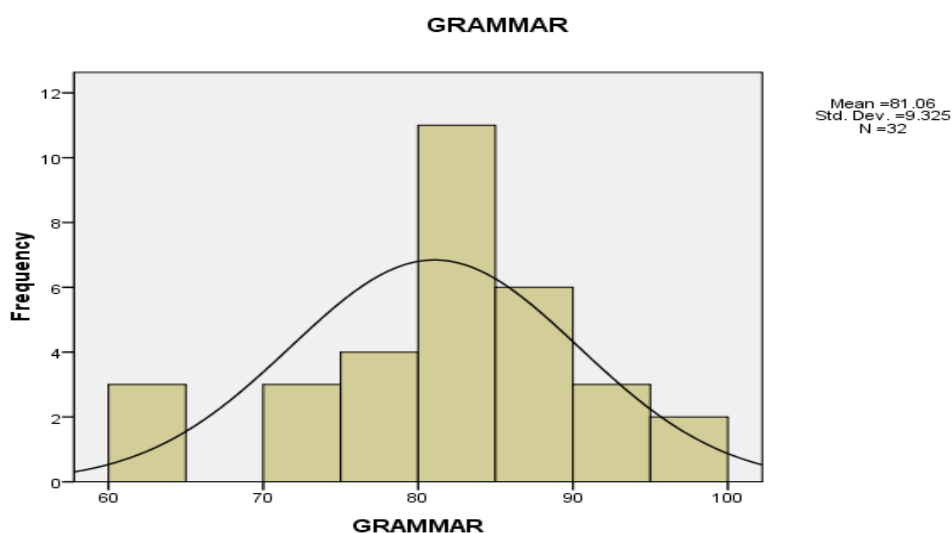
Source: output result of SPSS 16.0

The above table shows the total scores of grammar test which are achieved by the students. Score of 60 is the lowest score of 3

persons which can be percentage into 9.4 %. The next score is 70 which is gained by a student as 3.1 %. Those percentages of scores in the table above are calculated into 100 %. For the additional note, the highest score of speaking rate is 98 which awarded to a student.

From the frequency table, it can be concluded that 17 students achieve 80 until 90 grammar rate score. It is proved that the distribution is in normal distribution. In other words, most of the respondents passed the grammar test. Below is the figure of students' grammar test graph:

Figure 2:
The Frequency of Students' Grammar Mastery



4.1.3. Speaking Performance

Each time a student or the writer's research subject answered in interview task, his or her speech was assessed by peer and the writer as the researcher and also the lecturer. The same rating components were used by peer and the writer which was provided by Brown (see table of oral proficiency scoring categories) such as grammar, vocabulary, comprehension, fluency, pronunciation, and task.

Below is the table of total score of the speaking performance of the interviewed 32 students:

Table 18:
Total Score of Speaking Performance

Sub	Students N u m b e r	Students Name	Total Score of Speaking Rate		
			L	P	mea
1	16095023 36	Abdus Syakur El Khairi	74	78	76
2	16095023 42	Agus Setiadi	10	10	100
3	16095021 90	Ajeng Ratna Ningdiah Utami	82	74	78

4	16095022 38	Ajeng Widya Agustin	72	68	70
5	16095021 41	Andreas Witomo	72	76	74
6	16095021 43	Arfan Ardianto	71	69	70
7	16095021 45	Arsi Mardiani	69	71	70
8	16095023 08	Dessi Purbasari	91	89	90
9	16095021 49	Devi Aprilia	85	99	92
10	16095022 02	Eningsih	86	82	84
11	16095022 52	Erziz Imam Pribadi	64	56	60
12	16095022 05	Fatuhillah	80	80	80
13	16095023 64	Firda Rizqi Bunga Pertiwi	68	72	70
14	16095021 61	Ika Ratnasari	72	64	68
15	16095021 62	Imam Apriarto	93	95	94
16	16095022 61	Lilis Puspawati	68	52	60
17	16095022 63	Maulida Nisa Arfani	74	70	72
18	16095022 13	Mely Ameliya	77	91	84

19	16095022 14	Minhazul Abidin	70	70	70
20	16095022 67	Muhammad Nuris Ladunny	67	77	72
21	16095022 68	Nawang Adi Purnama	67	65	66
22	16095022 23	Nurfaziatul Uhro	84	88	86
23	16095022 73	Nur Kholidah	82	78	80
24	16095022 74	Nur Laeli Dewi Nur Asyiah	83	77	80
25	16095022 27	Rindang Arumdani	77	67	72
26	16095022 92	Serla Dwi Priyanti	90	94	92
27	16095022 30	Siti Nuryati	10	10	100
28	16095023 49	Sugiarti	65	55	60
29	16095022 94	Suhendra	89	87	88
30	16095023 18	Tafrihatul Ikromah	83	81	82
31	16095023 48	Tarsidi	64	72	68
32	16095021 85	Tri Sasongko Yulianto	90	90	90

In the table above, it shows the rates which are derived from two raters that are peer and the writer. L is indicated by lecturer or the writer as the rater while P is indicated by peer rater who is the lecturer of English department of University of Pancasakti Tegal as well. For the shake of speaking score of this research, the writer applied the mean of both rates.

However, the rate of each student's overall speech was taken from every single test item. The total test item in the interview task is twenty. Therefore every single test item was rated by six rating components like grammar, vocabulary, comprehension, fluency, pronunciation, and task in 1 until 5 the rating scales simultaneously. The highest score of each item test will gain 5 and the lowest score is in 1 rating scale (for further study of the data see the appendix 12).

The table below represents the description of speaking statistics of my research subject:

Tabel 19:
Description of Speaking Performance Statistics

		SPEAKI N C
N	Valid	32
	Missing	0
Mean		78.06

Std. Error of Mean		1.991
Median		77.00
Std. Deviation		11.262
Variance		126.835
Range		40
Minimum		60
Maximum		100
Percentiles	10	61.80
	25	70.00
	50	77.00
	75	87.50
	90	93.40

Source: output result of SPSS 16.0

The table analysis above is from N, mean, median, deviation standard, lowest and highest scores, and percentiles of students' speaking performance. N is indicated by the total students who belong to the interviewees. They are 32 respondents. All of them were interviewed by the interviewers. It means that none of them were missing in interview phase. Mean of the score average of speaking rate is 78.06. For student's total speaking score obtained, there is the lowest score that is 60 and 100 for the maximum one. Then from the percentiles in the table above, it can be inferred that the achievement of students' speaking performance are quite good that is 90 % of 32 respondents that is 29 students achieve 90 score successfully.

