

**THE INFLUENCE OF STUDENTS' GRAMMATICAL
COMPETENCE TOWARD THEIR ENGLISH SPEAKING
FLUENCY IN PUBLIC SPEAKING PROGRAM OF BCS
CLASS AT THE TENTH GRADE STUDENTS OF MAN 2
KUDUS IN THE ACADEMIC YEAR OF 2018/2019**

THESIS

Submitted in Partial Fulfillment of the Requirement for gaining
the Degree of Bachelor of Education in English Language
Education



By:

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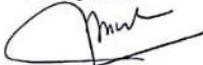
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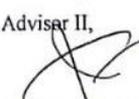
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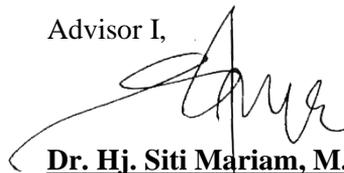
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ABSTRACT

Title : **The Influence of Students' Grammatical Competence toward their English Speaking Fluency in Public Speaking Program of BCS Class at the Tenth Grade Students of MAN 2 Kudus in the Academic Year of 2018/2019.**

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The research discusses students' grammatical competence and its influence on their English speaking fluency. The objectives of this research are to identify the students' grammatical competence in public speaking program of Bilingual Class System (BCS class), to identify the students' English speaking fluency in public speaking program of BCS class, and to explain whether there are either significant influence between the students' grammatical competence and their English speaking fluency in public speaking program of BCS class or not. This research used quantitative approach with correlation of product moment and simple linear regression to calculate two variables. The measurement of grammatical competence is multiple choice test of structure, and the measurement of English speaking fluency is interview using the theme given before with 90 respondents of Bilingual Class System (BCS Class) at the tenth grade of Islamic Senior High School 2 Kudus (MAN 2 Kudus) in the academic year of 2018/2019. The result of grammatical competence is "average" in the interval 17-18 with the mean 18.26, and the result of English speaking fluency is "average" in interval 38-30 with the mean 29.42. The quality of students' grammatical competence on their English speaking fluency gives 79.2%, and another aspects give 20.8%. The researcher has found out that grammatical competence is the important aspect in English speaking fluency, and the researcher suggested that the learners should not ignore the structure because it can connect with another skill of English.

Keywords: English speaking, Fluency, Grammatical competence.

MOTTO

حَيَاةُ الْفَتَى وَاللَّهِ بِأَعْلَمِ وَالتَّقَى (الامام الشافعى)

The glory of young person for the sake of Allah SWT with knowledge and taqwa

(Imam Syafi'i)

Develop a Passion for Learning.
If You Do, You will Never Cease to Grow.

(Anthony J. D'Angelo)

Intelligent is not the determinant of success, but hard work is the real determinant of success.

Do it right now!

(Indah Cahya Persada)

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The Writer,

Indah Cahya Persada

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the study, research questions, objectives of the research, and significances of the research.

A. Background of the Research

English is one of the international languages used by many people in the world. The learners of MAN 2 Kudus have to understand the language used at the international level of English. Mastering English can make the learners of MAN 2 Kudus to be the main focus in education. The education program can be made by the teachers to facilitate the learners for seeking knowledge. When the teachers do not make the rules in their classroom, the learners are able to ignore what the teachers teach. Language is also part of social identity for communicating with others.¹ When there is not the language, people cannot communicate with others. Basically English consists of oral and written system. Both of them are important, but they are different. They help the people for communication and conversation. Not only in the grammar aspect but also in other factors such as the speaker and listener understand each other.²

¹Sandra Lee McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching* (United Kingdom: Cambridge University Press, 2012), 3.

²Sayyidatul Fadlilah, *English Grammatical Collocation Errors Found in English Education Department Students' Thesis* (Semarang: LP2M, 2015), 4.

Grammatical competence is the students' competence for mastering grammar. It means that students have knowledge to analysis the structure and create the new phrase or sentence with the good structure rule of English. Grammar is an important element of a language for making easy to communicate with others. When it comes to competitive examinations, competence in English becomes a passport to selection some jobs in the country.³ Mastering grammar will affect the mastery of language skill. More than that, it can make the people who have the English language mastery for being a success. A learner of English needs to learn grammar and use it correctly for helping the learners to understand. Ellis says that in learning grammar, learners face two difficulties, those are the difficulty in understanding a grammatical rules and difficulty in internalizing grammatical features. They are able to use them correctly.⁴ In addition, the coherence of the grammatical structure has to connect with every sentence in language rule.⁵ The people who are learning English need to know about grammatical structure, and they also need to apply the grammatical with their speaking

³M. Subasini and B.Kokilavani, "Significance of Grammar in Technical English," *International Journal of English Literature and Culture* 1, no. 1 (2013): 56.

⁴Nadiyah Ma'mun, *The Grammatical Errors on the Paragraph Writing of the English Department Students* (Semarang: LP2M, 2015), 1.

⁵MD. Mahmud Hasan Chowdhury, "Teaching Grammar in the English Language Classroom in Saudi Universities" 1, no. 1 (2014): 1.

process. Most of people have been created to learn as Allah decrees in verses 1 until 5 Al-Alaq in the Holy Qur'an that:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“1) Recite in the name of Allah who created, 2) He created man from a clinging substance, 3) Recite, and Allah is the most generous, 4) Who taught by the pen, 5) Taught man that which he knew not”. (Al-Alaq 1 – 5)⁶

All of the people must study whenever and wherever, because studying can increase our knowledge of what we do not know before. Allah commands to study with writing with the pen, and he always commands all of the people to read the knowledge. Especially in English (oral and written) for making us to be master to go in another state.

Grammar ability must be mastered by students in senior high school level. Although the teacher uses some strategies, some students still have some problems for understanding the

⁶ Jalaluddin al-Mahalli, Jalaluddin Abdurrahman bin Abu Bakar, and Jalaluddin as-Suyuthi, *Tafsir Jalalain* (Surabaya: CV. Pustaka “Assalam,” n.d.), 266.

material.⁷ We know that grammar is central to teaching and learning of language. Without grammar, teaching and learning are not able to be a success for developing knowledge. It is one of the more difficult aspects of language to teach well, but grammar can invite us to around the world for seeking knowledge in abroad and teach us the human habit for using the language in the daily language.⁸

English language mastery means being proficient in the four language skills. The development of one skill will contribute to the development of other skills because English skill always connects with the other skills in English. When the learners just master one of a skill, they have a guarantee for studying all of skill in English for being a master.⁹ There are four skills in English, those are speaking, writing, reading, and listening. Not only writing for being a success in language, but also speaking. It is one of the skills in English made the learners have some idea to express the learners' skill to be master for communicating with another country. When the learners combine both of the skills, they can be successful for communicating in oral and written

⁷Irfan Effendi and Ahdi Riyono, "The Effect of TV Newscast Use in Teaching Writing for the Vocational School Students," *Vision Journal* 6, no. 2, (2017), 2.

⁸Fadlilah, *English Grammatical Collocation Errors Found in English Education Department Students' Thesis*, 25.

⁹A Lumettu and T L Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method," *International Journal Conference on Science and Technology (IJCST)*, (2017), 1.

English. Speaking fluency has to be master in all of the skills. Especially in speaking and writing for understanding people. Speaking fluency is the most essential skill. It is the basis of communication and it is the most difficult skill for developing English.¹⁰ When we want to be a good speaker, the ability to produce utterance is not enough. There is much linguistics to be mastered by languages learners in order to be able to express their feelings, and ideas appropriately for making a good speaker. Most of the people want to be a good speaker for preparing their communication in understanding other people.¹¹ The mastery of speaking skills in English is a priority for many foreign-language learners. Consequently, learners often evaluate their success in language learning and the effectiveness of their English course with how much they have improved in their spoken language proficiency.¹²

MAN 2 Kudus has two programs for selecting students. Those are BCS (Bilingual Class System) class and regular class. In BCS, there are two programs for making the learners comfortable. There are boarding class and non-boarding class.

¹⁰Thanyalak Oradee, "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)," *International Journal of Social Science and Humanity* 2, no. 6, (2012), 533.

¹¹Nuria Dhotul Janah and Siti Tarwiyah, "Male and Female Speech in Pride and Prejudice Novel by Jane Austen and Its Implication in Teaching Speaking," *Vision Journal* 6, no. 2, (2017), 22.

¹²Daviq Rizal, *Moodle-Based Blended Learning of Daviqr.Com in the Subject of Teaching Listening and Speaking in The Faculty of Teacher's Training and Education* (Semarang: LP2M, 2014), 61.

BCS is the superior program possessed by MAN 2 Kudus. It is just science class of 4, and 5, and 6 in MAN 2 Kudus. Science classes of 4, and 5 are boarding class, but science 6 is non-boarding class. Most of the schools have the superior program for being the good school. BCS must stay in the boarding school, except science 6. It has many programs. One of BCS program is public speaking that is done before studying in the first lesson.

Public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech. The fundamental notion underlying public speaking as a form of communication is an embodied and oral act. Delivered to a particular audience at a particular time in a particular space, speech has been recognized as among the most transitory of the arts.¹³ Not only speech but also interaction with others to develop many vocabularies for doing public speaking program is the methods for learning English.

Based on the explanation above, in other time, the researcher finds some students of MAN 2 Kudus understand about their grammatical competence, but in the fact they still have difficulties in English, especially in their speaking. they also still making mistakes for defining the structure like simple present and simple past. When they have to change some activities in past, they must change in the past, but they speak it

¹³Kamridah et al., "Correlation between Level of Anxiety and Public Speaking Performance through Systematic Aproach in Foreign Language," *International Journal of Science and Research (IJSR)* 5, no. 9 (2015): 1660.

in simple present. The researcher conclude that students' grammatical competence do not support much. They have to practice all days for being good in English, the learners must have a good grammar to communicate fluently in foreign language for decreasing misunderstanding. It also can help the listener to understand the speaker easily what the speaker mean. Learning in public speaking also will be more confident to brush up their interaction in another people, especially in their career, so the learners must practice the public speaking to build the confident and their ideas or opinions what they will share in others, especially in BCS class, so the researcher is interested in investigating the research entitled "*The Influence between Students' Grammatical Competence and Their English Speaking Fluency in Public Speaking Program of BCS Class at the Ten Grade Students of MAN 2 Kudus in the Academic Year of 2018/2019*".

B. Research Questions

- a. How is the students' grammatical competence in public speaking program of BCS class at the tenth grade of MAN 2 Kudus in the academic year of 2018/2019?
- b. How is the students' English speaking fluency in public speaking program of BCS class at the tenth grade of MAN 2 Kudus in the academic year of 2018/2019?
- c. Is there any significant influence of the students' grammatical competence toward their English speaking

fluency in public speaking program of BCS class at the tenth grade of MAN 2 Kudus in the academic year of 2018/2019?

C. Objectives of the Study

This research proposal is intended to meet the following objectives:

1. To identify the students' grammatical competence in public speaking program of BCS class.
2. To identify the students' English speaking fluency in public speaking program of BCS class.
3. To explain whether there are either a positive and significant influence and benefit between the students' grammatical competence and their English speaking fluency in public speaking program of BCS class or not.

D. Significances of the Research

Based of the problem statement, and the objective of the research are:

1. Theoretical

The researcher hopes that this result of the study will give much expectantly to help students and the researcher for combining students' grammatical competence and their English speaking fluency, and to make the references and additional information to the readers.

2. Pedagogical

The researcher hopes that this research can be used by the teacher and the school to give a new reference in teaching grammatical competence and English speaking fluency to be more effective.

3. Practical

a. The English Teachers

The researcher expects that this result of the study might be useful for additional information for improving their students' grammar competence and English speaking fluency.

b. The English Students

The researcher expects that this result of the study can be useful to make the students understanding for combining grammar and speaking to improve the students' grammatical competence and their English speaking fluency.

c. The Writer

The researcher can get many useful experiences in the future as an English teacher. In addition, the result can be used to know the influence of students' grammar competence and their English speaking fluency in public speaking, and to improve the researcher's knowledge and skill

in combining students' grammar competence and their English speaking fluency.

d. The other researcher

By doing this research, the researcher expects that this result can be reference to other researcher to do the new research in the future.

E. Scope of the Study

The limitation of this study can be described as follow:

- a. This is a quantitative research about the influence of students' grammatical competence toward their speaking fluency.
- b. The object of this research is the tenth grade students of MAN 2 Kudus in the academic year of 2018/2019.
- c. This focuses of the influence of students' grammatical competence toward their speaking fluency in public speaking program of BCS class.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, literature review presents the several theories for discussing it. It is discussed about English grammatical competence, concept speaking, and English grammatical competence and English speaking fluency.

A. Literature Review

1. English Grammatical Competence

a. The Definition of Grammatical Competence

English students' competence has several competences to communicate in English competence. There are five communicative competences. Those are, discourse competence, strategic competence, sociocultural competence, actional competence, and grammatical competence. In English, all of the communicative competences are important to improve the English for supporting skill. Grammatical competence is one of the communicative competence that has been in circulation for about forty years, and has been used in justification in communicative language teaching. It is the knowledge of the code of language like grammatical

rules, vocabulary, pronunciations, spelling, etc.¹⁴ It is a very important key to make good communication in writing and speech. The text and speech will not be correct without the right grammatical because grammatical form helps learners to talk and learn how to communicate more effective and more persuasive and how to correct mistakes in communication.¹⁵ It is also an important role in a second language and foreign language teaching for studying grammar. The teaching of language has to use the transmission of grammar rules from teacher to students for getting the target of learning. It means that the learners are used the examples for underlying organizational principles for getting the target of language.¹⁶

Grammatical competence is also the ability to write the correct sentences. Brown said that only a half century ago, writing can be reinforcing in grammatical features of language. We know about the difficulty of learning to write well in any language. The learners have

¹⁴Marianne Celce-Murcia, Zoltan Dornyei, and Sarah Thurrell, "Communicative Competence: A Pedagogically Motivated Model with Content Specifications," *Journal of Linguistics* 4, no. 2 (1995): 7–11.

¹⁵Nadiyah Ma'mun, *The Grammatical Errors on the Paragraph Writing of the English Department Students* (Semarang: LP2M, 2015), 39.

