

**THE CONTRIBUTION OF VOCABULARY AND GRAMMAR MASTERY  
TOWARD STUDENT'S SPEAKING ABILITY AT SMA AN – NUUR  
PEKANBARU**



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PEKANBARU  
1428 H/2007 M**

**THE CONTRIBUTION OF VOCABULARY AND GRAMMAR MASTERY  
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A Thesis  
Submitted in Partial of The Requirements  
For The Bachelor Degree in English Education



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## ABSTRACT

The title of this research is **"The Contribution of Vocabulary and Grammar Mastery Toward Student's Speaking Ability at SMA AN-NUUR Pekanbaru"**. Speaking ability is one of the skills that characterize the language learner's master of a language. It's also an important aspect that should be taught and developed in classroom. It means that teaching and learning process should be very much devoted to the students as development toward good speaking.

There are some characteristics of communicative competence that support the learners to make good communication without obstructions. One of them is knowledge of grammar and vocabulary of the language. Grammar and vocabulary mastery will influence the speaking ability. They are important parts to speak well.

English is taught from elementary school until university. The second year students of SMA AN-NUUR Pekanbaru also learn English. It's taught three times a week. Vocabulary and grammar are essential aspects that are taught in the classroom. One of the purposes is the students can make good speaking after knowing English grammar and vocabularies. But in fact, some of the students still get problems in making good conversation. The writer interested in carrying out the study deals with the problem, which is formulated in this research. Furthermore, the problem can be formulated as follows:

1. Is there any significant contribution of vocabulary mastery toward student's speaking ability?
2. Is there any significant contribution of grammar mastery toward student's speaking ability?
3. How is the contribution of vocabulary and grammar mastery toward speaking ability?

The subject of this research is the second year students of SMA AN-NUR Pekanbaru and the writer used total sampling, because the writer chosen all of population at the second year student, the number of the students are 35.

Data for this study was collected during four months and the instrument technique that was used to gather the data along this study is test technique (written test and oral test). In collecting the data, the writer used multiple regression. It is used to find out the correlation between two or more variables predictor with one variable. The formula can be seen as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Based on the data analysis, the conclusion is drawn as follows: the contribution of vocabulary mastery toward speaking ability is not significant, and there is the significant contribution of grammar mastery toward speaking ability. It can be looked from the comparison of significant and probability score. And the contribution of vocabulary and grammar mastery is 20.6%, it consist of 00.4% for vocabulary mastery and 19.9% for grammar mastery. Finally, Their regression can be written as follow:

$$Y = -8,755 - 0,154 + 0,818 X_2$$

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This study is written and intended to fulfill one of the requirements for award of bachelor degree at English Education Department of Education and Teacher training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of this study is "The Contribution of Vocabulary and Grammar Mastery Toward Student's Speaking Ability at SMA AN-NUUR Pekanbaru".

The writer realized that there are some weaknesses on this scientific writing. Therefore, constructions and suggestions are needed to improve it.

In this opportunity, the writer would like to express my sincere gratitude to the God and to the following people for their valuable contributions:

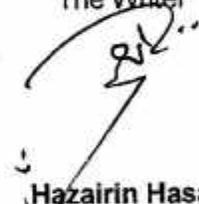
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Finally, the writer realizes that this paper is still far from being perfect. Therefore, comments, critiques, and constructive suggestion will be very much appreciated.

Pekanbaru, February 5<sup>th</sup>, 2008

The Writer



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# CHAPTER I

## INTRODUCTION

### 1.1. The Background of The Problem

The interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other. H. Douglas Brown (1994:159). Human being is a social creatures who need the others man to live in this world, no matter we are as a rich people or what ever we are as the students, workers, employers. Therefore, our God gives us an ability to interact each other while we felt comfortable in our life. We can look in to our environment, the people who does not want to make an interaction with the other people; they will be excommunicated with the others. Therefore, we are required to hone our interaction ability. The way to relate a good interaction is called communication.

The communications will make every body knows the characteristics of all people who live in this world, because we can not live alone in it. We need the other people to do everything. Our god – Allah – makes the human into two kinds; male and female, ethnic groups, nations, to know each other. Allah says in holly Koran (Al - Hujuraat: 13) O mankind, we created you from (a single pair of) a male and female; and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most righteous of you and god has full knowledge and is well acquainted (with all things).

Talking about speaking as communication, we cannot separate it with the language. Language is a tool to express the idea, to convey our purposes to other

people. Hornby (1995:662) states that language is the system of sounds and words used by humans to express their thoughts and feelings. Furthermore, Samovar (1995:150) states:

“Language is extremely important to human interaction because it is how we reach out to make contacts with our surroundings. Language is the vehicle that enables us to share our experiences with others. If we were to survey a normal day, we would soon see that we use words for a wide variety of purpose, even the first few minutes we are a wake might find us using languages”.

The vehicle is used for interaction or communication is a language. The individuality of the people can be looked from how a person used it to relate an interaction each other that is why the language is extremely important to be learned.

English has been acknowledged as an international language that is mostly used in whole of the world that every body recognizes how important it is in daily life. In accordance with Clarke; in Chamberlain, and Baumgardner, (1988:7) says our language has become the chief medium of international communication. Beside that Richard, and Charles Lockhart (1994:32) states:

“English represents different things to different people. For some, it represents the language of English literature. For others, it is the language of the English speaking world. Some associate it with the language of colonialism. Others see English simply as a means of doing business and making money. From the explanation above, English is very important to be mastered by the people to get a success in their activities”.

How far is English very important for the human life? We can look at the development of the world. For example; the products that are produced by the companies for instance: computers, televisions, radios, motorcycles, cars, foods, milks, etc. The language that is used for a direction is English. Moreover, the businessman who always interact to other people from other countries, they will share the ideas by using English. English is also used in political communication by the functionary of government.

Speaking is one of the most important competencies that should be mastered by the language learners' especially English learners, besides listening, reading and writing skills. Because it will describe that somebody mastered of a language. Nunan (1994: 25) states the ability to function in another language is generally characterized in term of being able to speak that language. Furthermore Nunan (1991: 39) also says mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out the conversations in the language. The students who have ability in English can be measured in the term of being able to carry out the conversations in the language.

There are some characteristics of communicative competence that support the learners to make good communication without obstructions. It is expressed by Richards, Platt and Weber 1985: 49 in Nunan, (1999: 226):

#### Characteristics of Communicative Competence:

1. knowledge of grammar and vocabulary of the language
2. knowledge of rules of speaking (e.g. knowing how to begin and end conversation, knowing what topics can be talked about in different types of

- speech events, knowing which address forms should be used with different persons one speaks to and in different situations
3. knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations
  4. knowing how to use language appropriately

Grammar and vocabulary is included into part of components of communicative competence which is important to be mastered. Vocabulary is very important in the conversation. Vocabulary acquisition is one of the crucial aspects that will influence the language skills especially speaking. Without an extensive vocabulary, we will be unable to use structure and functions which we have learnt. Palmer in Jack and Theodore (1986:32) Says vocabulary mastery is the most important aspects of foreign language learning. In the other hand, Kathleen, (1986:1) also says that vocabulary determines how clearly and accurately you can express your ideas to others. By using vocabulary we can convey our ideas, and to transfers our minds to the listeners. Refers (1983:125) in Nunan, (1991: 117) also states that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Besides vocabulary mastery, grammar is the tool in supporting the language learners to communicate correctly on the language. The grammars correctly in the conversation will make the listeners understand the points of the conversation. It will avoid from misunderstanding of the listeners. It will organize the language to be a standard one. Halliday in David Nunan (1991: 44) states language has evolved to

satisfy human needs: and the way it is organized of functional with respect to those needs it is not arbitrary. A functional grammar is essentially a 'natural' grammar. In the sense, every thing in grammar can be explained, ultimately, by references to how language is used.