To know the achievement of individual score of speaking rate score, the writer employed the frequency of speaking rate score. Here is the table:

Tabel 20:
The Frequency of Speaking Performance Score

		Freque r c y	Perce	Valid Pe rce nt	Cumulative Percent
Va	60	3	9.4	9.4	9.4
	66	1	3.1	3.1	12.5
	68	2	6.2	6.2	18.8
	70	5	15.6	15.6	34.4
	72	3	9.4	9.4	43.8
	74	1	3.1	3.1	46.9
	76	1	3.1	3.1	50.0
	78	1	3.1	3.1	53.1
	80	3	9.4	9.4	62.5
	82	1	3.1	3.1	65.6
	84	2	6.2	6.2	71.9
	86	1	3.1	3.1	75.0
	88	1	3.1	3.1	78.1

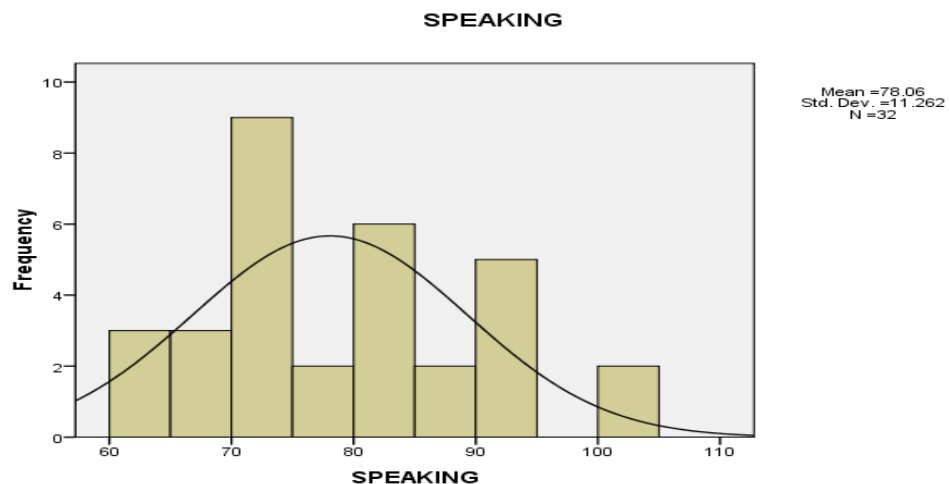
	90	2	6.2	6.2	84.4
	92	2	6.2	6.2	90.6
	94	1	3.1	3.1	93.8
	10	2	6.2	6.2	100.0
	Tot	32	100.0	100.0	

Source: output result of SPSS 16.0

The above table shows the total scores which are achieved by the students. Score of 60 is the lowest score of 3 persons which can be percentage into 9.4 %. The next score is 66 which is gained by a student as 3.1 %. Those percentages of scores in the table above are calculated into 100 %. For the additional note, the highest score of speaking rate is 100 which awarded to two students.

From the frequency table, it can be concluded that 14 students achieve 70 until 80 speaking rate score. It is proved that the distribution is in normal distribution. In other words, most of the respondents pass the interview task. Below it is the figure of students' speaking performance graph which shows normal distribution:

Figure 3:
The Frequency of Speaking Performance



4.2 Test of Prerequisites Hypothesis

In the recent study, the writer employs prerequisite hypothesis test to test the analysis of correlation and regression. There are three kinds of prerequisite hypothesis such as normality, homogeneity, and the multicollinearity tests.

4.2.1 Normality Test

Normality test is intended to determine whether or not there is normal distribution regression model. To calculate the normality test, the writer used the computer program SPSS for Windows Release

16.0. Basic decision-making is based on probabilities. If the probability is more than 0.05 then the normal distribution of research data is done.

Tabel 21 :
The result of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		SPEAKING	VOCA	GRAMMAR
N		32	32	32
Normal Parameters ^a	Mean	78.06	81.31	81.06
	Std. Deviation	11.262	7.647	9.325
Most Extreme Differences	Absolute	.142	.137	.184
	Positive	.142	.066	.106
	Negative	-.074	-.137	-.184
Kolmogorov-Smirnov Z		.805	.777	1.040
Asymp. Sig. (2-tailed)		.536	.582	.230
a. Test distribution is Normal.				

Source: output result of SPSS 16.0

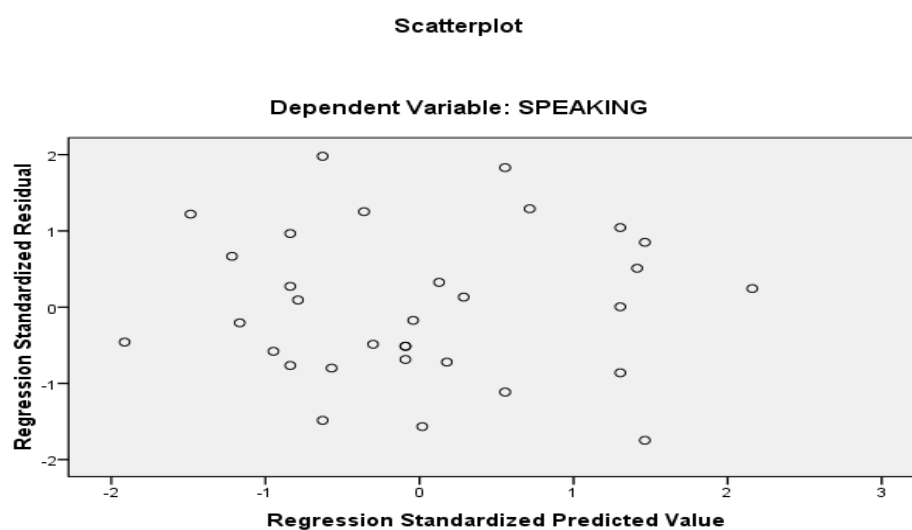
As listed in Table 21, it is obtained that p value of speaking is $0.535 > 0.05$, which means that the regression model with normal distribution, p value for $0.582 > 0.05$ for the vocabulary, which means that the regression model is in normal distribution. Grammar p value reaches for $0.230 > 0.05$, which means that the regression model is in

normal distribution. In other words, the three instruments which are in this study are normally distributed.