¹⁶James E. Purpura, *Assessing Grammar* (United Kingdom: Cambridge University Press, 2005), 1–2.

to understand well for increasing grammatical competence.¹⁷

b. Teaching of Grammatical Competence

The teachers must give their students' allocating time to concentrate on the difficulty in the material to teach both the form and the contexts relevant in the learning process.¹⁸ They also have to teach for analyzing grammar to help the ability of the grammatical in the learning process, and grammar exists to help us for reaching what we mean, and without grammar, it is impossible to communicate in the beyond of basic level. It is supplied to provide for involvement in language to process of teaching and learning, so the learners must provide their time for practice in mastering common grammatical pattern in their live because they can get the real experience to face English for increasing the skill in practicing grammatical competence in public speaking program and the other activities what they do.¹⁹

¹⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (United States of America: Longman, 2004), 218.

¹⁸ Tony Dudley-Evans and Maggie Jo St Jhon, *Developments in English for Specific Purpose (A Multi-Disciplinary Approach)* (United States of America: Cambridge University Press, 2012), 75.

¹⁹ David Nunan, *Language Teaching Methodology* (New York: Phoenix ELT, 1995), 153–54.

c. The Types of Grammatical Competence

Kolln and Funk divided into two types of grammatical competence. Those are,

1) Structural grammar

Structural grammar is the important to describing language with analyzing how words change in sound and spelling and how they are used in sentence

2) Transformational grammar

Transformational grammar is trying to change the basic sentence into the variety of form.²⁰

d. Purpose of Grammatical Competence

The purpose of grammatical competence is considering to help our analyses in the meaning. Grammatical competence is the ability to express the meaning by producing phrases and sentences. It is also has to be master for linguistic competence included by lexis and phonology as well as syntax and morphology.²¹ The students' need more specific help for solving the weakness in grammatical competence where English is used by students' as the medium for communication in the program, and they are expected to do in writing, and it is the problem of students' to make oral presentations

²⁰ Martha Kolln and Robert Funk, *Understanding English Grammar* (New York: Pearson Education, 2010), 6–7.

²¹ Glenn Fulcher and Fred Davidson, *Language Testing and Assessment* (New York: Routledge, 2007), 47.

inaccurate English. They can study with their comfortable in public speaking program although they have to wake up early to do the program.

e. Grammatical Competence Test

The teachers can use the test to evaluate the grammar competence. There are many kinds of test. Such as multiple choice test, grammatical error test, and grammatical transformation test like change the tenses in paragraph; change full form of verb to reduced forms; change statements to *yes/no* or *wh*-questions; change questions into statements; combine two sentences into one using a relative pronoun; change direct speech to indirect speech; and change from active to passive voice.²²

Grammatical competence test is designed to measure the students in syntax. Syntax involves with words in a sentence, word order, use of the negative, question forms, and connectives. Madsen said that there are two ways in testing of grammatical competence. Those are individual testing and group testing.²³

According to Heaton, there are some types in grammatical competence test. Those are,

²² Brown, *Language Assessment: Principle and Classroom Practices*, 226.

²³ Harold S. Madson, *Technique in Testing* (United Kingdom: Oxford University, 1983), 34.

- 1) Multiple-choice items, the most common way for testing grammatical competence.
- 2) Error correction items, the students are given with an error, and they have to decide which of the words or phrases have errors.
- 3) Completion items, the students are asked to fill in the blanks in sentence.
- 4) Transformation items, the students are asked to produce the structure.
- 5) Items involving the changing of words, the students are given a sentence and a word, and they need to change the form of the word.
- 6) Broken sentence items, the students must write the sentence from words and phrases.
- 7) Pairing and matching items, the students have to write the correct response in the space provided.²⁴

When the learners practice every time, they are not difficult to do some questions.

2. Concept of Speaking

For the concept of speaking, researcher discussed about the definition of speaking, speaking process, determining of speaking level, aspect of speaking, purpose of speaking, speaking skill for students, general problem in speaking skill

²⁴ J. B. Heaton, *Writing English Language Tests, Longman Handbooks for Language Teachers, New Edition* (New York: Longman Inc, 1990), 34–49.

for students, teaching speaking, general problem in teaching speaking, English speaking fluency, and public speaking program in BCS class of MAN 2 Kudus.

a. The Definition of Speaking

Speaking is the process of building and sharing about meaning through the use of verbal and non-verbal symbols in a context of variety. It is the interactive process for producing the meaning of information.²⁵ The different way, speaking is the single most of important aspect in a second language or foreign language.²⁶ It has become in the language teaching focus because it is able to improve our skill in English as the second language for communicating. Richard argues that speaking skill mastery can be priority for many second language and foreign language learners.²⁷ When the learners to be the master of speaking, they can get what they want in the world. It is important to find the information and understand in every single word. The learners can show their feeling to talk with other people.

Most conversations take place with face to face which allows the speakers to get feedback. During conversations, feedback is able to unplanned and spontaneous for

²⁵Lulut Widyaningrum, *The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill* (Semarang: LP2M, 2015), 7.

²⁶Nunan, *Language Teaching Methodology*, 39.

²⁷Widyaningrum, *The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill*, 8.

producing the language with reflects. Actually, speaking does not need the grammatical is correct, but it needs for understanding in the purpose what the people mean. Moreover, grammatical is important also to decrease misunderstanding.

b. Speaking Process

The learners have some tricks by their own style for learning process. Actually they are just like in group or individually. An interesting for monitoring the teachers' interaction with the learners is the method what the teachers' use in the class. A good strategy to involve all the learners is to use selecting the types of questions for learning in speaking program.²⁸ The aim of strategy is very important in learning process. It is able to be interested the learners for answering the question with their own ideas directly, and they can make some small groups for improving their ideas in the theme what the teacher gives because the success of speaking is measured in term of ability to carry out in conversation of language.²⁹ However, students usually need to be able to understand the vocabularies to do some exercises or activities to

²⁸Jodi Reiss, *Content to English Language Learners (Strategies for Secondary School Success)* (United States of America: Longman, 2005), 91–93.

²⁹Nunan, *Language Teaching Methodology*, 39.

understand what the writer means to check the learners' understanding.³⁰

c. Determining Speaking Level

As we know that speaking have many levels. Those are basic level, intermediate level, and advance level. We can determine the speaking level in their ability in speaking. Tasks and exercises are able to determine the level of speaking. Those are also able to developing speaking skill. The speaking level can be determined from English mastery to show the feeling and idea in front of the people. English mastery can make the learners to be confident for communicating each other. Speaking fluency depends on the considerably the learners' listening ability. When the learners get a lot of listening practice, they also get the good in the spoken aspect. Badly, in the most of school listening and speaking do not given for making importance thing.³¹

d. Aspect of Speaking

Generally, speaking aspect help the learners to learn English. The effectiveness of the aspect depends on the various factors. Those are the level skill of the learners, the language background, and the learners tendency to

³⁰Dudley-Evans and Jhon, *Developments in English for Specific Purpose (A Multi-Disciplinary Approach)*, 81.

³¹M.E.S. Elizabeth, *Methods of Teaching English* (India: Discovery Publishing House, 2012), 313.

resolute their words that they know.³² There are many linguistics which are mastered by the learners in order to express their feeling and ideas. The aspects of speaking that the learners have to be master in the speaking skill. Those are:

- 1) Connected speech is the sounds modifying in producing utterance when people speak.
- 2) The expressive device. It is the stress and pitch variation in producing utterance to convey the real meaning by the speaker. It includes the speed and volume that is used by speaker for speaking, and some people is able to show their feeling in their speaking.
- 3) Grammar and lexis are described in the different ways, places, and mind set. The teacher must give some variation of sentence and phrase in the different function of speaking. When the learners have occasion to use some expressions in different interaction, they are able to know what expression which want to use in their speaking.
- 4) Negotiation language is the speech clarification. It is used to clarify and show what the speakers mean. Sometimes, some people do not understand what the

³²John Read, *Assessing Vocabulary* (New York: Cambridge University Press, 2008), 89.

speakers' say, but the learners have some context to appropriate to clarify the mistake.³³

Some languages have different morpheme, pronounce in English language, but English have some aspects to clarify in the function of language. It also referring to the capability that gets from the education, training, or informal education experience, and the people finish their work well.³⁴

e. Types of Speaking

The types of speaking is the category to performance the learners' to speak fluency. There are five types of speaking. Those are:

- 1) Imitative, the ability to imitate the word or phrase or sentence to speak English.
- 2) Intensive, the production of stress in oral language to demonstrate the learners' competence to connect the grammatical, lexical, phrasal, or phonological relationship.
- 3) Responsive, the interaction with the short conversation or simple comment but it is clear to be understood.
- 4) Interactive, it is the opposite of responsive. It is the interaction with the complex conversation.

³³Jeremy Harmer, *The Practice of Language Teaching*, 3rd ed. (London: Pearson Education Limited, 2001), 269–70.

³⁴R. Payong and Marselus, *Sertifikasi Profesi Guru* (Jakarta: Indeks, 2011), 17.

5) Extensive, the ability to speak with monologue include story telling, speech, and oral presentation.³⁵

f. Purpose of Speaking

The purpose of speaking is considering to help our analyses of text from the perspective of the producer rather than in receiver. Oral interaction can be done in term of routine for conversation in our life. Conversation routine also is able to get the term in service like job interview or in social like conversation with another people.³⁶ A communication situation will protect over time to develop for identifying the marker of language structure and use.³⁷ Some communications are interactional with the purpose in relationship. The example of interactional uses of language are greetings, compliments, and small talk.

Analyzing speaking purpose by Kingen. He combines the transactional and interpersonal purposes of speaking for the list of some categories.³⁸ Those are:

- 1) Personal. The personal has to express the personal feeling, opinions, beliefs, and ideas.
- 2) Descriptive. It can be describing someone or something for the real and imagination.

³⁵ Brown, *Language Assessment: Principle and Classroom Practices*, 141–142.

³⁶Nunan, *Language Teaching Methodology*, 40.

³⁷John Read, *Assessing Vocabulary*, 244.

³⁸Widyaningrum, *The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill*, 22–24.

- 3) Narrative. It can be creating and telling stories in some events.
 - 4) Instructive. It is giving some instructions to produce an outcome.
 - 5) Questioning. Questioning is able to ask question to obtain the information.
 - 6) Comparative. It can compare two or more objects, ideas, people, opinions to make judgment about them.
 - 7) Imaginative. Expressing mental images of people, places, events, and objects.
 - 8) Predictive. Predicting possible future events.
 - 9) Interpretative. Exploring the meanings, creating hypothetical deductions, and considering inferences.
 - 10) Persuasive. Changing others' opinions, attitudes, or points of view in some way.
 - 11) Explanatory. Explaining, clarifying, and supporting ideas and opinions.
 - 12) Informative. Sharing information with others.³⁹
- g. Speaking Skill for Students

Learning strategies are techniques to facilitate the students for understanding, retaining, and applying the knowledge. Strategies have many varieties for developing the students' skill, especially in speaking skill, but not all

³⁹Widyaningrum, *The Effectiveness of Adaptive Pecha Kucha Technique on Students' Explaining Skill*, 22–24.

strategies work well for all students.⁴⁰ The speaking skill depends on how many vocabularies what the learners have, and it is important in English for basic of language. It is able to continue for developing the naturally of English in learning process.

h. General Problem in Speaking Skill for Students

Teaching speaking has many problems studying in oral language. First, oral language is ephemeral in nature. The words always lose to rehear the speaker for review. The second reason is the nonnative listener takes more time to process in some words which incoming words. The third factor that makes learning speaking difficult is the teacher is able to deliver the content correctly. The understanding of academic content depends not just on what the teacher says, but also on how the teacher say it.⁴¹ Oral language is a significant aspect in English to present of the professional experience.⁴² So, the teacher has to know the content that wants to deliver for students before they are teaching in from of the students. Concentrating on

⁴⁰Jodi Reiss, *Teaching Content to English Language Learners (Strategies for Secondary School Success)* (United States of America: Longman, 2005), 31–32.

⁴¹Jodi Reiss, *Teaching Content to English Language Learners (Strategies for Secondary School Success)*, 100–101.

⁴²Anne Burns, *Collaborative Action Research for English Language Teachers* (New York: Cambridge University Press, 2005), 192.

the meaning in speaking skill also depends on the ability to listen in the speaking skill.

The difficulty of speaking is also how the way we give and how the way we take. One of difficulty of speaking is the so-called interlocutor effect. It has to be taken of considering by researchers investigating and designing task-based testing procedures.⁴³

i. Teaching Speaking

Learning style for some people are different, it refers to any individuals preferred way for going to be successful for learning process. It is generally considered in the learning style for the success in the result of learning from personally. So, learning strategies are mental processes which learners to do the target of the material.⁴⁴ When the teachers have about the experience in teaching, they have many methods for applying the theoretical to practice and respect about how to handle difficult learners. They can study easy and enjoy what they want.⁴⁵ The teachers must have competence for teaching speaking. They have to have knowledge, skill, capability, and ability in oral English to teach the learners.

⁴³Nunan, *Language Teaching Methodology*,47.

⁴⁴Nunan, *Language Teaching Methodology*,168.

⁴⁵David Vale and Anne Feunteun, *Teaching Children English (A Training Course for Teachers of English to Children)* (United Kingdom: Cambridge University Press, 2012), 99.

In every teaching, planning is important in our daily life, because it is the unique of teaching-learning process. In the daily lesson, there are three different stages in planning lesson. Those are: (1) Pre-teaching planning. It prepares note at home before teaching process. (2) Planning during teaching. The teacher plans the facilities for making understand likes whiteboard, projector, etc. and (3) Post-teaching planning. When the teacher has finished in teaching, he or she wants to see how far successful in teaching.⁴⁶

The modern societies, education provides for promoting the language acquisition planning and language shift policy in the learning source in the curriculum of learning process. It also prepares to increase in the purpose of government to be the good learners.⁴⁷ To be the good learners, the teachers have to be the professional people to teach and share the knowledge in English especially in speaking skill. It is depended on the practice what the learners do. The competence of teaching quality have important role in the creation to establish for learning the language, and it shows the level of teachers' professional based on their field and contribution in learning performance. Learning performance is the quality of

⁴⁶Elizabeth, *Methods of Teaching English*, 335–36.