Grammar and vocabulary is the components in English that should be mastered by the learners in every educational institution. English is not their native language. So, grammar is one of English components that either crucial or extremely important. If we do not have knowledge about grammar and vocabulary, we will get difficulties how to speak well. As Hornby says that the learners who wish has to speak and to write English correctly concerned with grammatical correctness (1975: 4). Dealing with this, the students will not understand and can not make sentences correctly, if they do not master grammatical and vocabulary aspects.

Indonesia realizes that English is very important. The government provides English is as a main subject started from elementary school until university. Most of educational institutions in Indonesia it is provided English is as a compulsory subject. SMA AN - NUUR Pekanbaru is one of the schools that has provided English as a compulsory subject. English is taught three times a week at this school especially for second year student of this school. It is learned as a foreign language, and all students are required to master English. Based on competences based curriculum, the goal of teaching English is to prepare the students to become qualified students and be able to communicate in English and in order to know the progress of the world activities.

Based on the curriculum that is used by the English teacher of SMA AN - NUUR Pekanbaru states that the second year student should memorize 1000 words of English.

From the test that the writer done for thirty five students, there were twenty students memorized more than 450 words and 135 words for other students. It indicates that most of the students have chance to be able in English communication. After implementing of pre research, the writer got the information that most of the students obtain get good value from their domination in part of grammar and vocabulary.

The grammar and vocabulary test is focused on the part of the subject that was taught by the teacher, namely: simple present, simple past, simple future, present progressive, past progressive, present progressive, past progressive, modal auxiliaries, singular and plural agreement, to infinitive, active and passive sentence, conditional sentence, parts of speech, synonym, and antonym.

Based on the information above, the writer concluded that most of the students have chance to be able to master English communication. But in reality, some of the students do not be able to communicate English fluently. It can be seen from the indicators bellow:

1. Some of the students are not able to communicate in English.
2. Most of the students have enough English words to use in communication.
3. Some of the students get difficulties in English pronunciation and they are afraid to express their ideas in English.
4. Most of the students have good score in grammar test.

In relation to the indicators above, the writer would like to conduct a research entitle: **“The Contribution of Vocabulary and Grammar Mastery Toward Student’s Speaking Ability at The SMA AN - NUUR Pekanbaru.**

## **1.2. The definition of The Terms**

In order to avoid misunderstanding and misinterpretation about the title of the research, it is necessary to define the term used, namely as following:

1. Contribution

Something that you give or do to help make something successful (Longman: 2004:161) In this research, it means a study to find out the contribution of vocabulary and grammar mastery toward speaking ability.

2. Vocabulary

All the words that someone knows or uses. All the words in a language or all the words that are used in type of language. (Longman: 2004:831).

3. Grammar

Grammar is the rules by which words change their form and are combined in to sentences. (Longman: 2004:325).

4. Mastery

Longman (2004:455) mastery is a great skill or understanding of something. In this case, the word "mastery" refers to student's mastery on grammar and vocabulary.

5. Speaking

Speaking come from the word "speak" means to say something or talk to someone about something. In the other word to say something that expresses your ideas and opinion. (Longman: 2004:716).

6. Ability

Ability means the state of being able to do something, or your level of skill at doing something. (Longman: 2004:1). In this research, the ability means student's ability in speaking.

### **1.3. The Setting of The Problem**

Pertaining to the background and some indicators mentioned above, it is obvious that some of the second year students of SMA AN - NUUR Pekanbaru have difficulties in mastering speaking skill.

#### **1. The Identification of The Problems**

- 1.4. Why are the students unable to communicate in English?
- 1.5. What are the factors that caused by the students get difficulties in speaking English?
- 1.6. Why are the students afraid to express their idea in English?
- 1.7. Why is the student's motivation lower?

#### **2. The Limitation of The problem**

To avoid misunderstanding, the writer would like to limit the problem of this research as follows:

1. The Contribution of Vocabulary Mastery toward Student's Speaking Ability at SMA AN - NUUR Pekanbaru.
2. The Contribution of Grammar Mastery toward Student's Speaking Ability at SMA AN - NUUR Pekanbaru.

#### **3. The Formulation of The Problem**

1. Is there any significant contribution of vocabulary mastery toward student's speaking ability?
2. Is there any significant contribution of grammar mastery toward student's speaking ability?
3. How is the contribution of vocabulary and grammar mastery toward speaking ability?

#### **1.4. The Objective and The Need of The Study**

##### **a. The Objective of The Study**

1. To find out the significance contribution of vocabulary mastery toward student's speaking ability.
2. To find out the significance contribution of grammar mastery toward student's speaking ability.
3. To find out the contribution of vocabulary and grammar mastery toward speaking ability.

##### **b. The Need of The Study**

1. To give a motivation and the ways to the students in improving their speaking abilities.
2. To give a valuable input to the English teachers at SMA An - Nuur Pekanbaru to develop their student's speaking ability.
3. To expand the writer's insight scientifically in the field of his research.

## CHAPTER II

### THE THEORETICAL FRAMEWORK

#### **The theoretical Framework**

#### **The nature of speaking**

Human being is social creatures, created by God almighty; they need to have to interaction, share information, help each other and make relationship with their environments by using language. It means language is a skill develops naturally and an early as first manifestation of language used by human. The statement above supported by brown (2000:4) states:

“Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness off its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently”. He also adds “language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another.”

Speaking is a prominent skill among the others; it is the application after mastering other language skills such as listening, reading, and writing. These can not be separated each other, even it is important to practice speaking a lot to develop our communicative skill, because no body can achieve a maximum goal without practicing.

Litlewood, W (1981:46) states, speaking can perform in helping develop communicative ability, and they are:

1. It opens up a rich stimulus for communicative interaction, namely the varied experiences, interest, and opinion of the learners.
2. It thus provides a context for a wide range of communicative function and domain of meaning learners must practice the skill required for managing longer session of social interaction such as introducing a new topic, turn taking or sustaining the conversation through difficult periods.
3. It provides learners with opportunities to express their own personality and experience through the foreign language. It also gives them valuable experience in using the language as means of handling their own social relationship.

Referring to the explanation above, it can be pointed out that speaking is an essential skill to achieve the success in doing communication, even though to get successful in oral communication, the students have to involve and the following statements:

1. The ability to articulate phonological features of the language comprehensibly.
2. Mastery of stress, rhythm, and intonation pattern.
3. An acceptable degree of fluency.
4. Transactional and interpersonal skill.
5. Skill in taking short and long speaking turn.
6. Skill in the management of interaction.
7. Skill in negotiating meaning.
8. Conversational listening skill (successful conversations require good listeners, as well as good speaker).
9. Skill the knowing about the negotiating purpose for conversation.

10. Using appropriate conversational formula and fillers (Nunan. D. (1989:32))

### **The purpose of speaking**

It is beneficial to understand about the purposes of speaking themselves. Dept. P and K (2004:13) states by having the language abilities the students are expected:

Conduct about many things.

Be able to describe things, people, places, and sequence of event orally.

Express ideas, opinions, and feelings.

Tell about planning.

It is also (Lynch and Anderson, 1992:3) express there are four purpose of studying speaking, namely:

1. To achieve and extend the learners' linguistic competence.
2. To increase their confidence in using spoken English.
3. To develop their ability to analyze and evaluate spoken performance.
4. To sharpen their strategic competence in face-to-face interaction.

### **2.1.3. The component of speaking**

Harris (1969:81) states some components are generally organized in analysis of the speech process, namely:

- a. Pronunciation (including the segmental features-vowels and consonants and the stress and intonation patterns).
- b. Grammar
- c. Vocabulary
- d. Fluency (The ease and speed of the flow of speech).

To these should probably add (5) Comprehension:

### **a. Pronunciation**

Pronunciation is the way a certain sound or sounds are produced. Longman, (1992:296).

To make our communication accepted by our interlocutor it is better for us to pronounce or produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of messages.

To get good pronunciation the speaker should be able to produce vowel and consonant letter well.