4.2.2 Test of Homogeneity

Homogeneity test is to examine the similarities variant regression model obtained. Scatter test can be seen from the plot. If it is obtained by the points spread randomly and do not form a regular pattern it can be concluded that the figure does not contain the homogenous data. This homogeneity test was using the computer program SPSS for Windows Release 16.0. Homogeneity test results can be seen in the following graph:

Figure 4 :
The result of Homogeneity Test



It is seen in the above figure that the point spread at random and do not form a specific pattern. Therefore it can be concluded that the regression model is homogeneous.

4.2.3 Multicollinearity Test

The next requirement is to test the multicollinearity, which is to determine whether there is correlation among independent variables or not. Regression model in this study may be eligible if there are no multicollinearity or correlation between independent variable. To determine whether there is multicollinearity or not it can be seen from the value of VIF. If the value of $VIF < 10$, it can be concluded that the regression model contains no multicollinearity. Multicollinearity test results can be seen in the table below:

Tabel 22 :

The Result of Multicollinearity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std.	Beta			Tolerance	VIF
	(Constant)	-4.667	14.73		-.317	.754		
	VOCAB	.388	.305	.264	1.27	.214	.349	2.8

	GRAMM							
		.631	.250	.523	2.52	.017	.349	2.8

Dependent Variable: SPEAKING

It is seen in the table above that the VIF value is $2.863 < 10$, which means that between the independent variables do not contain the multicollinearity.

4.3 Result of Correlational Analysis

In the result of correlational analysis, it will describe more about the correlation between students' vocabulary mastery and their speaking performance, correlation analysis of students' grammar mastery and their speaking performance, and correlation analysis of students' vocabulary mastery and grammar mastery and their speaking performances.

4.3.1 The Correlation between Students' Vocabulary Mastery (X1) and their Speaking Performance (Y)

The analysis of data is used to test whether there is any correlation between vocabulary mastery (X1) and speaking performance (Y). the writer proposed the test of correlation on the follow table:

Table 23:
The Result of Correlation between Vocabulary Mastery
and Speaking Performance

		SPEAKI N C	VOCA
SPEAKI N C	Pearson Correlatio n	1	.685**
	Sig. (2-tailed)		.000
	N	32	32
VOCAB	Pearson Correlatio n	.685**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

The result of the above table is:

- 1) The Pearson correlation is 0.685 is correlation coefficient or r score. This correlation coefficient shows that there is strong correlation between students' vocabulary mastery and speaking performance because of it is placed between 0.601 – 0.800. There is no negative sign (-) in front of the correlation coefficient so it means the correlation type is positive. It can be assumed that the higher the score of vocabulary test the higher the scoring speaking will be.

- 2) In the sign of **. Correlation is significant at the 0.01 level (2-tailed), it means that the point of correlation fulfills the significant criterion 1% and automatically fills the degree of trust that is 95 %. From that point, it can be said that H_0 is rejected. It means that the correlation of students' vocabulary mastery (X1) and their speaking performance (Y) is significant.
- 3) The probability point is $0.000 < 0.05$ so it can be said that H_0 is rejected. It means that there is significant correlation between vocabulary mastery (X1) and their speaking performance (Y) in 95 % degree of trust.

4.3.2 Correlational Analysis of Students' Grammar mastery (X2) and their Speaking performance (Y)

This analysis is used to test whether there is any correlation between grammar mastery (X2) and speaking performance (Y). The writer proposed the test of correlation on the following:

Table 24:
**The Result of Correlation between Vocabulary Mastery
and Speaking Performance**

Correlations			
		SPEAKI	GRAMM
		N	A
		C	F

SPEAKING	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	32	32
GRAMMAR	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

The result of the above table is:

- 1) The Pearson correlation as the 0.735 is correlation coefficient or r score. This correlation coefficient shows that there is strong correlation between students' grammar mastery and speaking performance because of it is placed between 0.601 – 0.800. There is no negative sign (-) in front of the correlation coefficient so it means the correlation type is positive. It can be assumed that the higher the score of grammar test the higher speaking scoring.
- 2) In the sign of **. Correlation is significant at the 0.01 level (2-tailed), it means that the point of correlation full fills significant criterion 1 % and automatically fills the degree of trust that is 95 %. From that point, it can be said that H_0 is rejected. It means that the correlation of students' grammar mastery (X2) and their speaking performance (Y) is significant.

- 3) The probability point is $0.000 < 0.05$ so it can be said that H_0 is rejected. It means that there is significant correlation between grammar mastery (X1) and their speaking performance (Y) in 95 % degree of trust.

4.3.3 Correlational Analysis of Students' Vocabulary Mastery (X1), Grammar mastery (X2) and their Speaking performance (Y)

The third hypothesis test reveals there is correlation among students' vocabulary mastery (X1), students' grammar mastery (X2) and their speaking performance (Y). The result of the correlation between students' vocabulary mastery (X1) and their speaking performance (Y), the correlation between students' grammar mastery (X2) and their speaking performance (Y), and the correlation between students' vocabulary mastery (X1) and their grammar mastery (X2) can be seen in the following table.

Tabel 25:

The Result of the Correlation between Students' Vocabulary Mastery and Students' Grammar Mastery in Their Speaking Performance

Correlations

		SPEAKING	VOCABULARY	GRAMMAR

SPEAKING	Pearson Correlation	1	.685**	.735**
	Sig. (2-tailed)		.000	.000
	N	32	32	32
VOCABULARY	Pearson Correlation	.685**	1	.807**
	Sig. (2-tailed)	.000		.000
	N	32	32	32
GRAMMAR	Pearson Correlation	.735**	.807**	1
	Sig. (2-tailed)	.000	.000	
	N	32	32	32

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

For the correlation among students' vocabulary mastery, students' grammar mastery and their speaking performance, the writer employed the formula of double correlation (sugiyono, 1997:202) which is seen as follows:

$$R_{y.x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

in which:

$R_{y.x_1x_2}$: Double correlation among students' vocabulary mastery, students' grammar mastery and their speaking performance.

- $r^2_{yx_1}$: correlation among students' vocabulary mastery and their speaking performance.
- $r^2_{yx_2}$: correlation among students' grammar mastery and their speaking performance.
- $r^2_{x_1x_2}$: correlation among students' vocabulary mastery and students' grammar mastery.