⁴⁷McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, 130.

learning to perform in front of the other people for understanding the material.⁴⁸ The teachers must have the situation for making experience that is useful for the learners.

j. General Problem in Teaching Speaking

The problem for learning strategy is one of a development of a coherent taxonomy in learning types. The teachers must be list about what the general problem in teaching speaking.⁴⁹ They also have to create all of the learners to be participation. So that, the learners can get experience about language form and function, oral and literate for success in the target of public speaking. One of problem in teaching speaking, the learners don't know about the mean of the teachers talk. Generally in speaking, vocabulary measures to access in writing and speaking task on the opportunities in their vocabulary in relation to the task. The teachers face with communication difficulties about what the learners originally intent to say, and they can process to express their intend meaning what they can.⁵⁰The method what the teachers use also the part of the problem in teaching speaking. When the teacher uses the

⁴⁸Adnan Hakim, "Contribution of Competence Teacher Performance Teacher (Pedagogical, Personality, Professional Competence and Social) on the Performance of Learning," *International Journal of Engineering and Science* 4, no. 2 (2015): 2.

⁴⁹Nunan, *Language Teaching Methodology*, 168.

⁵⁰John Read, *Assessing Vocabulary*, 12–65.

good method, the learners can like what the subject. So, the learners can success in the achievement of goals.

k. English Speaking Fluency

Fluency is the quality of English to speak or write a language.⁵¹ English is not only the national language, but also it is an international language is important to study for communicating with other languages. The quality of English can be known by the ability for speaking and writing English is some situation. The speaking has to need for understanding some information to communicate with someone. Communication strategies are the real place to look for guidance in their nature and function of the speaking.⁵² Because language is the habit to be got, an activity to be developed, and a skill to be caught, the people have to create the mother tongue to be natural learners.⁵³ When the people who are fluent in English, they do not need more time to think what they want to say in the other activities. Therefore, the meaning of fluency refers to the skill what the people have to produce some ideas without stopping in their speaking. However, the learners have attitude for communicating. The language attitude has

⁵¹Victoria Bull, *Oxford Advance Learner's Dictionary Eight Edition* (New York: Oxford University Press, 2010),575.

⁵²John Read, *Assessing Vocabulary*,64.

⁵³Elizabeth, *Methods of Teaching English*,44.

link with other factors. It is like personal, academic competence, and community.⁵⁴

English speaking fluency is the skill for showing the oral language without any stops to speak English for giving some information which will present in some people that the people face. The people have to master in grammatical to understand the listeners.

3. Public Speaking Program in BCS Class of MAN 2 Kudus

Public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech. The fundamental notion underlying public speaking as a form of communication is that it is an embodied and oral act. Delivered to a particular audience at a particular time in a particular space, speech have been recognized as among the most transitory of the arts.⁵⁵ The issue highlights the essential role of public school in enabling students to achieve English proficiency over a 12-year period. This issue has been evident since the early 1990s.⁵⁶

⁵⁴McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*,15.

⁵⁵Kamridah et al., "Correlation between Level of Anxiety and Public Speaking Performance through Systematic Aproach in Foreign Language," *International Journal of Science and Research (IJSR)* 5, no. 9 (2015): 1659.

⁵⁶Heba Awadh Alharbi, "Improving Students' English Speaking Proficiency in Saudi Public Schools," *International Journal of Instruction* 8, no. 1 (2015): 105.

BCS (Bilingual Class System) is superior program that is belonged of MAN 2 Kudus. It is just science class of 3, 4, and 5, and 6. BCS must stay in the boarding school, except science 6. It has many programs. One of BCS's programs is public speaking that is done before studying in the first lesson. Public speaking in MAN 2 Kudus is the excellent program that existed in five years till now.

4. Grammatical Competence and English Speaking Fluency

A researcher talks about the relationship between grammatical competence and English speaking fluency in public speaking program of BCS class at the tenth grade students of MAN 2 Kudus in the academic year of 2018/2019.

The relationship between grammatical and speaking is important for language testing because they are different ability and mental process in English. The learners who are good in grammar will be better in writing process. Writing has also become more important in communicative language teaching that becomes the system of communication in second and foreign language settings.⁵⁷ It is clear that grammatical competence is an important part of curriculum in school from the earliest grades that has a formal education system for improving their skill in the roles of structure in grammar.

⁵⁷J. Charles Alderson and Lyle F. Bachman, *Assessing Writing (Sara Cushing Weigle)* (United States of America: Cambridge University Press, 2002), 1.

The learners are good in their grammatical competence, but they still have difficulties in English, especially in speaking skill.⁵⁸ When the learners are good in English speaking fluency, they are also good in grammatical competence to decrease misunderstanding because they always practice to speak English with their nature of structure in English in what they ever listen and learn before, so the researcher conclude that English speaking fluency influenced by grammatical competence.

Much material when the students get in the public speaking program and class will be produced as a result in practice of English that is engaging with the class situation, carrying out for limiting the material, and writing some materials when the students get in some handouts. An analysis of the balance between theory and practice are about teaching situation for giving the material that is done by the teacher, discuss theory for expediting about students' understanding, and presenting the points of material from textbooks.⁵⁹

The teacher also prepares some activities to make the learners more understand, focus, enjoy, and confident to apply their grammatical competence toward English speaking

⁵⁸ Muhammad Nafi Annury, "The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department," *Register of IAIN Salatiga*, 2011, 201.

⁵⁹Dudley-Evans and Jhon, *Developments in English for Specific Purpose (A Multi-Disciplinary Approach)*, 20.

fluency. Peter states that to help the learners develop their structure can use some activities:

- i. Jigsaw activities: the learners can solve the elaborate information or task that can be done with partners.
- ii. Asking and answering questions activities: the learners try to ask and give some question for other respondents.
- iii. Information gap activities: the learners complete the task by getting missing information.⁶⁰

Structure is the rule of language to express the learners' ideas using the sentence, phrase, or word to communicate with others, so the learners must understand the structure to speak English. Without understanding the structure, the learners can be hard to understand the meaning what the speaker presents.⁶¹ It can be known that the English speaking fluency is influenced by grammatical competence.

B. Previous Research

In this research, the writer finds the relevant previous researches to prove the authentic of the research. There are three previous researches that are used by the writer. Those are:

⁶⁰Peter Watcyn-Jones, *Grammar Games and Activities for Teachers* (New York: Penguin Books, 1995), 3–8.

⁶¹Muhammad Nafi Annury, "The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department," 211.

The research is written by Moh. Rofid, a student in University State of Malang, (2018), entitled “*Grammatical Competence within L2 Communication: Language Production, Monitor Hypothesis, and Focus on Forms Instruction*”. In his research, he shows that language competence is delivered into three competency areas. There are grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence focuses on the syntax knowledge or morphological structure of language to establish the meaning. It is defined about the ability to produce the distinctive grammatical structure of language, how the learners have improved the speaking skill. They can use to communicate effectively.⁶²

The result of this research also shows that there are five competency areas in communicative competence. There are grammatical competence or linguistic competence, strategic competence, sociolinguistic competence, actional competence, and discourse competence. Grammatical competence also focuses on the syntax in grammatical language, and also becomes a big role in foreign language for communicating effectively with others to share information for decrease misunderstanding of the meaning.

Second previous research is a research written by Gabriel entitled “*Improving Speaking Fluency in a Task-Based Language*

⁶²Moh. Rofid Fikron, “Grammatical Competence within L2 Communication: Language Production, Monitor Hypothesis, and Focus on Forms Instruction,” *Journal License 7*, no. 1 (2018): 101.

Teaching Approach: The Case of EFL Learners at OUNIV-Cazenga". This research is an attempt to assess how learners of English as a foreign language improved the speaking fluency in a task-based language teaching. This study is aimed to improve of speaking fluency in communicative language teaching. The result of this study shows that EFL teacher should draw attention on relevant pedagogical implication and the EFL learners are strongly encouraged to put effort on learning strategies by applying speaking fluency.⁶³ Actually, the result of this research, there is similarity between her research and this research is we focus on improving speaking fluency in the teaching of English because English speaking fluency is important for understanding to give and get information by oral language. The difference of this research and her research is the technique. Her research uses the implementation and this research uses the influence. So, the technique of the research depends on the purpose of the research to get the real result for giving some information.

The last previous research is the research written by Nyoman and Raka entitled "*The Effect of Grammatical Accuracy and Gender on Interlanguage Request Strategy*". From State of Politeknik Bali. The journal of Teflin of 2017. Grammatical competence can have a significant influence on pragmatic competence. Pragmatic competence can be defined as the ability

⁶³Gabriel Albino, "Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at OUNIV-Cazenga," *Journal Sagepub*, 2017, 1.

to use language effectively. It has the rule of grammatical to construct correct sentences and understand the people in give and get information of language. Grammatical competence allows us to more clearly in the nature of grammatical knowledge.⁶⁴

The result of this research, there is similarity between their research and this research is we focus on improving grammatical competence as the grammatical accuracy to allow the grammatical knowledge that grammatical structure is important for understanding what the speaker and listener mean. The difference of this research and their research is the technique. Their research uses the effect of grammatical accuracy on the interlanguage strategy and this research uses the influence of grammatical competence toward English speaking fluency.

C. Theoretical Framework

Theoretical framework is the theory that the researcher chooses for guiding the research. It is also the application of theory that is found by researcher to offer an explanation in the research.⁶⁵

Theoretical framework in this research is about the students' grammatical competence toward their English speaking fluency for combining each other using their both competences of

⁶⁴ Nyoman Suka Sanjaya and Anak Agung Raka Sitawati, "The Effect of Grammatical Accuracy and Gender on Interlanguage Request Strategy," *Journal of Teflin* 28, no. 2 (2017): 213–14.

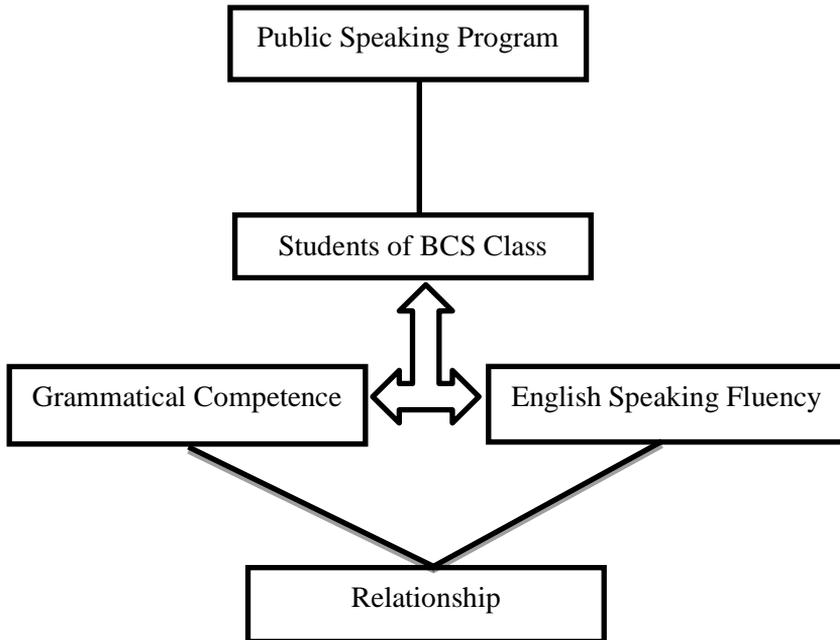
⁶⁵ Sitwala Imenda, "Is There a Conceptual Different between Theoretical and Conceptual Frameworks?," *Journal of Social Sciences* 38, no. 2 (2014): 189.

English skill. From the program of public speaking, from the ways to speak with some types of speaking, from responding the questions, from the confident they have. Then the learners show how their grammatical competence toward their English speaking fluency? When the learners communicate with others, they can speak using the good grammatical to create some words, sentences, or phrases for understanding the listener.

The important thing in learning English is the speaking fluency, especially speaking accuracy, and the important thing in learning English speaking is become interactive, active, and confident. According to Miller, fluency is the learners speak with a good intonation, vocabulary, and grammar.⁶⁶ It means that to speak fluency, the learners have to master in grammatical competence.

⁶⁶ Joann Miller, "Oral Testing of Accuracy and Fluency," 1996, 1, joanmillerj@gmail.com, www.efltasks.net.

To clarify the conceptual framework, the researcher illustrate using diagram of theoretical framework.



It can be considered by the researcher to know the relationship between students' grammatical competence and their English speaking fluency in Public Speaking Program of BCS Class at the Tenth Grade Students of MAN 2 Kudus in the Academic Year of 2018/2019.

CHAPTER III RESEARCH METHOD

This chapter, the researcher presents research design, time and place, population and sample, variable and indicator, data collection technique, data analysis technique, and final analysis.

A. Research Design

Research design is the important part in a research to be the great quality. The great quality in a research can be the good reference to the next research. The research is a step of process for posing question, collecting data to answer the question, and presenting the answer which is used to analyze information bases on our understanding in a topic.⁶⁷ There are two approaches of research. Those are quantitative and qualitative. Based on the objective of the research, the type of this research was quantitative approach focused in correlation because the analysis of the research approaches with numerical data, and a data has been formed by calculation of score, frequency, or level that is analyzed by using statistic to answer the research. This research focused on the influence of students' grammatical competence toward their English speaking fluency. The researcher used statistical analysis for calculating the

⁶⁷Cresswell and John W., *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Baston: Pearson Education, 2002), 3.

sample of data in the tenth grade of MAN 2 Kudus and the researcher analyzed them by using predicator analysis.

The result of the research found out the influence of students' grammatical competence toward their English speaking fluency in public speaking program of BCS class.

B. Setting and Time

There was time and setting for collecting data used by researcher.

a. Setting of Research

This study was conducted at MAN 2 Kudus in 2018/2019. The reason of choosing that school because MAN 2 Kudus was the only school that has the program to improve students' knowledge by using public speaking program to do the research for getting the data. This school was suitable to observe the students' skill about English.

b. Time of Research

The research was conducted on 06 – 20 May 2019, and the day which was day for doing public speaking conducts on Tuesday, Wednesday, and Thursday at 06.15 – 06.45 WIB at Public Speaking Program of BCS Class, especially Science of BCS Class at the Ten Grade Students of MAN 2 Kudus. BCS Science Classes in Islamic Senior High School 2 Kudus had many programs. One of the program was Public Speaking. It had been had

by BCS Science Class in MAN 2 Kudus for many years ago.

C. Population and Sample

In population and sample, a researcher presented population in public speaking program of BCS Science Class at the tenth grade of MAN 2 Kudus and sample for 90 students of BCS science class at MAN 2 Kudus.

a. Population

According to Sugiyono, population is the whole of region that consists of object or subject that has the quality and characteristic that is used by researcher for research object or subject.⁶⁸ The researcher conducted in public speaking program of BCS Science Class at the tenth grade of MAN 2 Kudus in the academic year of 2018/2019. BCS Science Class has three classes which had Public Speaking Program.

b. Sample

Sample is the part of population that will be observed when characteristic can describe the real of population.⁶⁹ In this research, researcher used sampling purposive. According to Sugiyono, sampling purposive is

⁶⁸Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2014), p. 61–61.