### **b. Grammar**

Grammar is one of the essential things and very important in conversation. Cobbett, 1819 in Nunan (1989:96) remains Grammar teaches us how to make use of words; that is to say, it teaches us how to usage of them in the proper manner to be able to choose the words in which ought to be placed, we must be acquainted with certain principles and rules; and these principles and rules constitute what is called grammar.

### **c. Vocabulary**

The other component that is very crucial and it will show us the speaking ability of some bodies from the quantity of the vocabularies that their can express in conversation. It is a basic tool in communication, because language is existed by words. Rivers, in Nunan (1991:117) says the acquisition of an adequate vocabulary is essential for successful second language use because without an extensively vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means the vocabulary affect the speaking ability.

#### **d. Fluency**

To speed up conversation between the speaker and the listener is important, it caused by the pause and hesitation in speaking can disturb the process of communication. Therefore, it is important to have fluent to make understand what they are talking about. Brown, (1995:255) fluency is probably best achieved by allowing the air stream of speech to “flow” then as some of this speech spill over beyond comprehensibility.

#### **e. Comprehension**

Hornby, (1995:235) says comprehension is the power of. To avoid misunderstanding in communication, it is important to comprehend what the speaker has said, the purpose is in order we achieve immediate feedback in form verbal and non-verbal cues. In other words, communicators in speaking understand each other about what they are talking about.

#### **2.1.4. Testing speaking**

For this case, Cyril J Weir (1990:74-80) explains the ways to test the student’s speaking ability, namely:

##### **a. Verbal essay**

It means the candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output.

##### **b. Oral presentation**

The candidate is expected to give a short talk on topic, in which he or she has either been asked to prepare before, and or has been informed shortly before test. This is different from the “spoken essay” described above so far the candidate is allowed to prepare for the task.

**c. Free interview**

In this type of interview, the conversation is unfolds in an unstructured fashion and no set of procedures has laid down in advance.

**d. Information transfer**

It is about the description of a picture sequence. The candidate or the student sees a panel of picture depicting a chronologically ordered of events and has to tell the story in the past tense for example. Time is allowed at the beginning for the student to study the picture.

**e. Information transfer**

Question on a single picture, the examiner asks the candidate a number of questions about a content of a picture, to which he had time to study. The questions may be extended to embrace the thoughts and attitudes of people in the picture and to discuss future development arising out of depicted.

**f. Interaction task (Information gap student-student)**

In this task, student normally work in pairs and each is just given a part of the information necessary for the complete the task by getting missed information from each other.

### **2.1.5. The Place of Grammar**

One of the components of learning spoken language is mastering the rules of the language. Grammar is always been a central aspect of foreign language teaching and learning. H. Douglas Brown (1994:347-348) states that grammar is a system of rules governing the conventional and relationship of words in a sentence. And he also says in the next page that the components of words like (prefixes, suffixes, roots, verb, and noun ending, etc) are indeed a part of grammar. And when we use the word grammar, we refer to sentence-level rules. But we should remember that grammar is not sufficient to account for all production and reception in language. There are two dimensions besides grammar that will support the sentences interpretation; meaning/semantic and pragmatics. A Larsen-Freeman (1991) point out in H. Douglas Brown (1994:348) Grammar is one of three dimensions of language interconnected. Grammar gives us the forms or the structures of language themselves, but those forms literally meaningless without a second dimension, that of meaning/semantic, and the third dimension, pragmatics.

To achieve the goal of the communicative competence, appropriate grammar focusing techniques:

- Are embedded in meaningful, communicative contexts.
- Contribute positively to communicative goals.
- Promote accuracy within fluent, communicative language.
- Do not overwhelm students with linguistic terminology.
- Are as lively and intrinsically motivating as possible. H. Douglas Brown (1994:399).

### **2.1.6. Grammar Mastery**

Cobbett, 1819 in Nunan (1999:96) remains Grammar teaches us how to make use of words; that is to say, it teaches us how to use them in the proper manner to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rules; and these principles and rules constitute what it is called grammar.

Mastery is the complete knowledge or the great skill (Hornby, 1989:766). From the explanation above the writer concluded that grammar mastery is the complete knowledge or skill about setting of the principles and rules which dictates us to use the language.

### **Vocabulary Mastery**

Before knowing the grammar of a language, the people learnt many words as the tool of communication. They catch the words by hearing the words that is produced by their mother and father, and looking at the thing that is pointed by them so, every thing that some one has known and used in a language it is called as vocabulary. Vocabulary is all the words that someone knows or uses, all the words in a language or all the words that are used in type of language. (Longman: 2004:831).

It is a basic tool in communication because language has existed by words. Rivers, in Nunan (1991:117) says the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to apply the structures and functions we may have learned for comprehensible communication. It is definitely to know by the language learner because in getting many words in a language will be supported the language learner have to know the structure of the language. In the other hand, vocabulary is also used in oral

communication that is generally characterized in term of being able to speak that language. Palmer in Jack and Theodore (1986:32) Says vocabulary mastery is the most important aspects of foreign language learning. Kathleen, (1986:1) also says that vocabulary determines how clearly and accurately you can express your ideas to others.

Vocabulary also includes into the components of speaking, besides pronunciation, grammar, and fluency. Harris (1969:81) states some components are generally organized in analyzing of the speech process, namely: pronunciation, grammar, vocabulary, fluency, comprehension. We can look at to the components of speaking, we can analyze that the vocabulary has a crucial function a language skill especially in speaking. We can pronounce the words if we have had the words in our minds and it also accrue with the others components. So, all of the language learners must be mastered the vocabulary while mastering in a language.

## **2.2. The Relevance of The Study**

The study focuses on the contribution of the student's mastery on vocabulary and grammar toward their speaking ability. The writer was explained the reasons and the idea of choosing the topic on the background of the problem. The problem emerges from existences of the different fact between the theories which is created open by the linguist with the existing fact in the SMA An – Nur Pekanbaru. Furthermore, the writer also gets the idea from the previous thesis that was written by sisters Syarifah Aini and Sumiati. The first writer talked about the contribution of grammar and vocabulary mastery toward student's writing ability at English education department of state Islamic university SUSKA Riau. She concluded that grammar and vocabulary is important in

writing and she also wrote that there is the significant correlation of grammar and vocabulary mastery toward writing ability. The second writer talked about the contribution of group work activity toward student's speaking ability at madrasah aliyah hidayatul muhtadiin Bandar sungai. The conclusion of this research that there is no significant contribution of group work activity toward the student's speaking ability. The entire thesis gives me the ideas to carry out this problem to become the new thesis that will give the contribution to the language learners about some of the ways to increase the ability in speaking English.

### **2.3. The Operational Concept**

Operational concept is the concept used to give an explanation about theoretical framework to avoid misunderstanding toward the research. The explanation is to describe the concept used by the writer.

There are three variables used in this research they are X1 is the students' mastery on the vocabulary, X2 is the students' mastery on the grammar as independent variables, and variable Y is the students' speaking ability as dependent variable.

#### **2.3.1. The indicators of the students' mastery on the vocabulary:**

1. The students are able to identify synonyms and antonyms of English vocabulary.
2. The students can clarify the word forms.
3. The students know the words and terms in English.

#### **2.3.2. The indicators of the students' mastery on the grammar:**

1. The students are able to choose the verb tense.
2. The students are able to identify modal auxiliaries.

3. The students are able to match singular and plural agreement.
4. The students are able to identify parts of speech.
5. The students are able to identify to infinitives.
6. The students are able to identify conditional sentence.
7. The students are able to change the active sentences into passive sentences.

**2.3.3.** The indicators of the students' speaking ability:

1. The students are capable how to introduce themselves.
2. The students are capable to answer WH questions correctly.
3. The students are capable how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitation.
4. The students are capable to explore or express their own ideas, and feelings in simple English.

**2.4. The Assumption and Hypothesis**

**2.4.1. Assumption**

Before formulating the hypothesis as temporary answer to problem, the writer would like to present some assumption:

1. There are many factors that influence students' speaking ability.
2. Vocabulary and grammar mastery can contribute students' speaking ability.
3. Students' speaking ability is various.