From the above formula, it can be calculated the correlation among students' vocabulary mastery, students' grammar mastery and their speaking performance such as:

$$R_{y.x1x2} = \sqrt{\frac{(0.685)^2 + (0.735)^2 - 2(0.685)(0.735)(0.807)}{1 - (0.807)^2}}$$

$$R_{y.x1x2} = \sqrt{\frac{(0.4692) + (0.5402) - (0.8126)}{0.3487}}$$

$$R_{y.x1x2} = \sqrt{0.5644}$$

$$R_{y.x1x2} = 0.7512$$

In the above calculation $r = 0.7512$, indicating that the correlation between students' vocabulary mastery, students' grammar mastery, and their speaking is strong because it is located between

0.601-0.800. Therefore, it can be interpreted that the relationship between students' vocabulary mastery and students' grammar mastery in their speaking is strength. The absence of negative sign (-) before the 0.685 figures shows that a correlation has positive form. So, it can be said that the higher the value of students' vocabulary mastery and students' grammar mastery, the higher the value of their speaking performance.

While the students' vocabulary and grammar mastery had strength correlation towards their speaking performance, both of independent variables were used to measure how far students' vocabulary and grammar mastery influence their speaking mastery. To find out the influence of the independent variable in the dependent variable in this study, the writer employed double regression analysis. It is shown in the following table:

Tabel 26:
The Regression Model of Students' Vocabulary Mastery and Students' Grammar Mastery in Their Speaking Performance

Coefficients^a

Model	Unstandardized Coefficients	Standardized	t	Sig.
		Coefficients		

		B	Std. Error	Beta		
1	(Constant)	4.667	14.733		.317	.754
	VOCAB	.388	.305	.264	1.272	.214
	GRAMMAR	.631	.250	.523	2.522	.017

Dependent Variable: SPEAKING

The above table shows regression coefficient for students' vocabulary mastery is 0388 and the regression coefficient for students' grammar mastery is 0631. Therefore, the regression model is constant at 4.667. Below, it is the equation of regression in this study:

$$Y = 0.388 X_1 + 0.631 X_2 + 4.667$$

in which;

Y = the variable of students' speaking performance

X₁ = the variable of students' vocabulary mastery

X₂ = the variable of students' grammar mastery

From the above equation, it shows that:

- 1) The development of students' vocabulary mastery will be followed by the development of students' speaking performance i.e. 0.388, when other variables are considered fixed.
- 2) The development of students' vocabulary mastery will be followed by the development of students' speaking performance i.e. 0.631, when other variables are considered fixed.

The regression model above is calculated with F test. Its criteria is if the score of p value is < 0.05 , it can be concluded that H_0 is rejected. Then, the result of simultaneous test can be seen at the following table:

Tabel 27:
Simultaneous Test Results (Test F)

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F	df1	df2	Sig. F
1	.75	.565	.535	7.681	.565	18.826	2	2	.000

a. Predictors: (Constant), GRAMMAR, VOCAB

b. Dependent Variable: SPEAKING

The result of test F is obtained $F_{\text{calculated}} = 18.826$ and the score of p value = 0.000. F test results obtained F count = 18.826 and p value = 0.000. Because of the significance value is < 0.05 , it can be concluded that H_0 refused and H_1 accepted which means that there is significant influence between student' vocabulary mastery and students' grammar mastery in their speaking performance simultaneously. Based on the adjusted R square value of 0.565 indicates that the students' vocabulary mastery and students' grammar mastery simultaneously contribute to their speaking performance that is 56.5%. The rest of that percentage is derived from other factors besides those independent variables.

4.4 Discussion of the Research

Observing the result of the total scores of each variables in this study which comprises students' vocabulary mastery, students' grammar mastery and their speaking performance, the objectives of this study can be achieved by calculating them with the Pearson Product-Moment Correlation formula. This formula was used to find out the correlation between:

1. students' vocabulary mastery and their speaking performance,
2. students' grammar mastery and their speaking performance,
3. students' vocabulary and grammar mastery and their speaking performance.

Based on the above objectives of the research, the research findings show that there is significant correlation among the variables as mentioned in the previous section. This means that both students' vocabulary mastery and students' grammar mastery influence their speaking performance. This also implies that the higher the students achieve vocabulary and grammar scores the higher their speaking performance score will be.

First, from the vocabulary test of 32 students, it was found that the average students' vocabulary score is 81.31 with a highest score is 96 and the lowest score is 60. By looking at the average percentile rate below, the students' vocabulary of second semester students of English department of University of Pancasakti Tegal of academic year 2009/2010 is very good.

- 1) 10% of the students got score below 70.00 or 90% (100% - 10%) students got higher score of 70.00,
- 2) 25% of the students got score below 76.50 or 75% (100% - 25%) students got higher score of 76.50,
- 3) 50% of the students got score below 83.00 or 50% (100% - 50%) students got higher score of 83.00,
- 4) 75% of the students got score below 87.50 or 25% (100% - 75%) students got higher score of 87.50,
- 5) 90% of the students got score below 90.00 or 10% (100% - 90%) students got higher score of 90.00,

Second, from the grammar test of 32 students, it was found that the average students' grammar score is 81.06 with the highest score is 98 and the lowest score is 60. By looking at the average percentile rate, the students' grammar score of second semester students of English department of University of Pancasakti Tegal of academic year 2009/2010 is very good.

- 1) 10% of the students got score below 63.00 or 90% (100% - 10%) students got higher score 63.00 ,
- 2) 25% of the students got score below 78.00 or 75% (100% - 25%) students got higher score 78.00 ,
- 3) 75% of the students got score below 87.50 or 25% (100% - 75%) students got higher score 87.50 ,
- 4) 90% of the students got score below 90.00 or 10% (100% - 90%) students got higher score 90.00 ,

Lastly, from the speaking test of 32 students, it was found that the average students' speaking performance score is 78.06 with a highest score is 100 and the lowest score is 60. By looking at the average percentile rate, the students' speaking performance score of second semester students of English department of University of Pancasakti Tegal of academic year 2009/2010 is very good.

- 1) 10% of the students got score below 61.80 or 90% (100% - 10%) students got higher score 70.00,

- 2) 25% of the students got score below 70.00 or 75% (100% - 25%) students got higher score 70.00,
- 3) 50% of the students got score below 77.00 or 50% (100% - 50%) students got higher score 70.00,
- 4) 75% of the students got score below 87.50 or 25% (100% - 75%) students got higher score 70.00,
- 5) 90% of the students got score below 93.40 or 10% (100% - 90%) students got higher score 70.00.