⁶⁹Sugiarto, *Teknik Sampling* (Jakarta: Gramedia Pustaka Utama, 2003), 2.

used to take the sample of population by the specific consideration and purpose.⁷⁰ The tenth grade students of BCS class of MAN 2 Kudus in the academic year of 2018/2019 as the population had 124 students. 90 students were science of BCS class and 34 students are tahfidz of BCS class. The researcher took sample of science of BCS class, because there was not public speaking program in tahfidz of BCS class. Arikunto states that when the participant is less than 100 participants. It is better to take all to be the participants in this research.⁷¹ The researcher took 90 from 90 students in science of BCS class because they were less than 100 participants as a sample. The researcher took 30 students at the elevent grade of BCS Science four to find the reliability and the validity.

D. Variable and Indicator

There were two types of variables. The researcher took two variables. Those were independent variable and dependent variable.

a. Independent Variable (x)

According to Sugiyono, it is called variable stimulus, predictor, and antecedent. It is variable which is able to be

⁷⁰Sugiyono, *Statistika Untuk Penelitian*, 68.

⁷¹Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktek)* (Jakarta: PT. Rineka Cipta, 2006), 130.

the influence or the cause of changing or making dependent variable.⁷²In this research, it was the grammatical competence because grammatical competence was the stimulus for occurring the students' English speaking fluency.

Table 3.1
The Indicator of Grammatical Competence Test

Aspect	Indicator	Percent of Test Item	The item number of test instrument
Grammatical competence test (X)	1. Students' competence in the choice of verb form and modals	44	1, 2, 3, 4, 9, 12, 14, 16
	2. Students' competence in form and the choice of nouns, pronouns, adjective,	27	5, 7, 13, 17, 20

⁷²Sugiyono, *Statistika Untuk Penelitian*, 4.

	and adverbs		
	3. Students' competence in word order	11	6, 11, 19
	4. Students' competence in the choice of prepositions	9	8, 10
	5. Students' competence in formation of tag questions and elliptical responses	9	15, 18
		Total = 100	Total = 20

Here is the example of grammatical competence test:

Tomorrow morning, the students will be studying for doing some activities in public speaking program before joining the class. Won't they? This sentence is combined by the aspect of grammatical competence.

The original test was created by James (2005) to measure the grammatical competence of non-native speakers of English in CELT (The Comprehensive English Language Test).⁷³

b. Dependent Variable (y)

It is called output, criteria, and consistent variable. It is variable that is influenced or become the effect of independent variable.⁷⁴ In this research, it was the English speaking fluency in public speaking program of BCS class because the English speaking fluency was the effect for doing the students' grammatical competence in their skill of English.

E. Data Collection Technique

To get accurate data, the writer uses some ways in the collecting data, they are:

1. Test

Test is a collection of questions and exercise that is required to measure a person's ability, knowledge, or performance of the individual or groups in a giving domain⁷⁵. There are three domains in education. Those are cognitive, affective, and psychomotoric domain. In another

⁷³James E. Purpura, *Assessing Grammar* (United Kingdom: Cambridge University Press, 2005), 195.

⁷⁴Sugiyono, *Statistika Untuk Penelitian*, 4.

⁷⁵H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (United States of America: Longman, 2004), 3.

word, test means the instrument to collect data which gives some responses about the instrument that the students can show their ability from the test.⁷⁶ In this research, the researcher used test of grammatical competence and test of English speaking fluency using interview with the theme given the researcher before for measuring the students' grammatical competence and their English speaking fluency.

1. Documentation

Documentation is finding the data or variable about note, transcript, book, newspaper, etc.⁷⁷In this study, this technique collected data about the name of members in BCS science class, and some documentations to complete this research.

F. Data Analysis Technique

Data analysis technique is the point of research where the statements are produced. The statements are based on the extensive points from the data which emerge.⁷⁸In this research, the method used quantitative analysis. Quantitative was concerned with the amount or number. The researcher used quantitative analysis that was focused on finding the

⁷⁶Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Belajar, 2009), 65.

⁷⁷Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktek)*, 274.

⁷⁸Anne Burns, *Collaborative Action Research for English Language Teachers* (New York: Cambridge University Press, 2005), 153.

influence between the students' grammatical competence and their English speaking fluency in public speaking program of BCS science class.

1. Introductory analysis.
 - a. The validity of instrument.

In quantitative educational research, validity is essential instrument for evaluating the quality in the research.⁷⁹ Validity is an instrument test that is used to measure in questionnaire. The validity is important to do for any test. It means that how test can measure exactly and it can be responsible for correctness. According to William Wiersma Stephen, test is the stimulus to make someone for response.⁸⁰ In the other mean, test is the procedure that is used for measuring with the regulation that is decided.⁸¹ Test is to find students' grammatical competence in public speaking program.

The classification was gotten from the correlation result that had to be able to know how the test can measure the students' in the score of test. It also can be responsible in correctness for getting the data.

⁷⁹ Anne Burns, 160.

⁸⁰William Wiersma Stephen G. Jurs, *Educational Measurement and Testing* (United States of America: A Division of Simon and Schuster, 1990), 9.

⁸¹Suharsimi Arikunto, *Dasar – Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2011), 53.

The formula of validity is:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

As follows:

r_{xy} = correlation coefficient of two variables X and Y

n = number of respondents

x_i = the students' grammatical competence score
(independent variable)

y_i = the students' speaking fluency score (dependent
variable)

$\sum x_i$ = the sum of the students' grammatical competence
score

$\sum y_i$ = the sum of the students' speaking fluency score.⁸²

The result of calculation in r_{xy} is compared with
product moment 'r'.

In this research, the researcher takes 34 students of
eleventh grade to do the test for finding the validity with
SPSS 25.

b. The reliability of instrument.

Reliability shows about instrument that is used as data
which is trusted because the instrument is correct.⁸³ The
test must be reliable for measuring the instrument, so the

⁸²Sugiyono, *Statistika Untuk Penelitian*, 228.

⁸³Danang Sunyoto, *Teori, Kuesioner, Analisis Data* (Yogyakarta:
Graha Ilmu, 2013), 133.

researcher used internal consistency to measure reliability in this instrument. The instrument that used to measure reliability was Alpha formula.

$$r_a = \left[\frac{n}{n-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

As follows:

r_a = The reliability

n = The total of instrument in test

1 = Constant numeral

$\sum \sigma_i^2$ = The total variance of score in item

σ_t^2 = Variance total⁸⁴

Internal consistency can be done by just a time to do the instrument. The result of analyzing was able to be used to find the reliability of instrument.

In this research, the researcher took 34 students at eleven grade of BCS science four to do the test for finding the reliability with SPSS 25.

2. Scoring students' grammatical competence and their English speaking fluency.

In this research, the result of the students' grammatical competence or called independent variable (X), and the students' English speaking fluency or called dependent variable (Y) were classified in classification criteria.

⁸⁴Arikunto, *Dasar – Dasar Evaluasi Pendidikan*, 160.

Scoring of grammatical competence used the total of the correct answering of the test, and scoring of English speaking fluency according to the scoring scale from Heaton below:

Table 3.2
The Scoring scale of English speaking fluency

Pronunciation	
6	Pronunciation is only very slightly influenced by the mother tongue.
5	Pronunciation is slightly influenced by the mother tongue.
4	Pronunciation is still moderately influenced by the mother tongue, but it is not serious phonological errors.
3	Pronunciation is influenced by the mother tongue, but it is only a few serious phonological errors.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication.
1	It has serious pronunciation errors as well as

	many 'basic' grammatical and lexical errors.
Grammar	
6	There are two or three minor grammatical and lexical errors.
5	There are a few minor grammatical and lexical errors but most utterances are correct.
4	There are a few grammatical and lexical errors but only one or two major errors causing confusion.
3	There are several grammatical and lexical errors to make confusion.
2	There are many 'basic' grammatical and lexical errors.
1	There are not evidence of having mastered any of the language skills and areas practiced in the course.
Vocabulary	
6	There are very few interruptions or clarifications or clarifications required.

5	There are a few interruptions by the listener for the sake of clarification are necessary.
4	His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	It cannot understand many of the speaker's more complex or longer sentences.
2	The speaker considerable efforts by someone who is used to listening to the speaker.
1	When the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.
Appropriateness	
6	It is easy for the listener to understand the speaker's intention and general meaning.
5	The speaker's intention and general meaning are fairly clear.
4	Most of what the speaker says is easy to follow.

3	The listener can understand a lot of what is said, but he must constantly seek clarification.
2	Only small bits (usually short sentences and phrases) can be understood.
1	Hardly anything of what is said can be understood.
Fluency	
6	The speaker speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
5	The listener has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.

3	The listener has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	The speaker speaks with long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost he gives up making the effort at times. It can be limited range of expression.
1	The speaker speaks with full of long and unnatural pauses, and he is very halting and fragmentary delivery. At times he gives up making the effort. It can be very limited range of expression.
Ease of Speech	
6	Excellent: on a part with an educated native speaker. Completely at ease in his use of English on all topics discussed.
5	Very good: although he cannot be mistaken for a native speaker, he expresses himself quite clearly, he experiences little difficulty in

	understanding English, and there is no strain at all in communicating with him.
4	Satisfactory verbal communication cause little difficulty for native speakers. He makes a limited number of errors of grammar, lexis and pronunciation but he is still at ease in communicating in everyday subjects. He hasto correct himself and repeat his utterance on occasions, but there is little difficulty in understanding him.
3	Although Verbal Communication is usually fairly satisfactory, the native speaker may occasionally experience some difficultness in communicating with him. Repetition, re-phrasing and re-patterning are sometimes necessary, ordinary native speakers might find it difficult to communicate.
2	Much difficulty experienced by native speakers unaccustomed to foreign English. His own understanding is severely limited, but communication on everyday topics is possible. It is very large number of errors of phonology, grammar and lexis.

1	Extreme difficulty in communication on any subject. Failure to understand adequately and to make himself understood.
---	--

Here is the example of English speaking fluency test score. There are some aspects to know the students' speaking fluency. Those are pronunciation, grammar, vocabulary, appropriateness, fluency, and ease of speech. It is score by Heaton (1990).⁸⁵

Table 3.3
The Aspect of English Speaking Fluency

Aspects	Score per Aspects					
	1	2	3	4	5	6
Pronunciation (Foreign – Native)	Poor	Fair	Good	Very Good	Great	Excell ent
Grammatical Competence (Inaccurate – Accurate)						
Vocabulary (Inadequate – Adequate)						
Comprehension/ Appropriateness (Incomplete – Complete)						

⁸⁵J. B. Heaton, *Writing English Language Tests, Longman Handbooks for Language Teachers, New Edition* (New York: Longman Inc, 1990), 98-100.

Fluency (Uneven – Even)						
Ease of Speech (Calm – Nervous)						

(Adapted from Heaton, Gleen and Fred, and modified by the Researcher)⁸⁶

To count the result of the test, the researcher put the data to the table distribution. Then, the score of each variable was put in the table. After that, finding the quality and interval score of each variable was found in the steps below:

a. Finding out the highest and the lowest score.

a) Interval Total (K)

$$K = 1 + 3,3 \log n$$

As follows:

K = the total of interval

n = the sum of observation data

b) Range

$$R = H - L$$

H = the highest score

L = the lowest score

$$R = \text{range}^{87}$$

⁸⁶Glenn Fulcher and Fred Davidson, *Language Testing and Assessment* (New York: Routledge, 2007), 94.

c) Average

$$Me = \frac{\sum x_i}{n}$$

As follows:

Me = the average of the students' score (mean)

$\sum x_i$ = the total of individual score

n = the number of the students

d) Interval Class (i)

$$i = \frac{R}{K}^{88}$$

b. Look for the quality of the students' grammatical competence and their English speaking fluency in public speaking with frequency distribution below:

Interval Class	F	X	x_i (F*X)	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
	$\Sigma =$		$\Sigma x_i =$			$\Sigma =$

$$N = \sum \text{Respondents}$$

⁸⁷Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), 220.

⁸⁸ Sugiyono, *Statistika Untuk Penelitian*, 36–49.

a) Mean ($\sum F \cdot X$)

$$Me = \frac{\sum x_i}{n}$$

b) Standard Deviation

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

To count the quality of the students' grammatical competence and their English speaking fluency using this formula:

$$M + 1.5 (SD) = \text{Higher}$$

$$M + 0.5 (SD) =$$

$$M - 0.5 (SD) =$$

$$M - 1.5 (SD) =$$

$$= \text{Lower}^{89}$$

3. Hypothetical analysis.

The analysis was used to explain the influence between students' grammatical competence and their English speaking fluency.

a. Look for the correlation by using correlation product moment technique. The formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

⁸⁹ Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan* (Semarang: CV. Karya Abadi Jaya, 2015), 82–91.

From the result, the researcher construes about the category based on the following statement:

0.80 – 1.000 : very high correlation

0.60 – 0.799 : high correlation

0.40 – 0.599 : enough correlation

0.20 – 0.399 : low correlation

0.00 – 0.199 : very low correlation⁹⁰

b. Look for the simple regression

This method was used to calculate about the influence of students' grammatical competence toward their English speaking fluency in public speaking program of BCS class for using one variable linier by using this technique below:

$$\hat{Y} = a - bX$$

As following:

\hat{Y} = project of dependent variable

a = constant value of Y if X = 0

b = predictor

X = prediction of independent variable⁹¹

Value a (constant), and b (coefficient of regression for X variable). It can be found by using those formulas:

$$b = \frac{n \cdot \sum xy - \sum x \sum y}{n \cdot \sum x^2 - (\sum x)^2}$$

$$a = \frac{\sum y - b \cdot \sum x}{n}$$

⁹⁰Sugiyono, *Statistika Untuk Penelitian*, 230–31.

⁹¹Riduwan and Sunarto, *Pengantar Statistika Untuk Pendidikan Sosial, Ekonomi, Komunikasi, Dan Bisnis*(Bandung: Alfabeta, 2009), 97.