**2.4.2. Hypothesis**

**Ha:** There is a significant contribution of vocabulary and grammar mastery toward students' speaking ability.

**Ho:** There is no a significant contribution of vocabulary and grammar mastery toward students' speaking ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **The Location and The Time of The Research**

This study will be conducted at the SMA An – Nuur Pekanbaru that is located on Sisinga Mangaraja street sub district of Pekanbaru Kota. It will be conducted June 1, 2007.

#### **The Subject and The Object of The Study**

The subject of this study is the second year students of SMA An - Nuur Pekanbaru, while the object of this study is vocabulary mastery, grammar mastery, and students' speaking ability.

#### **The Population and The Sample of The Study**

The population of this study is the second year students of SMA An -Nuur Pekanbaru. It consists of one class. And the total number of the students is 35. So in this research the writer uses total sampling technique.

#### **The Technique of Collecting Data**

The writer will use test technique. This technique is used to get the data about vocabulary and grammar mastery and speaking ability. The writer uses *a written test* to get more data from vocabulary and grammar mastery of the students. To collect the data on students' speaking ability, the writer uses an *oral test*. To prove this point, the writer uses a tape recorder.

#### **The Data Analysis Technique**

The technique of data analysis in this study is multiple regressions; it is used to find out the correlation between two or more variable predictor with one variable (Hartono, 2004:140). In this research there are three variables namely vocabulary mastery and grammar mastery as independent variable (variable predictor), and the dependent variable is speaking ability. The formula and the steps of multiple regressions as follows:

1. The formula  $Y = a + b_1X_1 + b_2X_2$ .
2. The data will be analyzed by using SPSS program.
3. Conclusion.

In order to interpret the level of student's score both tests, the Harahap's score is employed. The scale is as follows:

**Table 3. 1**

**The Classification of Student's Score**

<b>The Score Level</b>	<b>Category</b>
80 – 100	Very Good
70 – 79	Good
60 – 69	Enough
50 – 59	Less
0 – 49	Fail

To get scores 0 – 100 for the students mastery on grammar and vocabulary. The writer uses this formula:

$$S = \frac{R}{N} \times SM$$

S = Individual score

R = Right answer

N = Number of items

SM = Standard mark (100) (Harahap, 1979: 158 in syarifah aini, 2005:21)

To interpret the level of student's speaking ability, the writer uses the oral proficiency test scoring categories. For further information ([see Appendix](#))

## **CHAPTER IV**

### **THE PRESENTATION OF RESULT OF RESEARCH**

#### **The Data Presentation**

#### **The Description of Research Variable**

In this chapter, the writer will analyze three major variables they are: two independent variables which are symbolized by (X1, X2) and one dependent variable (Y). The independent variables are: vocabulary mastery "X1" and grammar mastery "X2", and the student's speaking ability "Y" as a dependent variable. The data of both independent variables are obtained by using a written test and the oral test for other.

#### **1. Vocabulary Mastery**

Vocabulary mastery tests consist of 16 items. The writer focuses on synonym, antonym, and word forms (adjective, noun, verb, and adverb).

#### **2. Grammar Mastery**

Grammar mastery test consist of 29 items. The writer applied the indicators which in operational concept, they are: Verb tense (Present and present continuous, past and past continuous), modal auxiliaries, singular and plural agreement, parts of speech, infinitive, conditional sentence, active and passive sentence.

#### **3. Speaking Ability**

The speaking test consist of oral test namely: answering the questions, spelling the words, reading a sentence, and explaining the picture.

## The Data Presentation of Vocabulary Mastery

Table 4. 1

### THE STUDENT'S SCORE ON VOCABULARY MASTERY

<b>STUDENTS</b>	<b>SCORE</b>	<b>CATAGORY</b>
1	62	Enough
2	62	Enough
3	81	Very good
4	75	Good
5	62	Enough
6	62	Enough
7	62	Enough
8	62	Enough
9	62	Enough
10	62	Enough
11	75	Good
12	81	Very good
13	81	Very good
14	68	Enough
15	75	Good
16	75	Good
17	56	Less
18	56	Less

19	81	Very good
20	81	Very good
21	62	Enough
22	75	Good
23	68	Enough
24	87	Very good
25	81	Very good
26	62	Enough
27	62	Enough
28	62	Enough
29	81	Very good
30	87	Very good
31	75	Good
32	68	Enough
33	62	Enough
34	68	Enough
35	81	Very good

From the table above, it can be seen student's score in vocabulary test. It shows that 10 students get *very good category*. There are 6 students get *good category*. While the students who *get enough* are 39 and only 2 students get *less categories*.

**Table 4. 2**

**THE PERCENTAGE OF VOCABULARY SCORE**

<b>NO</b>	<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1.	Very good	10	28%
2.	Good	6	17%
3.	Enough	17	49%
4.	Less	2	6%
5.	Fail	0	0%
<b>Total</b>		<b>35</b>	<b>100%</b>

**The Data Presentation of Grammar Mastery**

**Table 4. 3**

**THE STUDENT'S SCORE ON GRAMMAR MASTERY**

<b>STUDENTS</b>	<b>SCORE</b>	<b>CATAGORY</b>
1	58	Less
2	62	Enough
3	68	Enough
4	68	Enough
5	44	Fail
6	58	Less
7	55	Less
8	58	Less
9	58	Less
10	62	Enough
11	48	Fail

12	37	Fail
13	37	Fail
14	41	Fail
15	48	Fail
16	62	Enough
17	65	Enough
18	65	Enough
19	58	Less
20	58	Less
21	62	Enough
22	55	Less
23	51	Less
24	65	Enough
25	65	Enough
26	62	Enough
27	68	Enough
28	93	Very good
29	68	Enough
30	86	Very good
31	86	Very good
32	58	Less
33	58	Less
34	62	Enough

35	68	Enough
----	----	--------

We can get the information from the table above that there are 3 students get *very good category*, and there are no students who get *good category*, 15 students get *enough category*, 11 students get *less category*, while for *fail category* there are 6 students.

**Table 4. 4**

**THE PERCENTAGE OF GRAMMAR SCORE**

<b>NO</b>	<b>CATEGORY</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1.	Very good	3	8.6%
2.	Good	0	0%
3.	Enough	15	42.9%
4.	Less	11	31.4%
5.	Fail	6	17.1%
<b>Total</b>		<b>35</b>	<b>100%</b>

**The Data Presentation of Speaking Ability**

**Table 4. 5**

**THE STUDENT'S SCORE ON SPEAKING ABILITY**

<b>STUDENTS</b>	<b>FLUENCY</b>	<b>GRAMMAR</b>	<b>PRONUNCIATION</b>	<b>VOCABULARY</b>	<b>COMPREHENSION</b>	<b>TOTAL</b>	<b>AVERAGE</b>
1	1	2	2	2	1	8	40
2	1	1	2	1	1	6	30
3	1	1	2	1	1	6	30

4	1	1	1	1	1	5	25
5	2	2	2	1	2	9	45
6	2	2	2	2	2	10	50
7	3	3	3	3	2	14	70
8	1	1	2	1	2	7	35
9	1	1	2	1	1	6	30
10	2	2	2	2	2	10	50
11	1	1	2	1	1	6	30
12	2	1	2	2	2	9	45
13	3	2	2	3	2	12	60
14	1	1	2	1	1	6	30
15	1	1	2	1	1	6	30
16	1	1	2	1	1	6	30
17	1	1	2	1	1	6	30
18	2	2	2	2	2	10	50
19	1	1	2	1	2	7	35
20	1	1	1	1	1	5	25
21	1	1	1	1	1	5	25
22	1	1	1	1	1	5	25
23	2	3	2	2	2	11	55
24	3	3	3	3	2	14	70
25	2	3	3	3	2	13	65
26	3	2	3	3	2	13	65

27	4	3	4	4	3	18	90
28	3	3	4	4	3	17	85
29	3	3	4	4	3	17	85
30	3	2	4	3	2	14	70
31	4	3	4	4	3	18	90
32	3	3	3	4	2	15	75
33	3	3	3	3	3	15	75
34	3	3	3	3	3	15	75
35	4	3	3	4	3	17	85

The score of student's speaking ability was obtained by calculating the total correct of the entire speaking components by using the standard measurement proposed by Brown. The components are: fluency, grammar, pronunciation, vocabulary, and comprehension. Each component has 5 as the high correct and the maximum correct. So each component will be multiplied to five.