However, students' vocabulary and grammar mastery are very good influence in their speaking performance that are equal to 56.5%, or more than 50% impact on the performance of speaking, the rest is another factor. It is also shown in the results of simultaneous test (F test) $F_{count} = 18.826$ and $p\text{ value} = 0.000 < 0.05$.

Some factors might contribute to influence students' speaking performance, such as the following:

- 1) students' sociolinguistics competence, for instance the roles of the participants, the information they share, and the function of the interaction, in order to make "proper" communication.
- 2) students' intelligibility competence, like pronunciation and fluency.
- 3) students' discourse competence, for example cohesion and coherence in a communication text.
- 4) students' strategic competence, such as various verbal or nonverbal strategies when communication breakdowns occur.

As shown in the background section of this research, most of the time, it was stated that in order to speak a foreign language fluently it is necessary to learn grammatical rules. In order to reach this goal students' have to learn grammatical rules and points because observing grammatical points is essential for putting words into proper sentences. Whilst, the significant correlations found as well between vocabulary test scores and the measures of speaking performance complexity used suggest that knowing more words enables the construction of more complex sentences and phrases when speaking. Therefore, it has been suggested that vocabulary mastery and grammatical mastery are complementary for speaking performance.

CHAPTER V

CONCLUSION

In this chapter, the writer presents conclusion and suggestion. It concludes the correlation analysis between students' vocabulary and grammar mastery and their speaking performance and suggests the stakeholders such as the teacher, the lecturer, the students, and the text book writers or the other researcher who concern about the masteries of vocabulary and grammar, and speaking performance as well.

5.1. Conclusion

Based on the findings in the previous chapter, the writer can draw the following conclusions:

By using the 0.05 % or 5 percent level of significance, it was found that there is a significant positive correlation between students' vocabulary mastery to speaking performance. The value of correlation coefficient r is 0.685. It means that null hypothesis (H_0) is rejected. Thus, the working hypothesis (H_1) that there is significant correlation between students' vocabulary mastery in their speaking performance is accepted. In other words, the higher students' vocabulary the better their speaking performance will be.

The students' grammar mastery has a significant correlation with speaking performance. The value of correlation coefficient r is 0.735.

It means that students' grammar influences their achievement in speaking performance. In other words, the higher students' grammar the better their speaking will be.

Both the students' vocabulary and their grammar mastery have significant correlation with speaking performance. The value of correlation coefficient R is 0.752 or 75.2 %. It means that both students' vocabulary mastery and their grammar mastery influence their achievement in speaking performance. Therefore, the development of students' speaking performance score of one point is influenced by students' scores of vocabulary and grammar mastery. In other words, the higher students' vocabulary and grammar mastery the better their speaking performance will be.

5.2. Suggestion

Based on the result of the study, the writer would like to offer some suggestions to consider improving the students' speaking performance. As it is proved in the study that there is correlation between students' vocabulary mastery and students' grammar mastery and speaking performance, the English teachers should be aware of these findings. Although, students' vocabulary mastery and students' grammar mastery are not the only way to improve the achievement of their speaking performance, it should be considered in improving the teaching of English.

In the study it is proved that, students' vocabulary mastery and students' grammar mastery have correlation with speaking performance, the English teachers should motivate their students to increase their vocabulary as much as possible and train themselves to maintain their utterance in appropriate grammar. One of them is by giving them more chances to speak without pointing much on their error so it gives them comfortable feeling in expressing their idea. Besides, mastering vocabulary and grammar are also useful for the students not only to improve their speaking performance in a classroom setting but also to understand the contextual daily conversation.

Finally, the writer would like to note that this research is only limited to a certain place and population. Therefore, she hopes that there will be further research which has more samples and wider area of population. Hopefully, other research will give more complete findings in improving the English teaching.

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APPENDICES



ANSWER KEY TEST OF VOCABULARY

I. Answer key of text 1:

In the UK (1) election are held every five years. (The (2) Prime minister may decide to hold one after four years, but five years is the maximum).

Some countries have a system of proportional representation: this means in a theory, that political party with 30% of the (3) votes should get 30% of the seats in (4) parliament. In the UK, the political (5) system is different: here the winner takes all. This means that the person with the most votes in each political area (called a constituency) wins the seat; and the political (6) party which wins a (7) majority of the seats will (8) form the government on their own. As the result of this system, it is possible for the party to be in (9) power with only 40% of the total vote. Some people think this system is unfair.

(Adopted from Redman, 2001, English Vocabulary in Use, Pernebit Erlangga, published and printed in Indonesia, p.169)

Text 2 for no. 10-16

Dear Tom

I've just arrived in Rome but I'm still recovering from a really terrible flight. We (10) took off two hours late because of bad weather, and over the channel we hit more bad weather. The (11) pilot announced that we had to (12) fasten our seat belts, which was a bit worrying, and for half an hour we (13) flew through terrible storm. It was still raining and very windy when we (14) landed in Rome and I was really glad to (15) get off the plane and get into the airport building.

Fortunately things have improved since then but I really hope the return (16) flight is a lot better.

Text 3 for no. 17-22

I live and work in Milan but I like to (17) get away at the weekend if possible. My parents have a small house in the (18) country, about 100 kilometers from Milan, and

ANSWER KEY TEST OF GRAMMAR

I. Choose the one answer, (A), (B), (C) or (D) that best completes the sentence below

1. Alex : “..... does she”
 Alexandra : “She is a teacher”
 (A) How/does (C) What/does
 (B) How/do (D) What/do
2. Buckwheat flour the seeds of buckwheat plant.
 (A) is made from (C) it is from
 (B) from (D) and
3. I the door up before I left home.
 (A) locked (C) had locked
 (B) have locked (D) have been locked
4. X : “I at home at tonight”
 Y : “Thanks for the information”
 (A) will (C) will be
 (B) does (D) is
5. The President focused his speech on the work of his staff.
 (A) interest (C) interesting
 (B) interested (D) is interesting
6. They used lived in Tegal. They there for 26 years.
 (A) have been living (C) living
 (B) live (D) have lived
7. Tom a driver but now he is a carpenter.
 (A) is (C) was
 (B) are (D) were
8. Jackson has been arrested. The sentence means the same with.....
 (A) Some police officers arrested him (C) Some police officers has arrested him

ANSWER KEY TEST OF VOCABULARY

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III. Text 3 for no. 17-22

I live and work in Milan but I like to (17) get away at the weekend if possible. My parents have a small house in the (18) country, about 100 kilometers from Milan, and it's a great place to go if you want a bit of peace and (19) quiet. In the summer you can just (20) sunbathe by the pool during the hottest part of the day. Then in the evening go for a (21) walk through the village over the fields. Sometime, we go out for the whole day and have a (22) picnic somewhere, by the lake or next to one of the many vineyards.