2. Looking for the F value

- a. Finding out the regression square ($JK_{Reg[a]}$)

$$JK_{Reg[a]} = \frac{(\sum y)^2}{n}$$

- b. Finding out the regression square ($JK_{Reg[b|a]}$)

$$JK_{Reg[b|a]} = b \left\{ \sum XY - \frac{(\sum x)(\sum y)}{n} \right\}$$

- c. Finding out the residue square (JK_{Res})

$$JK_{Res} = \sum Y^2 - JK_{Reg[b|a]} - JK_{Reg[a]}$$

- d. Finding out the average of the regression square
($RJK_{Reg[a]}$)

$$RJK_{Reg[a]} = JK_{Reg[a]}$$

- e. Finding out the average amount of regression square
($RJK_{Reg[b|a]}$)

$$RJK_{Reg[b|a]} = JK_{Reg[b|a]}$$

- f. Finding out the average amount of residue square
(RJK_{Res})

$$RJK_{Res} = \frac{JK_{Res}}{n-2}$$

- g. Test of significance

$$F_{Res} = \frac{RJK_{Reg[b|a]}}{RJK_{Res}}$$

- h. Finding out the level of significance (t)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- i. Finding out the contribution of variable X and Y (R square)

$$R = (r_{xy}) \cdot (r_{xy}) = r_{xy}^2 \times 100\%^{92}$$

G. Final Analysis

After getting F_{Reg} , the next was comparing F_{Reg} with the value. When $F_{Reg} > F_{table}$ 1% or 5%. There was positive significant in the influence of students' grammatical competence toward their English speaking fluency. It was not significant if $F_{Reg} < F_{table}$ 1% or 5. There was not positive significant in the influence of students' grammatical competence toward their English speaking fluency.

⁹² Riduwan and Sunarto, 98.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter, the researcher presents research description, result of instrument test, data analysis, hypothesis analysis, discussion, and limitation of the research.

A. Research Description

The researcher conducted this research at Tenth Grade Students of BCS Class in MAN 2 Kudus in the academic year of 2018/2019. The purposes of the research are:

4. To identify the students' grammatical competence in public speaking program of BCS class.
5. To identify the students' English speaking fluency in public speaking program of BCS class.
6. To explain whether there is either a positive and significant influence between the students' grammatical competence and their English speaking fluency in public speaking program of BCS class or not.

B. Result of Instrument Test

1. The validity of instrument

The researcher used SPSS 25 to test the validity of instrument with 34 respondents, so R table is 0.339. The result is as the following.

a. Students' grammatical competence test

Table 4.1

The validity of students' grammatical competence test

No.	Item	R	Validity
1.	Q1	0.581	Valid
2.	Q2	0.392	Valid
3.	Q3	0.385	Valid
4.	Q4	0.383	Valid
5.	Q5	0.363	Valid
6.	Q6	-0.082	Not Valid
7.	Q7	0.235	Not Valid
8.	Q8	0.545	Valid
9.	Q9	0.293	Not Valid
10.	Q10	0.504	Valid
11.	Q11	-0.082	Not Valid
12.	Q12	0.378	Valid
13.	Q13	0.492	Valid
14.	Q14	0.470	Valid
15.	Q15	0.379	Valid
16.	Q16	0.000	Not Valid
17.	Q17	-0.72	Not Valid
18.	Q18	0.406	Valid
19.	Q19	0.504	Valid
20.	Q20	0.513	Valid

21.	Q21	0.605	Valid
22.	Q22	0.530	Valid
23.	Q23	0.412	Valid
24.	Q24	0.150	Not Valid
25.	Q25	0.245	Not Valid
26.	Q26	0.389	Valid
27.	Q27	0.448	Valid
28.	Q28	0.234	Not Valid
29.	Q29	0.412	Valid
30.	Q30	0.438	Valid

b. Students' speaking fluency test

Table 4.2

The validity of students' speaking fluency

No.	Item	R	Validity
1.	Aspect 1	0.540	Valid
2.	Aspect 2	0.735	Valid
3.	Aspect 3	0.487	Valid
4.	Aspect 4	0.806	Valid
5.	Aspect 5	0.780	Valid
6.	Aspect 6	0.762	Valid

2. The reliability of instrument

The researcher used SPSS 25 to test the reliability of instrument with 34 respondents. The result as followed.

- a. Reliability of students' grammatical competence

Reliability Statistics

Cronbach's Alpha	N of Items
.779	30

- b. Reliability of students' speaking fluency

Reliability Statistics

Cronbach's Alpha	N of Items
.771	6

C. Data Analysis

1. The score of students' grammatical competence

In this research, the researcher used grammatical competence test to measure the students' grammatical competence. The highest score of students' grammatical competence is 20 and the lowest is 13. The score (X) is 1681 and the participants (N) are 90. The next step is determining the frequency distribution of students' grammatical competence.

- a. Interval Total (K)

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } N \\ &= 1 + 3.3 \text{ Log } 90 \\ &= 7.44 \\ &= 7 \end{aligned}$$

b. Average

$$\begin{aligned} Me &= \frac{\sum x_i}{n} \\ &= \frac{1644}{90} \\ &= 18.26 \end{aligned}$$

c. Range

$$\begin{aligned} R &= H - L \\ &= 20 - 13 \\ &= 7 \end{aligned}$$

d. Interval Class (i)

$$\begin{aligned} i &= \frac{R}{K} \\ &= \frac{7}{7} = 1 \end{aligned}$$

Here is the table of frequency distribution in students' grammatical competence.

Table 4.3
Frequency distribution of students' grammatical competence

Interval	F	X	x_i (F*X)	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
13-14	1	13.5	13.5	-4.76	22.6	22.6
14-15	6	14.5	87	-3.76	14.1	84.8
15-16	5	15.5	77.5	-2.76	7.6	38.08
16-17	10	16.5	165	-1.76	3.09	30.9
17-18	26	17.5	455	-0.76	0.5	15.01

18-19	17	18.5	314.5	0.24	0.05	0.9
19-20	25	19.5	487.5	1.24	1.5	38.4
	$\Sigma = 90$		$\Sigma x_i =$ 1600			$\Sigma = 230.69$

Based on the result of the table above, the next step is categorized students' grammatical competence. The result is:

a. Mean

$$\begin{aligned} \text{Me} &= \frac{\Sigma x_i}{n} \\ &= \frac{1600}{90} \\ &= 18.26 \end{aligned}$$

b. Standard deviation

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\Sigma f(x - \bar{x})^2}{N-1}} \\ &= \sqrt{\frac{230.69}{90-1}} \\ &= \sqrt{\frac{230.69}{89}} \\ &= \sqrt{2.59} = 1.60 \end{aligned}$$

$$M + 1.5 (\text{SD}) = 18.26 + 1.5 (1.60) = 20.66 = 21 \text{ Higher}$$

$$M + 0.5 (\text{SD}) = 18.26 + 0.5 (1.60) = 19.06 = 19-20$$

$$M - 0.5 (\text{SD}) = 18.26 - 0.5 (1.60) = 17.46 = 17-18$$

$$M - 1.5 (\text{SD}) = 18.26 - 1.5 (1.60) = 15.86 = 15-16$$

$$= 14 \text{ Lower}$$

Table 4.4
The quality of students' grammatical competence

Interval	Level	Quality
>21	Very High	
19-20	High	
17-18	Average	Average
15-16	Low	
<14	Very Low	

Based on the table above, the researcher knew that the mean from students' grammatical competence is average.

2. The score of students' speaking fluency

In this research, the researcher used speaking test and the researcher used Heaton to measure speaking fluency. The highest score is 35 and the lowest score is 25. The score (X) is 2648 and the participants (N) are 90. The next step is determining the frequency distribution of the students speaking fluency.

a. Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3.3 \text{ Log } N \\
 &= 1 + 3.3 \text{ Log } 90 \\
 &= 7.44 \\
 &= 7
 \end{aligned}$$

b. Average

$$\begin{aligned} \text{Me} &= \frac{\sum x_i}{n} \\ &= \frac{2648}{90} \\ &= 29.42 \end{aligned}$$

c. Range

$$\begin{aligned} R &= H - L \\ &= 35 - 25 \\ &= 10 \end{aligned}$$

d. Interval Class (i)

$$\begin{aligned} i &= \frac{R}{K} \\ &= \frac{10}{7} = 1.42 \end{aligned}$$

Here is the table frequency distribution of the students' speaking fluency.

Table 4.5
Frequency distribution of students' speaking fluency

Interval	F	X	x_i (F*X)	$x - \bar{x}$	$(x - \bar{x})^2$	$f(x - \bar{x})^2$
25-26	22	25.5	561	-3.92	15.3	338.06
27-28	22	27.5	605	-1.92	3.6	81.1
29-30	15	29.5	442.5	0.05	0.0025	0.03
31-32	6	31.5	189	2.08	4.3	25.9
33-34	16	33.5	536	4.08	16.6	266.3

35-36	9	35.5	319.5	6.08	36.9	332.6
	$\Sigma f =$ 90		$\Sigma x_i =$ 2653			$\Sigma =$ 1043.99

Based on the result of mean calculation above, the next step is categorized students' speaking fluency. The result is:

a. Mean

$$\begin{aligned} \text{Me} &= \frac{\Sigma x_i}{n} \\ &= \frac{2653}{90} \\ &= 29.42 \end{aligned}$$

b. Standard deviation

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\Sigma f(x - \bar{x})^2}{N-1}} \\ &= \sqrt{\frac{1043.99}{90-1}} \\ &= \sqrt{\frac{1043.99}{89}} \\ &= \sqrt{11.73} = 3.42 \end{aligned}$$

$$M + 1.5 (\text{SD}) = 29.42 + 1.5 (3.42) = 34.55 = 35 \text{ Higher}$$

$$M + 0.5 (\text{SD}) = 29.42 + 0.5 (3.42) = 31.13 = 31-34$$

$$M - 0.5 (\text{SD}) = 29.42 - 0.5 (3.42) = 27.71 = 28-30$$

$$M - 1.5 (\text{SD}) = 29.42 - 1.5 (3.42) = 24.29 = 24-27$$

$$= 23 \text{ Lower}$$

Table 4.6
The quality of students' speaking fluency

Interval	Level	Quality
>35	Very High	
31-34	High	
28-30	Mediocre	Mediocre
24-27	Low	
<23	Very Low	

Based on the table above. It is known that the mean from students' speaking fluency is mediocre.

D. Hypothesis Analysis

1. The correlation of students' grammatical competence toward students' speaking fluency.

To find the correlation of students' grammatical competence toward students' speaking fluency by using product moment.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Before using the formula, the researcher found out the deviation using the table:

Table 4.7**The correlation table with deviation score formula**

X	$\bar{x} - x$	Y	$\bar{y} - y$	X²	Y²	XY
20	1.74	35	5.58	400	1225	700
18	-0.26	27	-2.42	324	729	486
17	-1.26	25	-4.42	289	625	425
20	1.74	33	3.58	400	1089	660
20	1.74	35	5.58	400	1225	700
20	1.74	35	5.58	400	1225	700
20	1.74	33	3.58	400	1089	660
19	0.74	29	-0.42	361	841	551
20	1.74	35	5.58	400	1225	700
20	1.74	35	5.58	400	1225	700
18	-0.26	27	-2.42	324	729	486
20	1.74	34	4.58	400	1156	680
19	0.74	30	0.58	361	900	570
20	1.74	33	3.58	400	1089	660
16	-2.26	25	-4.42	256	625	400
20	1.74	33	3.58	400	1089	660
18	-0.26	27	-2.42	324	729	486
20	1.74	34	4.58	400	1156	680
19	0.74	30	0.58	361	900	570
18	-0.26	27	-2.42	324	729	486
18	-0.26	27	-2.42	324	729	486

19	0.74	30	0.58	361	900	570
15	-3.26	25	-4.42	225	625	375
20	1.74	35	5.58	400	1225	700
20	1.74	33	3.58	400	1089	660
18	-0.26	27	-2.42	324	729	486
19	0.74	32	2.58	361	1024	608
15	-3.26	25	-4.42	225	625	375
18	-0.26	28	-1.42	324	784	504
19	0.74	33	3.58	361	1089	627
20	1.74	34	4.58	400	1156	680
18	-0.26	28	-1.42	324	784	504
18	-0.26	29	-0.42	324	841	522
18	-0.26	28	-1.42	324	784	504
20	1.74	35	5.58	400	1225	700
18	-0.26	28	-1.42	324	784	504
18	-0.26	28	-1.42	324	784	504
18	-0.26	29	-0.42	324	841	522
19	0.74	32	2.58	361	1024	608
15	-3.26	25	-4.42	225	625	375
18	-0.26	28	-1.42	324	784	504
18	-0.26	28	-1.42	324	784	504
18	-0.26	28	-1.42	324	784	504
18	-0.26	28	-1.42	324	784	504
17	-1.26	26	-3.42	289	676	442

17	-1.26	26	-3.42	289	676	442
17	-1.26	26	-3.42	289	676	442
20	1.74	34	4.58	400	1156	680
18	-0.26	28	-1.42	324	784	504
20	1.74	35	5.58	400	1225	700
19	0.74	33	3.58	361	1089	627
18	-0.26	28	-1.42	324	784	504
20	1.74	34	4.58	400	1156	680
19	0.74	32	2.58	361	1024	608
19	0.74	32	2.58	361	1024	608
18	-0.26	28	-1.42	324	784	504
16	-2.26	25	-4.42	256	625	400
15	-3.26	25	-4.42	225	625	375
20	1.74	33	3.58	400	1089	660
19	0.74	29	-0.42	361	841	551
18	-0.26	29	-0.42	324	841	522
17	-1.26	26	-3.42	289	676	442
19	0.74	29	-0.42	361	841	551
19	0.74	32	2.58	361	1024	608
17	-1.26	25	-4.42	289	625	425
16	-2.26	25	-4.42	256	625	400
16	-2.26	25	-4.42	256	625	400
20	1.74	32	2.58	400	1024	640
19	0.74	29	-0.42	361	841	551

15	-3.26	25	-4.42	225	625	375
17	-1.26	25	-4.42	289	625	425
17	-1.26	26	-3.42	289	676	442
13	-5.26	25	-4.42	169	625	325
20	1.74	34	4.58	400	1156	680
17	-1.26	26	-3.42	289	676	442
19	0.74	29	-0.42	361	841	551
18	-0.26	29	-0.42	324	841	522
20	1.74	35	5.58	400	1225	700
16	-2.26	25	-4.42	256	625	400
20	1.74	33	3.58	400	1089	660
19	0.74	29	-0.42	361	841	551
18	-0.26	28	-1.42	324	784	504
20	1.74	34	4.58	400	1156	680
20	1.74	30	0.58	400	900	600
18	-0.26	28	-1.42	324	784	504
15	-3.26	25	-4.42	225	625	375
17	-1.26	26	-3.42	289	676	442
18	-0.26	28	-1.42	324	784	504
19	0.74	29	-0.42	361	841	551
18	-0.26	28	-1.42	324	784	504
<hr/>						
$\Sigma x =$ 1644		$\Sigma y =$ 2648		$\Sigma x^2 =$ 30250	$\Sigma y^2 =$ 78938	$\Sigma xy =$ 48793

N = 90 respondents

The correlation product moment is as the formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$= \frac{422.8}{\sqrt{(219.6)(1027.9)}} = \frac{422.8}{475.10} = 0.8899 = 0.890$$

The researcher found the coefficient correlation r_{xy} is 0.890. after that, r_{xy} is consulted with r_{table} . N = 90 for significant 5% ($r_{table} = 0.207$). the result of $r_{xy} = 0.890$ and $r_{table} = 0.207$. It means that they have significant.