The score can be accounted by the following formula:

$$S = Tc \times 5$$

Where:

S = Speaking score

Tc = Total correct

5 = 100:20 (the high average multiply maximum correct)

for example: the writer takes the score of student 1:  $8 \times 5 = 40$

**Table 4. 5**

**THE RECAPITULATION OF STUDENT'S VOCABULARY AND GRAMMAR SCORE  
TOWARD THEIR SPEAKING ABILITY**

<b>STUDENTS</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>SPEAKING ABILITY</b>	<b>CATEGORY</b>
1	62	58	40	Enough
2	62	62	30	Enough
3	81	68	30	Good
4	75	68	25	Enough
5	62	44	45	Less
6	62	58	50	Enough
7	62	55	70	Good
8	62	58	35	Less
9	62	58	30	Less
10	62	62	50	Enough
11	75	48	30	Less
12	81	37	45	Enough
13	81	37	60	Good
14	68	41	30	Less
15	75	48	30	Less
16	75	62	30	Enough
17	56	65	30	Less
18	56	65	50	Enough
19	81	58	35	Less
20	81	58	25	Less

21	62	62	25	Less
22	75	55	25	Less
23	68	51	55	Enough
24	87	65	70	Very good
25	81	65	65	Very good
26	62	62	65	Good
27	62	68	90	Very good
28	62	93	85	Very good
29	81	68	85	Very good
30	87	86	70	Very good
31	75	86	90	Very good
32	68	58	75	Enough
33	62	58	75	Enough
34	68	62	75	Good
35	81	68	85	Very good

### **The Data Analysis**

This research consist of three variables namely vocabulary mastery (independent variable (X 1) ), grammar mastery (independent variable (X 2) ), and speaking ability (dependent variable (Y) ). It focuses on the formulation of the problem, which should be analyzed in this chapter as well as to find the answers of the questions bellows:

1. Is there any significant contribution of vocabulary mastery toward student's speaking ability?

2. Is there any significant contribution of grammar mastery toward student's speaking ability?
3. How is the contribution of vocabulary and grammar mastery toward speaking ability?

The technique of data analysis in this study is multiple regressions; it is used to find out the correlation between two or more variable predictor with one variable (Hartono, 2004:140). The formula and the steps of multiple regressions as follows:

- a. The formula  $Y = a + b_1X_1 + b_2X_2$ .
- b. The data will be analyzed by using SPSS program.
- c. Conclusion.

**Table 4. 5**

**THE RECAPITULATION OF STUDENT'S VOCABULARY AND GRAMMAR SCORE  
TOWARD THEIR SPEAKING ABILITY**

<b>STUDENTS</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>SPEAKING ABILITY</b>
	<b>X 1</b>	<b>X 2</b>	<b>Y</b>
1	62	58	40
2	62	62	30
3	81	68	30
4	75	68	25
5	62	44	45
6	62	58	50
7	62	55	70
8	62	58	35
9	62	58	30

10	62	62	50
11	75	48	30
12	81	37	45
13	81	37	60
14	68	41	30
15	75	48	30
16	75	62	30
17	56	65	30
18	56	65	50
19	81	58	35
20	81	58	25
21	62	62	25
22	75	55	25
23	68	51	55
24	87	65	70
25	81	65	65
26	62	62	65
27	62	68	90
28	62	93	85
29	81	68	85
30	87	86	70
31	75	86	90
32	68	58	75

33	62	58	75
34	68	62	75
35	81	68	85

## Regression

**Table 4. 6**

### Descriptive Statistics

	Mean	Std. Deviation	N
Speaking ability	51.57	22.188	35
Vocabulary mastery	70.34	9.286	35
Grammar mastery	60.49	12.130	35

The table above is a Descriptive Statistics table, which shows mean, standard deviation and N for each variable. Mean of speaking ability is 51,57, vocabulary mastery 70,34, and grammar mastery 60,49. The standard deviation of speaking ability is 22,188, vocabulary mastery 9,286, and grammar mastery 12,130. It means the following speaking score the larger than grammar and vocabulary mastery. In other word the data variation of vocabulary mastery smaller than grammar mastery. While N= 35 shows the total of respondents which are analyzed in every variable.

**Table 4. 7**

### Correlations

		Speaking ability	vocabulary mastery	grammar mastery
Pearson Correlation	speaking ability	1.000	.076	.449
	vocabulary mastery	.076	1.000	.025

Sig. (1-tailed)	grammar mastery	.449	.025	1.000
	speaking ability	.	.333	.003
	vocabulary mastery	.333	.	.442
	grammar mastery	.003	.442	.
N	speaking ability	35	35	35
	vocabulary mastery	35	35	35
	grammar mastery	35	35	35
	speaking ability	35	35	35

The table above is a correlation matrix variable about speaking ability, vocabulary mastery, and grammar mastery. N = 35 is the total of respondents of each variable and analysis which is used is person correlation, from output above can be made the correlation resume which states that there is correlation or not with certainties below:

1. If the probabilities score or Sig (2-tailed) is smaller than 0,05. So  $H_0$  rejected. It means there is a significant correlation.
2. If correlation coefficient is positive. It shows positive correlation. It means if the first variable is high and second variable is high too.
3. If correlation coefficient is negative, it shows negative correlation. It means if the first variable is high while the second variable is low (Hartono 2005:100).

Based on certainty above, it can be made correlation interpretation as below:

1. The correlation coefficient between speaking ability and vocabulary mastery is 0,076 and its significant is 0,333 higher than 0,05. It means there is no a significant correlation ( $H_0$  accepted).

2. The correlation between speaking ability and grammar mastery is 0,449 and its significant is 0,003 lower than 0,05. It means there is significant correlation between speaking ability and grammar mastery (Ho rejected).
3. The correlation between vocabulary mastery and grammar mastery 0,025 and its significant is 0,442 higher than 0,05. It means there is no correlation.

**Table 4. 8**

**Variables Entered/Removed(b)**

Model	Variables Entered	Variables Removed	Method
1	Grammar mastery, vocabulary mastery(a)	.	Enter

a. All requested variables entered.

b. Dependent Variable: speaking ability

The table above shows the method of regression, which is used to analyze the data by using SPSS program. The method which is used is *enter* method. The variable vocabulary and grammar are not shown.

**Table 4. 9**

**Model Summary(b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454(a)	.206	.156	20.383

a. Predictors: (Constant), grammar mastery, vocabulary mastery

b. Dependent Variable: speaking ability

The table above shows how the presentations of independent variables influence toward dependent variable. The total of determination coefficient is 0.206. It means the influence of independent variable toward dependent variable is 20,6%. While 70,4% (100% - 20,6%) is influenced by the others. So, the influenced of vocabulary and grammar mastery toward speaking ability is 20,6% and 70,4% it is influenced by others variable.

**Table 4. 10**

**ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3443.278	2	1721.639	4.144	.025(a)
	Residual	13295.293	32	415.478		
	Total	16738.571	34			

a. Predictors: (Constant), grammar mastery, vocabulary mastery

b. Dependent Variable: speaking ability

The table above explains about the capability of independent variables score to explain the variation of dependent score by using F score. The score of F is 4,144 while the score of its significant is 0,025 which is higher than 0,05. So, Ho is accepted and Ha rejected. It means the score of independent variables can not explain the variation of dependent variable score. In the other word vocabulary and grammar mastery can not predict the speaking ability. It is clearer by showing the interpretation of regression coefficient table bellow.