RESEARCH INSTRUMENT OF GRAMMAR TEST

<u>Research Subject Identity</u>	
Name	:
Student's Number	:

I. Choose the one answer, (A), (B), (C) or (D) that best completes the sentence below

1. Alex : “..... does she”
 Alexandra : “She is a teacher”
 (A) How/does (C) What/does
 (B) How/do (D) What/do
2. Buckwheat flour the seeds of buckwheat plant.
 (A) is made from (C) it is from
 (B) from (D) and
3. I the door up before I left home.
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 (A) interest (C) interesting
 (B) interested (D) is interesting
6. They used lived in Tegal. They there for 26 years.
 (A) have been living (C) living
 (B) live (D) have lived
7. Tom a driver but now he is a carpenter.
 (A) is (C) was
 (B) are (D) were
8. X : “..... you mind if I come to your house?”

RESEARCH INSTRUMENT OF VOCABULARY TEST

<i>Research Subject Identity</i>	
Name	:
Student's Number	:

I. Fill the gaps to complete this text about the political system in the United Kingdom. One word in each gap (1st - 2nd letters are provided).

Text 1 for no. 1-9

In the UK (1) *el*_____ are held every five years. (The (2) *Pr*_____ minister may decide to hold one after four years, but five years is the maximum).

Some countries have a system of proportional representation: this means in a theory, that political party with 30% of the (3) *vo* _____ should get 30% of the seats in (4) *pa*_____. In the UK, the political (5) *sy*_____ is different: here the winner takes all. This means that the person with the most votes in each political area (called a constituency) wins the seat; and the political (6) *pa* _____ which wins a (7) *ma*_____ of the seats will (8) *fo*_____ the government on their own. As the result of this system, it is possible for the party to be in (9) *po*_____ with only 40% of the total vote. Some people think this system is unfair.

(Adopted from Redman, 2001, English Vocabulary in Use, Pernebit Erlangga, published and printed in Indonesia, p.169)

II. Complete this part of a letter about an unpleasant flight.

Text 2 for no. 10-16

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I've just arrived in Rome but I'm still recovering from a really terrible flight. We (10) *to*_____ two hours late because of bad weather, and over the channel we hit more bad weather. The (11) *pi*_____ announced that we had to (12) *fa* _____ our seat belts, which was a bit worrying, and for half an hour we (13) *fl*_____ through terrible storm. It was still raining and very windy when we (14) *la*_____ in Rome and I was really glad to (15) *ge*_____ the plane and get into the airport building.

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VOCABULARY TEST

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GRAMMAR TEST

Research Subject Identity

Name :

Student's Number :

I. Choose the one answer, (A), (B), (C) or (D) that best completes the sentence below

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 (B) from (D) and
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 (A) interest (C) interesting
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 (A) have been living (C) living
 (B) live (D) have lived
7. Tom a driver but now he is a carpenter.
 (A) is (C) was
 (B) are (D) were

APPENDIX 5: THE RESULT OF VOCABULARY TRY OUT TEST ANALYSIS

Reliability

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.952	60

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	42.53	168.773	.555	.952
S2	42.78	163.789	.771	.950
S3	42.53	168.773	.555	.952
S4	42.78	163.789	.771	.950
S5	42.50	169.484	.540	.952
S6	42.78	163.789	.771	.950
S7	42.78	163.789	.771	.950
S8	42.50	169.484	.540	.952
S9	42.50	169.484	.540	.952
S10	42.69	166.480	.598	.951
S11	42.69	166.480	.598	.951
S12	42.59	169.410	.403	.952
S13	42.59	169.410	.403	.952
S14	42.56	169.415	.435	.952
S15	42.50	169.484	.540	.952
S16	42.69	166.480	.598	.951
S17	42.59	169.410	.403	.952
S18	42.78	163.789	.771	.950
S19	42.78	163.789	.771	.950
S20	42.78	163.789	.771	.950
S21	42.78	163.789	.771	.950
S22	42.59	169.410	.403	.952

APPENDIX 6: THE RESULT OF GRAMMAR TRY OUT TEST ANALYSIS

Reliability Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	60

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	44.31	255.512	.897	.974
S2	44.28	256.144	.877	.974
S3	44.31	255.512	.897	.974
S4	44.31	255.512	.897	.974
S5	44.28	256.144	.877	.974
S6	44.34	254.878	.921	.974
S7	44.31	255.512	.897	.974
S8	44.06	267.738	.181	.975
S9	44.19	266.802	.190	.975
S10	44.28	256.983	.820	.974
S11	44.22	258.241	.788	.974
S12	44.06	267.544	.201	.975
S13	44.25	257.613	.802	.974
S14	44.09	267.830	.149	.975
S15	44.22	260.305	.640	.974
S16	44.25	259.677	.658	.974
S17	44.19	260.931	.624	.974
S18	44.19	268.028	.100	.975
S19	44.19	268.028	.100	.975
S20	44.31	257.448	.768	.974
S21	44.00	268.968	.100	.975
S22	44.19	261.577	.576	.974
S23	44.19	267.125	.166	.975

RESEARCH INSTRUMENT OF VOCABULARY TEST

<i>Research Subject Identity</i>	
Name	:
Student's Number	:

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Text 2 for no. 10-16

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RESEARCH INSTRUMENT OF GRAMMAR TEST

<u>Research Subject Identity</u>	
Name	:
Student's Number	:

I. Choose the one answer, (A), (B), (C) or (D) that best completes the sentence below

1. Alex : “..... does she”
Alexandra : “She is a teacher”
(A) How/does (C) What/does
(B) How/do (D) What/do
2. Buckwheat flour the seeds of buckwheat plant.
(A) is made from (C) it is from
(B) from (D) and
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7. Tom a driver but now he is a carpenter.
(A) is (C) was
(B) are (D) were
8. X : “..... you mind if I come to your house?”