Table 4.8
The correlation coefficient X and Y

N	r_{xy}	r_{table}	Significance
		5%	
90	0.890	0.207	Significant

Table 4.9
The coefficient correlation level X and Y

Interval Coefficient	Correlation Level
0.80 – 1.000	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Medium
0.20 – 0.399	Low
0.00 – 0.199	Very Low

From the table above, correlation level of students' grammatical competence toward students' English speaking fluency is 0.890. it means in the category "Very Strong" in the interval 0.80 – 1.000. the researcher also used SPSS 25 to support the data.

Correlations

		Grammatical Competence	Speaking Fluency
Grammatical Competence	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	90	90
Speaking Fluency	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

2. Regression analysis of students' grammatical competence toward students' English speaking fluency.

a. Finding the regression equation

$$b = \frac{n \cdot \sum xy - \sum x \sum y}{n \cdot \sum x^2 - (\sum x)^2}$$

$$a = \frac{\sum y - b \cdot \sum x}{n}$$

b. Value b and a

$$\begin{aligned} b &= \frac{n \cdot \sum xy - \sum x \sum y}{n \cdot \sum x^2 - (\sum x)^2} \\ &= \frac{90 \cdot (48793) - (1644)(2648)}{90 \cdot (30250) - (1644)^2} \\ &= \frac{38058}{19764} \\ &= 1.926 \end{aligned}$$

The value b = 1.60 and to find value a. The researcher used this formula:

$$\begin{aligned} a &= \frac{\sum y - b \cdot \sum x}{n} \\ &= \frac{2648 - (1.926) \cdot (1644)}{90} \\ &= \frac{2648 - 3166.344}{90} = -5.752 \end{aligned}$$

Where b = 1.60 and a = 0.196. So, the regression equation is

$$\hat{Y} = a + bx$$

$$\hat{Y} = -5752 + 1.926x$$

c. Test F

The level of significant in this research is using $\alpha = 5\%$ with $F_{table} 5\% = 411$. The next step is finding the value F by using the formula:

1. Finding out the regression square ($JK_{Reg[a]}$)

$$\begin{aligned} JK_{Reg[a]} &= \frac{(\sum y)^2}{n} \\ &= \frac{(2648)^2}{90} \\ &= 77910.04 \end{aligned}$$

2. Finding out the regression square ($JK_{Reg[b|a]}$)

$$\begin{aligned} JK_{Reg[b|a]} &= b \left\{ \sum XY - \frac{(\sum x)(\sum y)}{n} \right\} \\ &= 1.926 \left\{ 48793 - \frac{(1644)(2648)}{90} \right\} \\ &= 1.926 (48793 - 483.70.13) \\ &= 1.926 \times 422.87 \\ &= 814.44762 \end{aligned}$$

3. Finding out the residue square (JK_{Res})

$$\begin{aligned} JK_{Res} &= \sum Y^2 - JK_{Reg[b|a]} - JK_{Reg[a]} \\ &= 78938 - 814.44762 - 77910.04 \\ &= 213.51238 \end{aligned}$$

4. Finding out the average of the regression square
($RJK_{Reg[a]}$)

$$\begin{aligned} RJK_{Reg[a]} &= JK_{Reg[a]} \\ &= 77910.04 \end{aligned}$$

5. Finding out the average amount of regression square
($RJK_{Reg[b|a]}$)

$$\begin{aligned} RJK_{Reg[b|a]} &= JK_{Reg[b|a]} \\ &= 814.44762 \end{aligned}$$

6. Finding out the average amount of residue square
(RJK_{Res})

$$\begin{aligned} RJK_{Res} &= \frac{JK_{Res}}{n-2} \\ &= \frac{213.51238}{90-2} \\ &= \frac{213.51238}{88} = 2.42627705 \end{aligned}$$

7. Test of significance

$$F_{Res} = \frac{RJK_{Reg}[b|\alpha]}{RJK_{Res}}$$

$$= \frac{814.44762}{2.42627705}$$

$$= 335.677$$

The researcher also used SPSS 25 to support the data.

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	814.282	1	814.282	335.356	.000 ^b
Residual	213.674	88	2.428		
Total	1027.956	89			

a. Dependent Variable: English Speaking Fluency

b. Predictors: (Constant), Grammatical Competence

The result $F = 335.356 > F_{Table} = 3.95$ with significance 5%. So, hypothesis is accepted because F is higher than F_{Table} .

d. Test t

The level of significance in this research is $\alpha = 5\%$ with $t_{Table} = 1.671$.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$\begin{aligned}
&= \frac{0.890\sqrt{90-2}}{\sqrt{1-(0.890)^2}} \\
&= \frac{0.890 \times 9.38}{\sqrt{0.2079}} \\
&= \frac{8.3482}{0.455} = 18.347
\end{aligned}$$

The result is $t_{\text{count}} = 18.347 > t_{\text{table}} = 1.671$ with significance 5%. It means that it is accepted.

- e. The contribution of variable X and Y (R square)

The next is finding the contribution of students' grammatical competence toward students' English speaking fluency in public speaking program of BCS class at the ten grade students of MAN 2 Kudus in the academic year 2018/2019.

$$r_{xy} = 0.890$$

$$\begin{aligned}
R &= (r_{xy}) \cdot (r_{xy}) = r_{xy}^2 \times 100\% \\
&= (0.890)^2 \times 100\% \\
&= 0.792 \times 100\% \\
&= 79.2\%
\end{aligned}$$

The researcher also used SPSS 25 to support the data.

Table 4.10

Model Summary of r table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	.792	.790	1.55824

a. Predictors: (Constant), Grammatical Competence (x)

It means that the variable X (students' grammatical competence) gives influence 79.2% to variable Y (students' English speaking fluency), and 20.8% (100% - 79.2%) gives influence to students English speaking fluency from other aspects.

E. Discussion

This research was conducted based on the reason that English speaking fluency skills are difficult skill in English with some aspects that had by all of the students. The aspects are pronunciation, grammar, vocabulary, appropriate, fluency, ease of speech, and they should have grammatical competence because it is contributed in speaking skill to help the students speak in the correct structure of English knowledge. So, when this research focuses on the influence of students' grammatical competence toward English speaking fluency.

Grammatical competence can make the good communication in writing and speech. It can learn grammatical form to help learners to talk and learn how to communicate more effective and more persuasive and how to correct mistakes in communication. It is very important key for helping communication each other.⁹³

Grammatical competence is the ability to correct sentence to establish the meaning. It is defined about the ability to produce

⁹³Nadiyah Ma'mun, *The Grammatical Errors on the Paragraph Writing of the English Department Students* (Semarang: LP2M, 2015), 39.

the distinctive grammatical structure of language. The learners can communicate effectively for avoiding miss understanding.⁹⁴

English speaking fluency is the quality to speak English without any stop for giving some information. It must understand the grammatical competence for supporting their speaking in public speaking.⁹⁵ Public speaking is the communication to practice and share the idea using speech and conversation.

The hypothesis of the research has the influence of students' grammatical competence toward their English speaking fluency and the hypothesis was proved by regression analysis. The result of the research showed that students' grammatical competence is "enough" on the interval 17-18 with the mean 18.26 and students' English speaking fluency is "enough" on the interval 28-30 with the mean 29.42.

The correlation of students' grammatical competence toward their English speaking fluency is $r_{xy} = 0.890$. Then r_{xy} is consulted with r_{table} $N = 90$ for significance 5% ($r_{table} = 0.207$). The result of $r_{xy} = 0.890$ and $r_{table} = 0.207$ showed that they have correlation. From the table 4.9, the correlation level of students' grammatical competence toward their English speaking

⁹⁴Moh. Rofid Fikron, "Grammatical Competence within L2 Communication: Language Production, Monitor Hypothesis, and Focus on Forms Instruction," *Journal License* 7, no. 1 (2018): 101.

⁹⁵ Muhammad Nafi Annury, "The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department," *Register of IAIN Salatiga*, 2011, 211.

fluency is “very strong” on the interval 0.80-0.1000, and in this research, the level of significance is $\alpha = 5\%$ with $t_{table} = 1.671$. $t_{count} = 18.347 > t_{table} = 1.671$ with significance 5%. The hypothesis is accepted. It means that there is influence of students’ grammatical competence toward their English speaking fluency.

This research also has the regression equation. It is $Y = -5752 + 1.926x$, and the test significance is 335.356. $F_{table} = 3.95$ with significance 5%. It can be concluded that $F = 335.356$ is higher than $F_{table} = 3.95$.

The contribution of variable X and Y is 79.2%. it means that the variable X (students’ grammatical competence) gives influence 79.2% toward variable Y (students’ English speaking fluency), and 20.8% that gives influence toward students’ English speaking fluency is from other aspects (students writing mastery, students’ vocabulary mastery, or students reading mastery).

The conclusion of this research explains that the study of grammatical competence is important who wants to speak fluent. By using grammatical competence test and ask them to speak in front of the others by the theme that is given before with grammatical structure and English speaking fluency test to support the ability one by one. It can present the contribution of grammatical competence to English speaking fluency.

F. Limitation of the research

The researcher realized that had not been done optimally. There were some obstacles that the researcher faced during in the research process. Some limitations of the research were:

1. The test instrument used to test students' grammatical competence will not appropriate since it did not cover the indicators of students' grammatical competence. Thus it influenced the validity of this data dealing with the focus of this research.
2. Less experience and knowledge that is not changed be better..
3. The short time of the research process because there were many new activities during Ramadhan and before the last examination of this semester. So, the research could not be optimally.
4. The researcher is limited at public speaking program of BCS Class at tenth grade students of MAN 2 Kudus in the academic year of 2018/2019. This research is possible in the other class and place.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter, the researcher presents conclusion of the study, recommendation, and closing.

A. Conclusion

Based on the research that was carried out at tenth grade students of MAN 2 Kudus in the academic year of 2018/ 2019, the researcher concluded from the previous chapters that had been discussed.

The result of the students' grammatical competence in public speaking program of BCS class at tenth grade students of MAN 2 Kudus in the academic year of 2018/ 2019 is "average" on interval 17-18 with the mean 18.26. It means that they have knowledge in some grammatical structures of English rule. The result of the students' English speaking fluency in public speaking program of BCS class at ten grade students of MAN 2 Kudus in the academic year of 2018/ 2019 is "average" on interval 28-30 with the mean 29.42. It means that they have ability to speak fluent in English with the theme that is made before in public speaking program. The influence of students' grammatical competence toward their English speaking fluency in public speaking program of BCS class at tenth grade students of MAN 2 Kudus in the academic year of 2018/ 2019 is 18.347. it means that the variable X (students' grammatical competence)

give contribution 79.2% to variable Y (students' English speaking fluency), and 20.8% gives influence to English speaking fluency in from other aspects.

B. Recommendation

1. For lecturer

Based on the research, we have known that grammatical competence is the rule of English. It contributes in every skill of English, especially in speaking skill. Teacher must facilitate the learners for seeking the knowledge. When the teachers do not make the rules in their classroom, the learners are able to ignore what the teachers teach. So, the teacher has to understand how to improve and apply grammatical competence.

The teacher can check the learners understanding by the test to apply their grammatical competence because grammatical competence influences with English speaking fluency for understanding and decreasing misunderstanding.

2. For students

Grammatical competence is useful to be the good speakers. The listener can understand easily and the information used is completely for showing in public speaking. They also participate with their confident because the grammatical is correct for using in their speaking skill.

3. For reader

After reading this study, the researcher hopes that the readers can understand more about the influence of grammatical competence toward English speaking fluency in public speaking program. They are also able to be the reference in the next research.

4. For researcher

After doing this research, the researcher gets many knowledge and experience, especially about the influence of grammatical competence toward English speaking fluency in public speaking program.

C. Closing

All of things in this world only belong to Allah SWT who gives the health until this final project can be completed by the researcher. The researcher realizes that this thesis is far from being perfect, so the researcher needs some advices and critics to make research better. Thanks for all.

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APPENDIX I
(THE QUESTIONS OF TEST)

TEST ON GRAMMATICAL COMPETENCE

Name : _____

Class : _____

Choose the best answer!

- A: Where is Zulfa? I haven't seen her today.
B: She _____ for clinic yesterday morning.

a. leave	c. left
b. was leaving	d. was left
- Listen! Someone is _____ the door.

a. knock	c. has knocked
b. knocked	d. knocking
- This class is hot.
I _____ the windows.

a. will be open	c. will opened
b. will opening	d. will open
- The knowledge _____ by her in public speaking program now.

a. was found	c. is finding
b. is being found	d. was being found
- Fatih : Is this _____ ?
Hanun : No, this marker is not _____. Ask Shinta, maybe it's _____.

a. your, mine, her	c. yours, mine, hers
b. your, my, her	d. yours, my, her
- He did not wake up _____ for doing public speaking program.

a. late	c. latest
b. lately	d. later

7. Did you know the newest supermarket in Kudus?
Yes, I heard that _____ food and _____ products are natural.
a. Many, few c. much, many
b. Many, little d. much, little
8. Kurnia : Where is Sabrina?
Nadia : She had fever yesterday, so she is _____ the hospital now.
a. on c. at
b. to d. in
9. Arifa said, “ I am so kind ”
Arifa said that _____ so kind.
a. she was c. he was
b. she is d. he is
10. Watch out! There is a big hole _____ the road!
a. in c. at
b. on d. to
11. Thomas Alfa Edison invented _____ .
a. electric lights c. an electric lights
b. the electric lights d. electric light
12. Erik forgets to bring dictionary, so that he _____ to take it.
a. has c. have
b. had d. has been
13. Tsania only wears _____ clothes.
a. designer with expensive
b. designer expensive
c. expensive designer
d. expensive of designer
14. Do you know where _____ ? I am looking her.
a. berliana is c. berliana was
b. is berliana d. was berliana

31.								
32.								
33.								
34.								
35.								