**Table 4. 11**

**Coefficients(a)**

Mo		Unstandardized	Standardiz	t	Sig.	95% Confidence
----	--	----------------	------------	---	------	----------------

del		Coefficients		ed			Interval for B	
		B	Std. Error	Coefficients			Beta	Lower Bound
1	(Constant)	-8.755	31.530		-.278	.783	-72.978	55.469
	vocabulary mastery	.154	.377	.064	.409	.685	-.613	.921
	Grammar mastery	.818	.288	.447	2.838	.008	.231	1.405

a. Dependent Variable: speaking ability

Based on the table above, B column in constant is -8,755, while vocabulary score is 0,154 and grammar mastery score is 0,818. Than, the regression can be written as bellow:

$$Y = -8,755 - 0,154 + 0,818 X_2$$

The coefficient table gave us the information about significant of the coefficient regression. Its can be done by using t test and their significant. To use the coefficient t test we must take from t table for a basic decision of significant. And to give the interpretation we used the significant score. The certainties bellow:

1. If the significant score higher than 0,05 its mean there is a significant correlation between dependent and independent variables.
2. If the significant score smaller than 0,05, there is no significant correlation between them dependent and independent variables.

The table above shows that vocabulary score (  $t$  ) is 0,409 and its significant is 0,685 it is higher than 0,05. It means the influence of vocabulary mastery toward speaking ability is not significant, or there is no the influence between vocabulary mastery toward speaking ability. While, grammar score (  $t$  ) is 2,838 and its significant is

0,008 which is smaller than 0,05. It means there is the influence between grammar mastery toward speaking ability.

Theoretically, vocabulary and grammar mastery influence the speaking ability. After doing this research, the writer can predict that the contribution of vocabulary and grammar mastery is 20,6 %.

The next information about statistic residual for regression analyst, where consists of minimum, maximum, mean score, and standard deviation, N (the total of respondent).

**Table 4. 12**

**Residuals Statistics(a)**

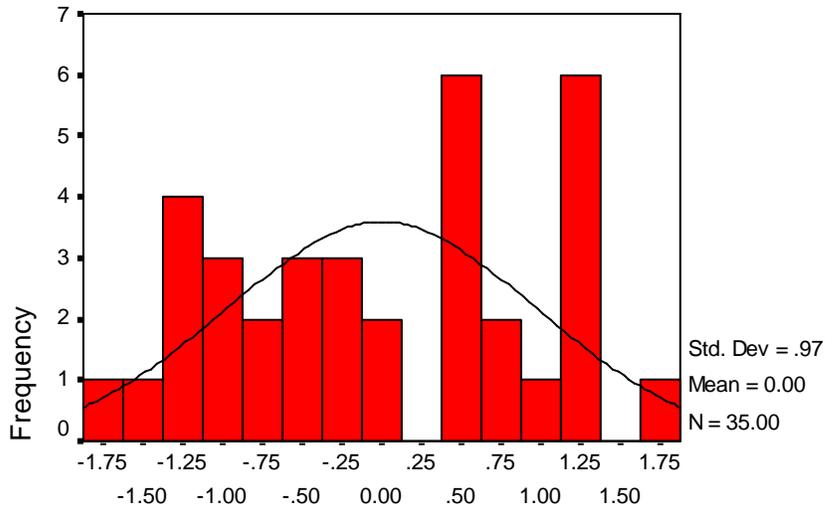
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	34.00	76.89	51.57	10.063	35
Residual	-33.44	33.57	.00	19.775	35
Std. Predicted Value	-1.746	2.516	.000	1.000	35
Std. Residual	-1.640	1.647	.000	.970	35

a. Dependent Variable: speaking ability

## Charts

# Histogram

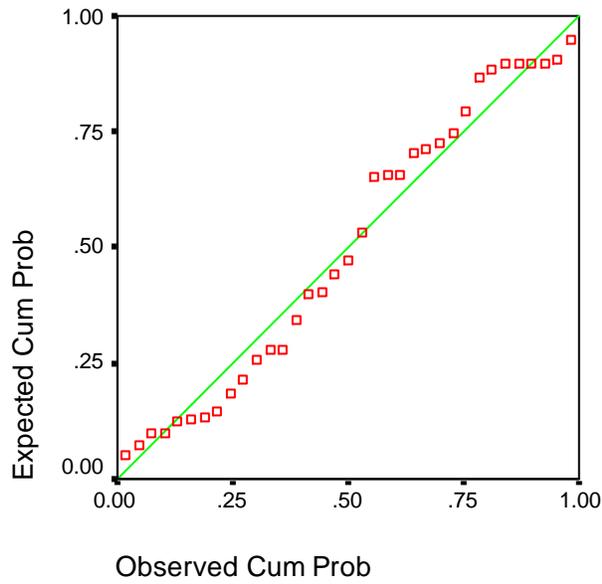
Dependent Variable: speaking ability



Regression Standardized Residual

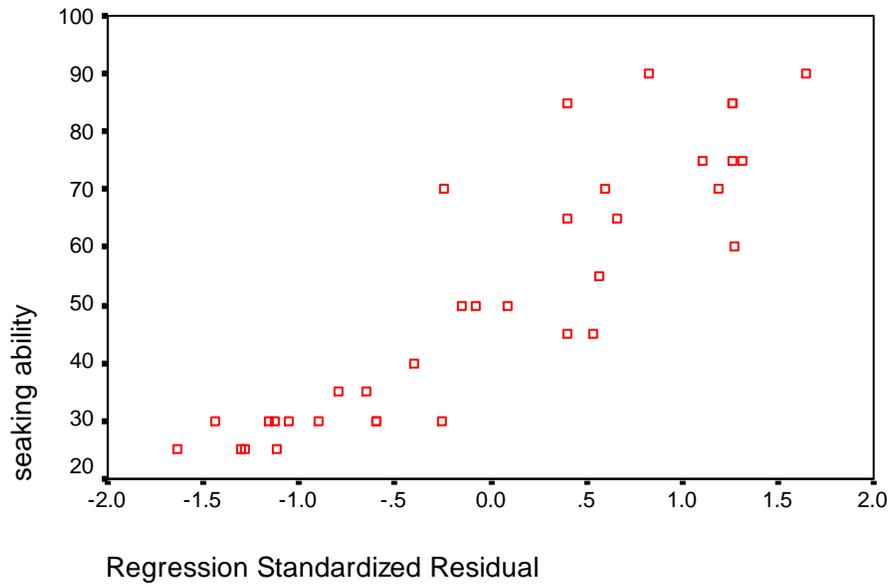
# Normal P-P Plot of Regression Stand

Dependent Variable: speaking ability



# Scatterplot

Dependent Variable: speaking ability



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw the conclusion from what have been discussed in the preceding chapter, and to recommends some suggestion concerning with contribution of vocabulary and grammar mastery toward speaking ability at SMA AN-NUUR Pekanbaru especially for second year students.

#### **Conclusion**

##### **Theoretical Conclusion**

1. The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Refers (1983:125) in Nunan, (1991: 117).
2. Language has evolved to satisfy human needs: and the way it is organized of functional with respect to those needs it is not arbitrary. A functional grammar is essentially a 'natural' grammar. In the sense, every thing in grammar can be explained, ultimately, by references to how language is used. Halliday in David Nunan (1991: 44).
3. The ability to function in another language is generally characterized in term of being able to speak that language. Nunan (1994: 25). Furthermore Nunan (1991: 39) also says mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in term of the ability to carry out the conversations in the language.