APPENDIX 9: RESEARCH SPEAKING TEST

Speaking Instruments

1. Hi! It is a beautiful day, isn't it?
2. How are you?
3. Well, what's your name?
4. Where are you from?
5. Do you commute everyday or live in boarding house?
6. How long does it take here to your house?
7. So, how do you get here?
8. Then, how do you know this University of Pancasakti Tegal?
9. What's your major?
10. Why do you choose English Department? Tell me your reasons please!
11. When did you begin to study English?
12. Where did you graduate from?
13. What was your expectation when you entered this university?
14. Have you found any problem during your study?
15. Have you planned to get the solution to overcome your problem in learning English?
16. Have you ever met your lecturer to consult about the problem in learning English?
17. Have you solved the problem in the end?
18. Will you be a teacher or lecturer?
19. Will you continue your study to higher education level? Why or why not?
20. Can you speak English well? describe your reason.

APPENDIX 13: THE RESULT OF VOCABULARY RESEARCH

Reliability Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.968	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	37.00	168.387	.562	.968
S2	37.25	163.161	.796	.967
S3	37.00	168.387	.562	.968
S4	37.25	163.161	.796	.967
S5	36.97	169.322	.518	.968
S6	37.25	163.161	.796	.967
S7	37.25	163.161	.796	.967
S8	36.97	169.322	.518	.968
S9	36.97	169.322	.518	.968
S10	37.16	166.265	.588	.968
S11	37.16	166.265	.588	.968
S12	37.06	169.093	.403	.968
S13	37.06	169.093	.403	.968
S14	37.03	169.386	.404	.968
S15	36.97	169.322	.518	.968
S16	37.16	166.265	.588	.968
S17	37.06	169.093	.403	.968
S18	37.25	163.161	.796	.967
S19	37.25	163.161	.796	.967
S20	37.25	163.161	.796	.967
S21	37.25	163.161	.796	.967

APPENDIX 14: THE RESULT OF GRAMMAR RESEARCH

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.981	50

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
S1	35.84	243.362	.897	.980
S2	35.81	244.093	.869	.980
S3	35.84	243.362	.897	.980
S4	35.84	243.491	.888	.980
S5	35.81	244.093	.869	.980
S6	35.88	242.758	.920	.980
S7	35.84	243.362	.897	.980
S8	35.81	244.867	.815	.980
S9	35.75	245.935	.795	.981
S10	35.78	245.338	.807	.980
S11	35.75	248.194	.628	.981
S12	35.78	247.854	.628	.981
S13	35.72	248.918	.604	.981
S14	35.84	245.426	.756	.981
S15	35.72	249.628	.549	.981
S16	35.81	248.093	.592	.981
S17	35.75	250.581	.454	.981
S18	35.66	250.362	.565	.981
S19	35.75	247.613	.671	.981
S20	35.78	246.822	.701	.981
S21	35.62	252.435	.426	.981
S22	35.69	251.770	.411	.981
S23	35.72	248.467	.638	.981

APPENDIX 15: THE RESULT OF SPEAKING, VOCABULARY AND GRAMMAR SCORE

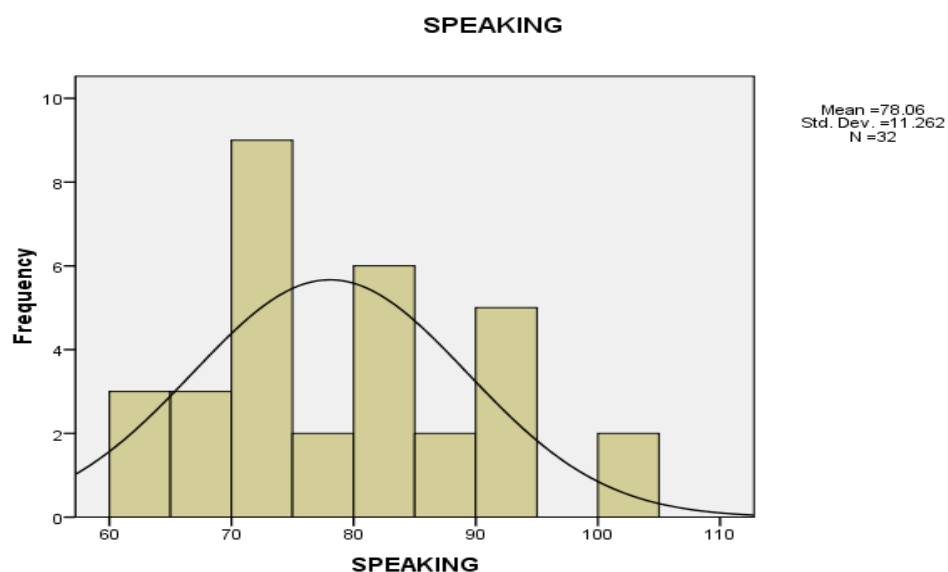
Students number	Students Name	Speaking Score	Vocabulary Score	Grammar Score
1609502336	Abdus Syakur El Khairi	76	74	78
1609502342	Agus Setiadi	100	96	98
1609502190	Ajeng Ratna Ningdiah Utami	78	78	84
1609502238	Ajeng Widya Agustin	70	82	82
1609502141	Andreas Witomo	74	72	82
1609502143	Arfan Ardianto	70	80	86
1609502145	Arsi Mardiani	70	84	78
1609502308	Dessi Purbasari	90	92	90
1609502149	Devi Aprilia	92	84	78
1609502202	Eningsih	84	84	80
1609502252	Erziz Imam Pribadi	60	60	60
1609502205	Fatuhillah	80	84	88
1609502364	Firda Rizqi Bunga Pertiwi	70	80	82
1609502161	Ika Ratnasari	68	70	70
1609502162	Imam Apriarto	94	90	90
1609502261	Lilis Puspawati	60	76	60
1609502263	Maulida Nisa Arfani	72	70	72
1609502213	Mely Ameliya	84	80	86
1609502214	Minhazul Abidin	70	76	70
1609502267	Muhammad Nuris Ladunny	72	80	82
1609502268	Nawang Adi Purnama	66	88	84
1609502223	Nurfaziatul Uhro	86	88	80
1609502273	Nur Kholidah	80	84	78
1609502274	Nur Laeli Dewi Nur Asyiah	80	86	84
1609502227	Rindang Arumdani	72	80	82
1609502292	Serla Dwi Priyanti	92	78	82
1609502230	Siti Nuryati	100	90	96
1609502349	Sugiarti	60	70	60
1609502294	Suhendra	88	84	88
1609502318	Tafrihatul Ikromah	82	88	86
1609502348	Tarsidi	68	86	88
1609502185	Tri Sasongko Yulianto	90	88	90