Score per Aspects

Aspects	Score per Aspects					
	1	2	3	4	5	6
Pronunciation (Foreign – Native)	Poor	Fair	Good	Very Good	Great	Exce llent
Grammatical Competence (Inaccurate – Accurate)						
Vocabulary (Inadequate – Adequate)						
Comprehension/ Appropriateness (Incomplete – Complete)						
Fluency (Uneven – Even)						
Ease of Speech (Calm – Nervous)						

(Adapted from Heaton, Gleen and Fred, and modified by the Researcher)

Notes:

1. Extreme difficulty in communication on any subject. Failure to understand adequately and to make himself understood.
2. Much difficulty experienced by native speakers unaccustomed to foreign English. His own understanding is severely limited, but communication on everyday topics is possible. It is large number of errors of phonology, grammar and lexis.
3. Although Verbal Communication is usually fairly satisfactory, the native speaker may occasionally experience some difficultness in communicating with him. Repetition, re-phrasing and re-patterning are sometimes necessary, ordinary native speakers might find it difficult to communicate.
4. Satisfactory verbal communication causing little difficulty for native speakers. He makes of limited number of errors of grammar, lexis and pronunciation but he is still at ease in communicating in everyday subjects. He has to correct himself and repeat his utterance on occasions, but there is little difficulty in understanding him.

5. Very good: although he cannot be mistaken for a native speaker, he expresses himself quite clearly, he experiences little difficulty in understanding English, and there is no strain at all in communicating with him.
6. Excellent: on a part with an educated native speaker. Completely at ease in his use of English on all topics discussed.

SPEAKING FLUENCY TEST OF BCS SCIENCE CLASS

Theme = Mr. Shofi is my humble principal

No.	Questions	Students' Answer
1.	What is your name?	
2.	Where are you from?	
3.	Why do you choose BCS class in MAN 2 Kudus?	
4.	What programs do you like in BCS class?	
5.	Is Mr. Shofi a humble principal in MAN 2 Kudus? Why?	
6.	Do you have the good relationship with him (Mr. Shofi)?	
7.	Do you like about the rules made by Mr. Shofi?	
8.	What rules do you think the most difficult one to do? Why?	
9.	How do you solve your problem in that rule?	
10.	Which value can you obtain from Mr. Shofi?	

The Answer of Grammatical Competence Test:

1. B
2. D
3. D
4. B
5. C
6. A
7. C
8. D
9. A
10. B
11. A
12. A
13. C
14. B
15. D
16. C
17. C
18. A
19. B
20. A

APPENDIX II
(STUDENTS' ANSWER AND SCORE)

TEST ON GRAMMATICAL COMPETENCE

Name : Harsanti Wijayanti

Class : X MIA 4

Choose the best answer!

1. A: Where is Zulfa? I haven't seen her today.
B: She _____ for clinic yesterday morning.
a. leave c. left
 b. was leaving d. was left
2. Listen! Someone is __ the door.
a. knock c. has knocked
b. knocked d. knocking
3. This class is hot.
I _____ the windows.
a. will be open c. will opened
b. will opening d. will open
4. The knowledge _____ by her in public speaking program now.
a. was found c. is finding
 b. is being found d. was being found
5. Fatih : Is this _____ ?
Hanun : No, this marker is not _____. Ask Shinta, maybe it's _____.
a. your, mine, her b. yours, mine, hers
b. your, my, her d. yours, my, her
6. He did not wake up _____ for doing public speaking program.
 a. late c. latest
b. lately d. later
7. Did you know the newest supermarket in Kudus?
Yes, I heard that _____ food and _____ products are natural.
a. Many, few b. much, many
b. Many, little d. much, little

B: 18

8. Kurnia : Where is Sabrina?

Nadia : She had fever yesterday, so she is _ the hospital now.

- a. on c. at
b. to ~~d. in~~

9. Arifa said, " I am so kind "

Arifa said that _ so kind.

- ~~a. she was~~ c. he was
b. she is d. he is

10. Watch out! There is a big hole _____ the road!

- a. in c. at
~~b. on~~ d. to

~~X~~ 11. Thomas Alfa Edison invented _____ .

- a. electric lights c. an electric lights
~~b. the electric lights~~ d. electric light

12. Erik forgets to bring dictionary, so that he _____ to take it.

- ~~a. has~~ c. have
b. had d. has been

13. Tsania only wears _____ clothes.

- a. designer with expensive ~~c. expensive designer~~
b. designer expensive d. expensive of designer

14. Do you know where _____ ? I am looking her

- a. berliana is c. berliana was
~~b. is berliana~~ d. was berliana

15. The favorite school in Kudus is MAN 2 Kudus. Isn't _____ ?

- a. Its c. he
b. she ~~d. it~~

16. The girl whom Nisa' knows is a teacher in MAN 2 Kudus where my brother must _____ in canteen.

- a. works ~~c. work~~
b. worked d. working

17. Indra's job, cleaning the street, _____ good.

- a. are is
b. will d. were

18. Habibah thinks that the test is very difficult. Isn't _____?

- she c. they
b. he d. you

19. Not only _____ the best participant in Syiar Anak Negeri, but they are also the best students in MAN 2 Kudus.

- Dito and Friends become c. did Dito and friends become
b. do Dito and friends become d. Dito and Friends becoming

20. The science students did several _____ in the lab report.

- mistakes c. mistaken
b. mistakenly d. mistake

GOOD LUCK

SPEAKING FLUENCY TEST OF BCS SCIENCE CLASS

Theme = Mr. Shofi is my humble principal

No.	Questions	Students' Answer
1.	What is your name?	My name is Harsanti Wijayanti
2.	Where are you from?	I am from in Kudus
3.	Why do you choose BCS class in MAN 2 Kudus?	I like BCS class in MAN 2 Kudus because it is the favorite class for make me more “ how to say (menantang) ” get some knowledge in MAN 2 Kudus.
4.	What programs do you like in BCS class?	I likes public speaking program, “ how to say(membaca al-qur'an) ” program, and some programs in BCS class, especially the activity in boarding school.
5.	Is Mr. Shofi a humble principal in MAN 2 Kudus? Why?	Yes, I like Mr. Shofi because Mr. Shofi is my motivation, and he always does by himself for “how to say (memecahkan masalah)”.
6.	Do you have the good relationship with him (Mr. Shofi)?	Yes I have.
7.	Do you like about the rules made by Mr. Shofi?	Yes, I likes.
8.	What rules do you think the most difficult one to do? Why?	Sholat together in masjid is the most difficult one to do because a masjid is always full, and I “ how to say (merasa malas) ” for doing sholat together.
9.	How do you solve your problem in that rule?	I learning hard for “ how to say (memaksa diri sendiri) ” to do that rule.
10.	Which value can you obtain from Mr. Shofi?	The value can I obtain from Mr. Shofi is my humble principle. He is very kind, and he always gives us the motivation.

TEST ON GRAMMATICAL COMPETENCE

Name : Majwa Aish K.

Class : X MIA 5

Choose the best answer!

1. A: Where is Zulfa? I haven't seen her today.

B: She _____ for clinic yesterday morning.

- a. leave c. left
 was leaving d. was left

B: 19

2. Listen! Someone is __ the door.

- a. knock c. has knocked
b. knocked knocking

3. This class is hot.

I _____ the windows.

- a. will be open c. will opened
b. will opening will open

4. The knowledge _____ by her in public speaking program now.

- a. was found c. is finding
 is being found d. was being found

5. Fatih : Is this _____ ?

Hanun : No, this marker is not _____. Ask Shinta, maybe it's _____.

- a. your, mine, her yours, mine, hers
b. your, my, her d. yours, my, her

6. He did not wake up _____ for doing public speaking program.

- late c. latest
b. lately d. later

Did you know the newest supermarket in Kudus?

Yes, I heard that _____ food and _____ products are natural.

- a. Many, few c. much, many
 Many, little d. much, little

8. Kurnia : Where is Sabrina?

Nadia : She had fever yesterday, so she is _ the hospital now.

- a. on ~~at~~
b. to ~~in~~

9. Arifa said, " I am so kind "

Arifa said that _ so kind.

- ~~she was~~ c. he was
b. she is d. he is

10. Watch out! There is a big hole _____ the road!

- a. in c. at
~~on~~ d. to

11. Thomas Alfa Edison invented _____ .

- ~~electric lights~~ c. an electric lights
b. the electric lights d. electric light

12. Erik forgets to bring dictionary, so that he _____ to take it.

- ~~has~~ c. have
b. had d. has been

13. Tsania only wears _____ clothes.

- a. designer with expensive ~~expensive designer~~
b. designer expensive d. expensive of designer

14. Do you know where _____ ? I am looking her

- a. berliana is c. berliana was
~~is berliana~~ d. was berliana

15. The favorite school in Kudus is MAN 2 Kudus. Isn't _____ ?

- a. Its c. he
b. she ~~it~~

16. The girl whom Nisa' knows is a teacher in MAN 2 Kudus where my brother must _____
in canteen.

- a. works ~~work~~
b. worked d. working

17. Indra's job, cleaning the street, _____ good.
- a. are ~~X~~ is
b. will d. were
18. Habibah thinks that the test is very difficult. Isn't _____?
- ~~X~~ she c. they
b. he d. you
19. Not only _____ the best participant in Syiar Anak Negeri, but they are also the best students in MAN 2 Kudus.
- a. Dito and Friends become c. did Dito and friends become
~~X~~ do Dito and friends become d. Dito and Friends becoming
20. The science students did several _____ in the lab report.
- ~~X~~ mistakes c. mistaken
b. mistakenly d. mistake

GOOD LUCK

SPEAKING FLUENCY TEST OF BCS SCIENCE CLASS

Theme = Mr. Shofi is my humble principal

No.	Questions	Students' Answer
1.	What is your name?	My name is Najwa Aish.
2.	Where are you from?	I am from Jepara.
3.	Why do you choose BCS class in MAN 2 Kudus?	Because BCS class in MAN 2 Kudus is the best class, the best program, and I don't need to find "how to say (kos)" using many activities for getting more knowledge to cover my first life in senior high school.
4.	What programs do you like in BCS class?	I am very like public speaking, and all of the activities in MAN 2 Kudus, especially in BCS class, but the most "how to say (menarik)" program is public speaking because public speaking gives us some motivations, some knowledge to be more confident to " how to say (melatih)" our skill. It is not bored program.
5.	Is Mr. Shofi a humble principal in MAN 2 Kudus? Why?	Yes, he is. Because Mr. Shofi can organized all of the situations in MAN 2 Kudus, and he is never tired to listen our problem by himself.
6.	Do you have the good relationship with him (Mr. Shofi)?	Yes, Because he is very kind with me and all of the students of MAN 2 Kudus.
7.	Do you like about the rules made by Mr. Shofi?	I like all of the rule made by Mr. Shofi to be the good students, alim, and always to be the best

		students for being this school go to “mendunia” and barokallah.
8.	What rules do you think the most difficult one to do? Why?	In MAN 2 Kudus there are many activities, and the difficult one, we always wake up earlier everyday.
9.	How do you solve your problem in that rule?	I can learning together to “how to say (membiasakan diri)” with all of the situations here.
10.	Which value can you obtain from Mr. Shofi?	The value can I obtain from him is the good person, kind, humble, and so on.

Speaking Assessment Table for English speaking fluency test

X MIA 4

No	Name	Aspects						Total
		Pronunciation	Grammar	Vocabulary	Appropriateness	Fluency	Ease of Speech	
1.	Aliyudin Erick K.	6	5	6	6	6	6	35
2.	Imanda Fauzia	3	4	5	5	4	6	27
3.	Anggun Fadhila R.	4	4	5	4	4	4	25
4.	Atha Kanita R.A	5	6	5	5	6	6	33
5.	Danika Fatmahan J.	6	6	5	6	6	6	35
6.	Dito Daranawan	6	6	6	6	6	5	35
7.	Fahria Karima B.	5	6	6	6	5	5	33
8.	Fatmah N.Z.	5	4	6	5	4	5	29
9.	Hans Adityama PA	6	6	6	5	6	6	35
10.	Hanun Shaka P.	5	6	6	6	6	6	35
11.	Harsanti Wijayani	4	5	4	4	5	5	27
12.	Hasanatul L.	5	6	6	5	6	6	34
13.	Hesta Samiya O.	5	5	5	5	5	5	30
14.	Ilmal Yakin M.	6	5	5	6	5	6	33
15.	Igori Puto A.	3	4	5	4	4	5	25
16.	Izzatul Nisa	6	6	5	5	6	5	33
17.	Laila Khairunnisa	4	3	5	4	5	6	27
18.	Mayli Cindi SM.	5	6	6	6	6	5	34
19.	M. Naufal Y.R.	5	5	5	4	5	6	30
20.	M. Rizal M.	4	3	5	6	4	5	27
21.	M. Tri M.	5	5	6	3	4	4	27
22.	Nailai Furaida	5	5	5	5	4	6	30
23.	Nizaar Roby I.	4	4	4	4	4	5	25
24.	Nur Hanifah	5	6	6	6	6	6	35
25.	Puspita Rahma QA	5	6	5	6	6	5	33
26.	Rachiel Izza H.	4	5	5	4	4	5	27