## Research Conclusion

Based on the discussion that was presented in previous chapter, the conclusion that can be taken for this research are as follow:

1. The correlation coefficient between speaking ability and vocabulary mastery is 0,076 and its significant is 0,333 higher than 0,05. It means there is no a significant correlation between vocabulary mastery and speaking ability.
2. The correlation between speaking ability and grammar mastery is 0,449 and its significant is 0,003 lower than 0,05. It means there is significant correlation between speaking ability and grammar mastery.
3. The score of F is 4,144 while the score of its significant is 0,025 which is higher than 0,05. So, Ho is accepted and Ha rejected. And the total of determination coefficient is 0.206. It means the influence of independent variable toward dependent variable is 20,6%. While 70,4% (100% - 20,6%) is influenced by the others. So, the influenced of vocabulary and grammar mastery toward speaking ability is 20,6% and 70,4% it is influenced by others variable. And the regression can be written as follow:

$$Y = -8,755 - 0,154 + 0,818 X_2$$

## 6.2 Suggestion

Based on the conclusion of the study result, it is known that the influence of vocabulary and grammar mastery toward student speaking ability at SMA AN-NUUR Pekanbaru especially for second year students is 20,6 % and 70,4 % it is influenced by others variable. It means there are many factors that will influence the speaking ability of English learners.

The writer aware, they are many students assume that learning English is difficult. And it will make the student's motivation low to do the best for their learning, and I suggest you to move from above opinion and make it enjoy. Language is like sharpened a knife, more practice will increase your speaking ability. And to add your vocabulary, you may read a lot of English reading texts, an English articles, and dictionaries. Besides that, you will get more information about everything like western culture, business, etc. The last, you must read grammar book and try to practice it in writing and oral exercise.

In order to reach this, the writer wants to give suggestion to English Teacher in order to try in identifying and recognizing the student's character. Besides that it is important for the teacher to motivate the students who has lack of motivation, anxiety or shyness in learning English and aware them that English is not difficult because motivation is a key consideration in determining the preparedness of learners to communicate. On the other hand motivation is a power to support student's ambition, because everything starts from motivation.

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## APPENDIX I

### VOCABULARY AND GRAMMAR TEST ITEMS (TRY OUT)

#### DIRECTION :

1. This is used for scientific research.
2. There is no side affect with your grade in certain teacher after you do this test.
3. Do as instructed and write down your answer on the provide answer sheet.
4. Choose the correct answer from the statement a, b, c. or d

#### For Example:

1. Jhon . . . . . right now  
a. sleep      b. is sleeping      c. slept      d. have slept

The Correct Answer: b

#### GRAMMAR TEST

Fill in the blank with the correct answer.

1. Diane can not come to the phone because she . . . . . her hair.  
a. wash      b. is washing      c. washed      d. have washed
2. The sun . . . . . every morning in my bed room window.  
a. shines      b. is shining      c. shined      d. have shined
3. I . . . . . bacon and eggs every morning.  
a. am used to eat      b. used to eating      c. am used to eating      d. use to eat
4. I . . . . . any parties since I came here.  
a. attend      b. attended      c. had not attended      d. haven't attended
5. I am sitting in class right now. I . . . . . in class at this exact same time yesterday.  
a. sit      b. is sitting      c. was sitting      d. sat
6. I . . . . . Roger at nine last night, but he has not at home.  
a. call      b. is calling      c. called      d. was calling
7. He . . . . . in Paris for ten years, but now he is living in Rome.  
a. lives      b. is living      c. lived      d. was living
8. I hadn't expected James to apologize, but I . . . . . him to call me.  
a. have hope      b. have hoped      c. had hoped      d. hoped
9. A: This letter is in French, and I don't speak a word of French. Can you help me?  
B: Sure. I . . . . . it for you.

- a. translate      b. am going to translate      c. had translated      c.  
translated

10. Would you mind . . . . ., please?  
a. to answer the telephone  
b. to answered the telephone  
c. answer the telephone  
d. to answering the telephone
11. Your mother and I are looking forward . . . . . you  
a. of seeing      b. for seeing      c. to see      d. to seeing
12. Tommy had his big brother . . . . . his shoes for him.  
a. to tie      b. tie      c. tied      d. tying
13. Would you please . . . . . write on the test books?  
a. don't      b. not to      c. not      d. to not
14. I don't like iced tea, and . . . . .  
a. she doesn't too  
b. either doesn't she  
c. neither does she  
d. she doesn't neither
15. The man who was driving the truck would not admit that he had been at fault,  
and.....  
a. neither the other driver  
b. neither would the other driver  
c. neither had the other driver  
d. the other driver neither
16. Your sister used to visit you quite often, . . . . .?  
a. didn't she      b. doesn't she      c. wouldn't she      d. hadn't she
17. My husband live at home after we were married, and so . . . . .  
a. did I      b. had I      c. I had      d. I did
18. Let's go out for dinner, . . . . .?  
a. will we      b. don't we      c. shall we      d. are we
19. If Bob . . . . . with us, he would have had a good time.  
a. would come      b. would have come      c. had come      d. came
20. If it . . . . . rain, we will have the party outside.  
a. wouldn't      b. doesn't      c. didn't      d. won't
21. Tito was the only foreigner . . . . .I saw at the convention.  
a. whom      b. which      c. who      d. what

22. They forgot about . . . . them to join us for lunch.  
 a. us to ask      b. us asking      c. our asking      d. we asking
23. Do you know the women . . . . was hurt in the accident?  
 a. which      b. whom      c. who      d. whose
24. May I have two . . . . instead of beans, please?  
 a. corn's ear      b. ear of corns      c. corn ears      d. ears of corn
25. We haven't had . . . . news from the disaster site since the earthquake.  
 a. many      b. quite a few      c. much      d. some
26. We don't have . . . . tonight.  
 a. many homeworks  
 b. much homeworks  
 c. many homework  
 d. much home work

Choose the correct sentence

27. a. He can to do the homework.  
 b. He cans do the homework.  
 c. He can does the homework  
 d. He can do the homework
28. a. I must went to home  
 b. I must go to home  
 c. He musts go to home  
 d. He must goes to home

Change in following sentences into negative

29. The old man asked her to move because he was used to sit in that chair.
30. Today's weather is as cold as it was yesterday, isn't it?

**VOCABULARY TEST**

Choose the synonym of words in parentheses.

detest	purchase	spoil	trip
inform	accomplish	put of	alter
enter	moan	recollect	occur
brag	vanish	scare	

31. Being a gentlemen, I allowed the women to (go in).
32. They were all watching U.F.O when it suddenly (disappeared).
33. This is something I (bought) from an antique dealer in Chelsea.
34. I love watching football, but my wife (loathes) it.

35. He (stumbled) and fell as he was leaving the church.
36. You won't (achieve) anything if you don't work harder.
37. The match has been (postponed) until next week.
38. I could (remember) where I had first met her.
39. The manuscript is basically good-but there are still parts of it that need to be (change).
40. Alfred Hitchcock's film really (frighten) me especially the one he made about a lot of birds attacking people.
41. Bad weather completely (ruined) the Garden Party.
42. I don't like the new secretary very much, she is always (complaining) about something or other.
43. Can you tell me in your own words exactly what (happened) ?
44. Would you please (notify) me the moment Miss Baker gets back?
45. I can't stand Doreen. She's always (boasting) about the places she's been to.