APPENDIX 16: DESCRIPTIVE STATISTIC OF SPEAKING, VOCABULARY AND GRAMMAR

1. Frequencies

Statistics				
		SPEAKING	VOCAB	GRAMMAR
N	Valid	32	32	32
	Missing	0	0	0
Mean		78.06	81.31	81.06
Std. Error of Mean		1.991	1.352	1.649
Median		77.00	83.00	82.00
Std. Deviation		11.262	7.647	9.325
Variance		126.835	58.480	86.964
Skewness		.268	-.645	-.841
Std. Error of Skewness		.414	.414	.414
Kurtosis		-.766	.670	.764
Std. Error of Kurtosis		.809	.809	.809
Range		40	36	38
Minimum		60	60	60
Maximum		100	96	98
Percentiles	10	61.80	70.00	63.00
	25	70.00	76.50	78.00
	50	77.00	83.00	82.00
	75	87.50	87.50	87.50
	90	93.40	90.00	90.00

2. Histogram



APPENDIX 17: THE RESULT OF NORMALITY TEST

NPar Tests

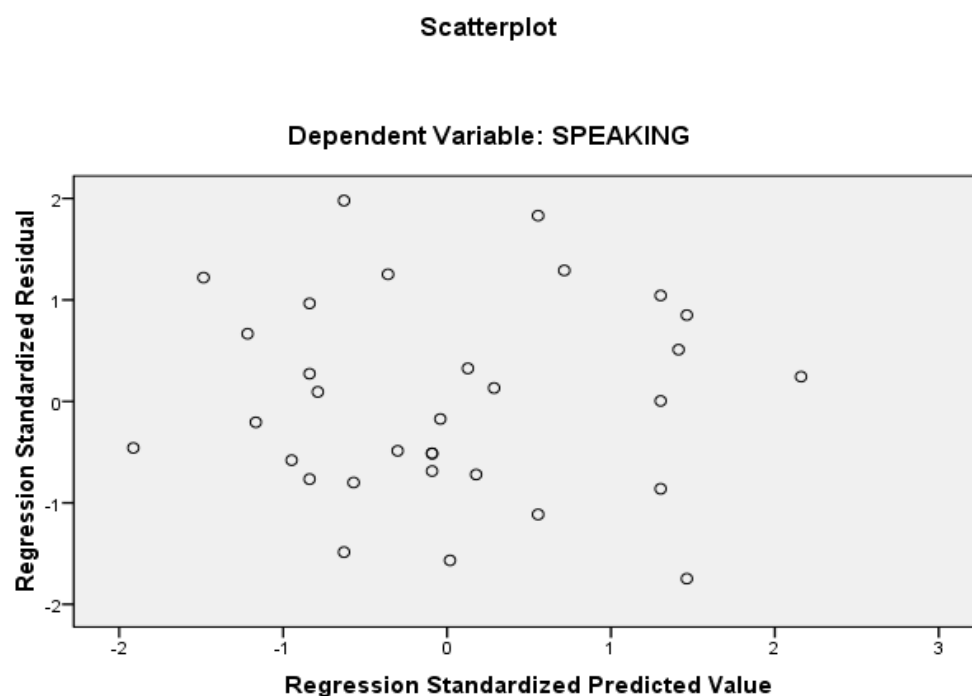
One-Sample Kolmogorov-Smirnov Test

		SPEAKING	VOCAB	GRAMMAR
N		32	32	32
Normal Parameters ^a	Mean	78.06	81.31	81.06
	Std. Deviation	11.262	7.647	9.325
Most Extreme Differences	Absolute	.142	.137	.184
	Positive	.142	.066	.106
	Negative	-.074	-.137	-.184
Kolmogorov-Smirnov Z		.805	.777	1.040
Asymp. Sig. (2-tailed)		.536	.582	.230

a. Test distribution is Normal.



APPENDIX 18: THE RESULT OF HOMOGENITY TEST



APPENDIX 19: THE RESULT OF MULTIKOLINEARITY TEST

Coefficients^a							
el	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	4.667	14.733		.317	.754		
VOCAB	.388	.305	.264	1.272	.214	.349	2.863
GRAMMAR	.631	.250	.523	2.522	.017	.349	2.863

ependent Variable: SPEAKING

APPENDIX 20: THE RESULT OF CORRELATION

1. THE CORRELATIONS BETWEEN VOCABULARY AND SPEAKING

Correlations		SPEAKING	VOCAB
SPEAKING	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	32	32
VOCAB	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

2. THE CORRELATION BETWEEN GRAMMAR AND SPEAKING

Correlations		SPEAKING	GRAMMAR
SPEAKING	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	32	32
GRAMMAR	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

Correlations		SPEAKING	VOCAB	GRAMMAR
SPEAKING	Pearson Correlation	1	.685**	.735**
	Sig. (2-tailed)		.000	.000
	N	32	32	32
VOCAB	Pearson Correlation	.685**	1	.807**
	Sig. (2-tailed)	.000		.000
	N	32	32	32
GRAMMAR	Pearson Correlation	.735**	.807**	1
	Sig. (2-tailed)	.000	.000	
	N	32	32	32

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

APPENDIX 21: THE RESULT OF VOCABULARY, GRAMMAR AND SPEAKING REGRESSION

Regression

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	GRAMMAR, VOCAB ^a		Enter

a. All requested variables entered.

b. Dependent Variable: SPEAKING

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752 ^a	.565	.535	7.681

a. Predictors: (Constant), GRAMMAR, VOCAB

b. Dependent Variable: SPEAKING

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2221.116	2	1110.558	18.826	.000 ^a
	Residual	1710.759	29	58.992		
	Total	3931.875	31			

a. Predictors: (Constant), GRAMMAR, VOCAB

b. Dependent Variable: SPEAKING

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.667	14.733		.317	.754
	VOCAB	.388	.305	.264	1.272	.214
	GRAMMAR	.631	.250	.523	2.522	.017

a. Dependent Variable: SPEAKING