APPENDIX II

ITEMS DIFFICULTY OF VOCABULARY TEST

Item no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Correct	.23	.30	.09	.18	.15	.24	.27	.31	.20	.29	.19	.33	.17	.08	.29	.18	.31	.09	.13	.11
P	.65	.85	.25	.51	.42	.68	.77	.88	.57	.82	.54	.94	.48	.22	.82	.51	.88	.25	.37	.31
q	.35	.15	.75	.49	.58	.32	.23	.12	.43	.18	.46	.06	.52	.78	.18	.49	.12	.75	.63	.69

ITEMS DIFFICULTY OF GRAMMAR TEST

Item no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Correct	.20	.26	.23	.10	.27	.31	.14	.28	.07	.09	.24	.17	.18	.25	.17	.31	.09	.09	.13	.15
P	.57	.74	.65	.28	.77	.88	.54	.8	.2	.25	.68	.48	.51	.71	.48	.88	.25	.25	.37	.42
q	.43	.26	.35	.62	.23	.12	.46	.2	.8	.75	.32	.52	.49	.29	.52	.12	.75	.75	.63	.58

Item no	21	22	23	24	25	26	27	28	29	30
Correct	.32	.17	.24	.29	.31	.15	.15	.18	.09	.07
P	.91	.48	.65	.82	.88	.42	.42	.51	.25	.2
q	.09	.52	.35	.18	.12	.58	.58	.49	.75	.8

Test is accepted if the degree difficulty (FN) is between 0.30 - 0.70 and it is rejected if the FN is below 0.30 or over 0.70.

p = the proportion correct and q = the proportion incorrect

APPENDIX VII

THE STUDENT'S SCORE ON SPEAKING ABILITY

STUDENTS	FLUENCY	GRAMMAR	PRONUNCIATION	VOCABULARY	COMPREHENSION	TOTAL	AVERAGE
1	1	2	2	2	1	8	40
2	1	1	2	1	1	6	30
3	1	1	2	1	1	6	30
4	1	1	1	1	1	5	25
5	2	2	2	1	2	9	45
6	2	2	2	2	2	10	50
7	3	3	3	3	2	14	70
8	1	1	2	1	2	7	35
9	1	1	2	1	1	6	30
10	2	2	2	2	2	10	50
11	1	1	2	1	1	6	30
12	2	1	2	2	2	9	45
13	3	2	2	3	2	12	60
14	1	1	2	1	1	6	30
15	1	1	2	1	1	6	30
16	1	1	2	1	1	6	30
17	1	1	2	1	1	6	30
18	2	2	2	2	2	10	50
19	1	1	2	1	2	7	35
20	1	1	1	1	1	5	25
21	1	1	1	1	1	5	25
22	1	1	1	1	1	5	25

## APPENDIX IV

### SPEAKING TEST

1. Assalamu'alaikum?
2. How are you?
3. Could you introduce your self please?
4. Where do you live?
5. What do you do?
6. What is your father's occupation?
7. Who is your English teacher?
8. Could you tell me, how is English for you?
9. Do you know Muhammad SAW?
10. What is he?
11. Please spell these words!
  - M-A-N-U-F-A-C-T-U-R-E
  - D-I-R-T-Y
12. Please read this sentence "Everyday both industrial and domestic chimney emit vast amounts of dirt and harmful gases."
13. Please explain the picture bellow!



d. Would be there before eight o'clock if we leaved right now.

40. If it . . . . . so late, we could have coffee.

a. wasn't

b. isn't

c. weren't

d. not be

*Change the following active sentence into their corresponding passive sentence*

41. Someone explains the lesson every day.

42. They are writing letters.

43. The teacher explained that lesson yesterday.

44. The doctor is going to perform the operation.

45. They have sharpened the pencils.

27. My mother likes to play with some . . . .  
 a. baby      b. babies      c. child      d. boy
28. The Mississippi, the Amazon, and the Nile are well-known . . . . in the world  
 a. sea      b. seas      c. river      d. rivers
29. She read two novels last month. She like . . . . because . . . . were intresting.  
 a. him\_\_he    b. it\_\_it      c. them\_\_they    d. they\_\_them
30. We need some help. Please help . . . .  
 a. him      b. them      c. us      d. me
31. Tito was the only foreigner . . . . I saw at the convention.  
 a. whom      b. which      c. who      d. what
32. May I have two . . . . instead of beans, please?  
 a. corn's ear    b. ear of corn    c. corn ears      d. ears of corn
33. North American Indian tribes used sign language . . . . with tribes that spoke  
 a different language or dialect.  
 a. to communicate  
 b. to communicating  
 c. for communicate  
 d. for communicated
34. She couldn't think what . . . .  
 a. say      b. saying      c. to say      d. to says
35. You mother and I are looking forward . . . . you  
 a. of seeing    b. for seeing    c. to see      d. to seeing
36. Almost everyone fails . . . . the driver's test on the first try.  
 a. passing      b. to have passed    c. to pass      d. in passing
37. If they . . . . on time, I . . . . to them  
 a. come on time, I will talk  
 b. come on time, I will talks  
 c. come on time, I would talk  
 d. come on time, I talk
38. If you . . . . your lesson, I am sure you . . . .  
 a. studied your lesson, I am sure you pass  
 b. studied your lesson, I am sure you will pass  
 c. study your lesson, I am sure you will pass  
 d. studies your lesson, I am sure you will pass

39. We . . . . there before eight o'clock if we . . . . right now.

Question number 13 – 16 what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 meters in length and have a life span of more than 150 years. Smaller tortoise from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and have a warm place in which they can hibernate.

#### GRAMMAR TEST

Choose the correct answer from the statement a, b, c, or d

17. The sun . . . . . every morning in my bed room window.  
a. shines      b. is shining      c. shined      d. has shined
18. Tom and Jerry often . . . . . television at night.  
a. watches      b. is watching      c. watch      d. watched
19. Aminah . . . . . her homework at nine o'clock last night.  
a. finishes      b. is finishing      c. finished      d. was finishing
20. I am sitting in class right now. I . . . . . in class at this exact same time yesterday.  
a. sit      b. is sitting      c. was sitting      d. sat
21. A: I left my sunglasses at restaurant yesterday. What should I do?  
B: . . . . .  
a. You should gone back to the restaurant  
b. You should to go back to the restaurant  
c. You should goes back to the restaurant  
d. You should go back to the restaurant
22. A: Sukma wants to improve her English. What should he do?  
B: . . . . .  
a. She should speaks English every day  
b. She should speak English every day  
c. She should to speak English every day  
d. She should spoke English every day
23. Since your roommate is visiting her family this weekend, . . . . . you like to have dinner with us tonight.  
a. will      b. won't      c. do      d. wouldn't
24. Let's go out for diner, . . . . .?  
a. will we      b. don't we      c. shall we      d. are we
25. . . . . are playing football in the field right now.  
a. the child      b. the childs      c. the children      d. the childrens

### APPENDIX III

### VOCABULARY AND GRAMMAR TEST ITEMS

#### DIRECTION :

1. This is used for scientific research.
2. There is no side affect with your grade in certain teacher after you do this test.
3. Do as instructed and write down your answer on the provide answer sheet.

#### VOCABULARY TEST

*Chose the correct synonym of the underlined words*

1. Would you please notify me the moment Miss Baker gets back?  
a. inform      b. remember      c. give      d. ask
2. I love watching football, but my wife loathes it.  
a. like      b. detest      c. take      d. hear
3. They have lived in the state for twelve consecutive months.  
a. complete      b. continuous      c. acceptable      d. documented
4. To drop a course on the day of open registration, obtain a drop add petition from your college office.  
a. enroll in      b. withdraw from      c. pay for      d. stop offering

*Chose the correct antonym of the underlined words*

5. Could you lend me your book please?  
a. give      b. take      c. borrow      d. buy
6. The ground is wet.  
a. high      b. tall      c. dry      d. long
7. Mr. Gozali puts down his books on the table.  
a. picks up      b. takes off      c. puts away      d. puts about
8. The police found fake passports and identity papers.  
a. new      b. many      c. original      d. destroyer

*Complete the sentences with correct answer*

9. My uncle . . . . . advised me to take English less.  
a. strong      b. strongly      c. strength      d. strengthening
10. The children seemed to be . . . . . in watching the program.  
a. interesting      b. interest      c. interested      d. interestedly
11. After the . . . . . he will leave for the mountains.  
a. preparations      b. preparator      c. preparation      d. preparefulness

23	2	3	2	2	2	11
24	3	3	3	3	2	14
25	2	3	3	3	2	13
26	3	2	3	3	2	13
27	4	3	4	4	3	18
28	3	3	4	4	3	17
29	3	3	4	4	3	17
30	3	2	4	3	2	14
31	4	3	4	4	3	18
32	3	3	3	4	2	15
33	3	3	3	3	3	15
34	3	3	3	3	3	15
35	4	3	3	4	3	17

  
( Zumri, S.Pd. I )