Speaking Assessment Table for English speaking fluency test

X MIA 5

No	Name	Aspects						Total
		Pronunciation	Grammar	Vocabulary	Appropriateness	Fluency	Ease of Speech	
1.	Adeq willdan B.	6	6	6	5	6	5	34
2.	Atbarul Fitri A.	5	5	4	5	6	3	28
3.	Amelia Putri P.	5	5	5	4	4	6	29
4.	Ardelita Ramadhan	3	6	5	3	5	6	28
5.	Arsyad Ibrahim A.	6	6	6	5	6	6	35
6.	Asri Mor Separina	4	5	5	5	5	4	28
7.	Bita Azizi H.	5	5	5	4	4	5	28
8.	Fauzrul M.	5	5	4	4	5	6	29
9.	Haedar Akbar Ap	5	5	6	5	6	5	32
10.	Hajar Anisa S.	3	5	3	5	5	4	25
11.	Lisani Bintang H.	6	3	5	5	3	6	28
12.	Karunia Restu H.	5	5	5	4	4	5	28
13.	Khansa Taqiyah	5	5	3	4	4	6	28
14.	Lissatu Qurrotul A	3	3	5	5	6	6	28
15.	Lutfi Jedah W.	4	5	3	5	5	4	26
16.	M. Najib. I.	5	4	5	3	4	5	26
17.	M. Syafaq A.R.	4	4	5	5	3	5	26
18.	M. Thifaludin I.H	6	6	5	5	6	6	34
19.	Habilah Vania F.A	5	4	4	5	5	5	28
20.	Halima Dona'atiz S.	6	6	6	6	5	6	35
21.	Hajwa Aish k.	6	6	5	5	6	5	33
22.	Rafy Azril F.	4	5	4	5	5	5	28
23.	Rania Akmalia P.	5	5	6	6	6	6	34
24.	Risma Atiqeun H.	5	5	5	5	6	6	32
25.	Salma Auliyah	5	5	6	4	6	6	32
26.	Salwa Alina Faza	5	4	6	3	4	5	28

Speaking Assessment Table for English speaking fluency test

X MIA 6

No	Name	Aspects						Total
		Pronunciation	Grammar	Vocabulary	Appropriateness	Fluency	Ease of Speech	
1.	A. Danun Hanani	5	5	5	4	5	5	29
2.	Arifa Fauziah Z.	4	4	4	5	5	4	26
3.	Asyropi Ahmad R.	5	5	5	4	4	6	29
4.	Berliana Durtita W.D	5	5	6	5	5	6	32
5.	Brilliant Anggita P.	4	3	5	5	3	5	25
6.	Daru Khotimatul J.	3	4	5	4	4	5	25
7.	Dehar Himas K.	3	3	5	5	4	5	25
8.	Erni Dwi H.	5	6	6	6	6	5	32
9.	Fatih Rahma Q.A.	4	5	4	5	5	6	29
10.	Fatkhya Firdausi	3	3	5	5	4	5	25
11.	Hanif Khotrudin A.	4	4	4	5	3	5	25
12.	Izmi Habilah I.	4	4	5	4	4	5	26
13.	Kelvin Anun A.	5	4	5	4	4	3	25
14.	Khairunnisa k.p.	6	6	5	6	6	5	34
15.	Lutfatul Hanu	5	5	5	3	4	4	26
16.	Lubna Rihadatul A.	6	5	5	5	4	4	29
17.	M. Khorul A'nal	5	5	4	5	5	5	29
18.	Nadia Azzahra	6	6	6	6	5	6	35
19.	Nusantara Bintang	5	5	4	3	4	4	25
20.	Rangga Firdan M.	5	5	6	5	6	6	33
21.	Sabrina Fatkhatur P.	4	4	5	5	5	6	29
22.	Salsabila Triya R.	6	4	4	5	4	5	28
23.	Sulistia Rahmawati	6	5	6	6	5	6	34
24.	Tsanix Miratus S.	5	5	4	5	5	6	30
25.	Usmaul Rochimah	4	5	4	5	5	5	28
26.	Vara Aulia S.A	4	4	5	5	4	3	25

APPENDIX III
(STUDENTS' NAME LIST AND SCORE)

Students' Score of Grammatical Competence and English Speaking Fluency

No.	Name	Students' Grammatical Competence	Students' English Speaking Fluency
1	Aliyyudin Erick Kurniawan	20	35
2	ImandaFauzia	18	27
3	AnggunFadhilaRizqia	17	25
4	AthaKamila R.A	20	33
5	DanikaFalahulIzzah	20	35
6	DitoDarmawan	20	35
7	FahriaKarima B	20	33
8	FatmahNajiatuZuhar	19	29
9	Hans Adityama P.A	20	35
10	HanunShakaPuspa	20	35
11	HarsantiWijayanti	18	27
12	HasanatulLafifah	20	34
13	HisnaSaniyyaOktaviani	19	30
14	IlmalYaqinMaulidi	20	33
15	InggilPutoAnggorekso	16	25
16	IzzatunNisa'	20	33
17	LailaKhoirunnisa'	18	27
18	Mayli Cindy Ihdal M	20	34
19	Muhammad Naufal Y.R	19	30
20	Muhammad Rizal M	18	27
21	Muhammad Tri M	18	27
22	NailalFuraida	19	30
23	Nizaar Roby Irawan	15	25
24	NurHanifah	20	35

25	PuspitaRahma Q.A	20	33
26	RachielIzzaNaqiya	18	27
27	SaniaNasihatun N	19	32
28	SiskaRahmawati	15	25
29	TsabitaAfaninNaila	18	28
30	YanuarRochman N	19	33
31	Aden WildanBaihaqi	20	34
32	AkbarulFikriArzaki	18	28
33	AmaliaPutriDamayanti	18	29
34	ArdelilaRamadhan	18	28
35	Arsyad Ibrahim Al wimar	20	35
36	Astri Nor Safarina	18	28
37	BitaziziHamidah	18	28
38	FaizatulMukaromah	18	29
39	Haidar Akbar Adib Putra	19	32
40	HajarAnisaSeptiarani	15	25
41	InsaniBintang Nusa	18	28
42	KaruniaRestuHestiningrum	18	28
43	KhonsaTaqiyyah	18	28
44	LissatuQurrotilAiniyyah	18	28
45	Lutfi Indah Wahyuni	17	26
46	Muhammad NajibIzzulhaq	17	26
47	Muhammad Syafiq A R	17	26
48	Muhammad Thifaludin I.H.	20	34
49	NabilahVaniaFausta A	18	28
50	NailiaQona'atisSa'adah	20	35
51	NajwaAishKamila	19	33
52	RafyAzrilFirmansyah	18	28
53	Rania AkmaliaPutri	20	34
54	RismaAtiqotunNida	19	32
55	Salma Aulya	19	32

56	SalwaAlinaFaza	18	28
57	SeptiaKencoroWulan	16	25
58	Shinta Tri Rahmawati	15	25
59	YusrinaPutri N.W.	20	33
60	ZidanDhiyaulHaq	19	29
61	Ahmad DanunHanani	18	29
62	ArifaFauzia Zahra	17	26
63	Asyrofi Ahmad Rifai	19	29
64	BerlianaDwittaMerliani D	19	32
65	Brilliant AnggitaPasya	17	25
66	DaruKiromatulIlma	16	25
67	DeharNimasKhoirunnisa	16	25
68	ErniDwiHapsari	20	32
69	FatihRahmaQurrotuAini	19	29
70	Fatkhiya Firdausi Nuzulia S	15	25
71	HanifKhoirudinAkhyar	17	25
72	IzmiNabilahIsnaini	17	26
73	Kelvin AinunArsyad	13	25
74	KhairunnisaKarimaPrayogi	20	34
75	Latifatul Hana	17	26
76	LubnaRihadatulAisy	19	29
77	Muhammad KhoirulA'mal	18	29
78	Nadia Azzahra	20	35
79	Nusantara Bintang	16	25
80	RanggaFirdanMaulana	20	33
81	Sabrina FatkhaturRosyida	19	29
82	SalsabilaTiyaRizqiyani A	18	28
83	SulistiaRahmawati	20	34
84	TsaniaMiratusSholichat	20	30
85	UsmaulRochimah	18	28
86	VaraAuliaShifaAndriarini	15	25

87	WildanAmiruddin	17	26
88	YessyUmi Salma	18	28
89	Zulfa Nabila Aulia	19	29
90	ZulfinFahrina	18	28

APPENDIX IV
(THE DOCUMENTATION OF THE ACTIVITIES)

Students' Speech Activity in Public Speaking Program of BCS Class



Grammatical Competence Test



English Speaking Fluency Test



APPENDIX V
(RESEARCH LISENCE)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Prof. Dr. Hamka (Kampus II) Ngaliyan Telp.7601295 Fax. 7615387 Semarang 50185

19 Oktober 2018

Nomor : B-4867/Un.10.3/J4/PP.00.9/10/2018

Lamp : -

Hal : Penunjukkan Pembimbing Skripsi

Kepada Yth.

1. Dr. Hj. Siti Mariam, M. Pd
2. Sayyidatul Fadlilah, M. Pd
di Semarang

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Indah Cahya Persada
NIM : 1503046121
Judul : THE INFLUENCE OF STUDENTS' GRAMMATICAL COMPETENCE TOWARD THEIR ENGLISH SPEAKING FLUENCY IN PUBLIC SPEAKING PROGRAM OF BCS CLASS AT THE TEN GRADE STUDENTS OF MAN 2 KUDUS IN THE ACADEMIC YEAR OF 2018/2019.

Dan menunjuk saudara :

1. Dr. Hj.Siti Mariam, M. Pd (Sebagai Pembimbing I)
2. Sayyidatul Fadlilah, M. Pd (Sebagai Pembimbing II)

Demikian penunjukkan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

Wassalamualaikum Wr. Wb

A.n. Dekan

Ketua Program Studi

Pendidikan Bahasa Inggris



Ikhrum, M. Ag.
REPUBLIC NIP. 19650329 199403 1 002

Tembusan :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)
2. Jurusan Pendidikan Bahasa Inggris
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Prof. Dr. Hamka (Kampus II) Ngaliyan Telp.7601295 Fax. 7615387 Semarang 50185

Nomor : B-3245/Un.10.3/J4/PP.00.9/04/2019
Lamp : -

Semarang, 25 April 2019

Hal : **Mohon Izin Riset**
A.n. : Indah Cahya Persada
NIM : 1503046121
Kepada Yth.
Kepala MAN 2 Kudus
di Kudus

Assalamualaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa tersebut dibawah ini:

Nama : Indah Cahya Persada
NIM : 1503046121
Judul Skripsi : The Influence of Students' Grammatical Competence toward Their English Speaking Fluency in Public Speaking Program of BCS Class at the Ten Grade Students of MAN 2 Kudus in the Academic Year of 2018/2019.
Pembimbing : 1. Dr. Hj.Siti Mariam, M. Pd
2. Sayyidatul Fadlilah, M. Pd

Mahasiswa tersebut membutuhkan data-data sesuai dengan tema/judul skripsi yang sedang di susunnya, dan oleh karena itu kami mohon mahasiswa tersebut di izinkan melaksanakan penelitian pada tanggal 06 Mei – 20 Mei 2019.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr, kami sampaikan terimakasih.

Wassalamualaikum Wr. Wb

A.n. Dekan
Dekan Bidang Akademik

Dr. H. Fatah Syukur, M. Ag.
NIP. 19681212 199403 1 003

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KUDUS
MADRASAH ALIYAH NEGERI 2**

Prambatan Kidul, Kaliwungu – Kudus
Telepon (0291) 431184 ; (0291) 436657 ; Faksimili (0291) 431184
Website : www.man2kudus.sch.id ; Email : manduakudus@yahoo.com

SURAT - KETERANGAN
Nomor : 081 /Ma.11.41/PP.00.6/05/2019

Yang bertanda tangan dibawah ini :

N a m a : Shofi
N I P : 19640714 199203 1 004
Pangkat/Gol. Ruang : Pembina (IV/a)
J a b a t a n : Guru Madya / Kepala Madrasah Aliyah Negeri 2 Kudus

Dengan ini menerangkan bahwa :

N a m a : Indah Cahya Persada
N I M : 1503046121
Progdi : FITK / Pendidikan Bahasa Inggris
Universitas : UIN Walisongo
Judul Penelitian : *“ The Influence of Students Grammatical Competence Toward Their English Speaking Fluency in Public Speaking Program of BCS Class at The Ten Grade Students of MAN 2 Kudus in The Academic Year 2018 / 2019 ”.*

Yang bersangkutan benar-benar telah melaksanakan penelitian di MAN 2 Kudus pada tanggal 5 Mei – 20 Mei 2019 dan telah selesai dengan baik.

Demikian untuk menjadi maklum.

23 Mei 2019
Kepala

Shofi

Tembusan Yth. :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
2. Indah Cahya Persada (Menyerahkan Copy Penelitian Ke MAN 2 Kudus)



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Indah Cahya Persada

NIM : 15030460121

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : THE INFLUENCE OF STUDENT'S GRAMMATICAL COMPETENCE
TOWARD THEIR SPEAKING FLUENCY IN PUBLIC SPEAKING
PROGRAM OF BCS CLASS AT THE TEN GRADE STUDENTS OF MAN 2
KUDUS IN THE ACADEMIC YEAR OF 2018/2019

HIPOTESIS:

a. Hipotesis Korelasi

H₀: Tidak ada hubungan yang signifikan antara kompetensi gramatikal terhadap kemampuan berbicara siswa

H₁: Ada hubungan yang signifikan antara kompetensi gramatikal terhadap kemampuan berbicara siswa

Hipotesis Uji F

H₀: Tidak ada pengaruh yang signifikan antara kompetensi gramatikal terhadap kemampuan berbicara siswa

H₁: ada pengaruh yang signifikan antara kompetensi gramatikal terhadap kemampuan berbicara siswa

Hipotesis Uji t (Parsial)

H₀: Koefisien regresi tidak signifikan

H₁: koefisien regresi signifikan



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HASIL DAN ANALISIS DATA

Correlations

		Students' Grammatical Competence	Students' English Speaking Fluency
Students' Grammatical Competence	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	90	90
Students' English Speaking Fluency	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

Keterangan:

Sig. = $0.000 \leq 0.05$, maka H_0 ditolak artinya terdapat hubungan antara kompetensi gramatikal terhadap kemampuan berbicara siswa. Nilai koefisien korelasi sebesar 0.890 artinya hubungan antara kompetensi gramatikal terhadap kemampuan berbicara siswa

Sangat Kuat.



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Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	.792	.790	1.55824

a. Predictors: (Constant), Students' Grammatical Competence

Keterangan:

Kontribusi kompetensi gramatikal terhadap kemampuan berbicara siswa adalah sebesar 79.2% dan sisanya dipengaruhi oleh faktor lain.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	814.282	1	814.282	335.356	.000 ^a
	Residual	213.674	88	2.428		
	Total	1027.956	89			

a. Predictors: (Constant), Students' Grammatical Competence

b. Dependent Variable: Students' English Speaking Fluency

Keterangan:

Sig. = 0.000 \leq 0.05, maka H_0 ditolak artinya terdapat pengaruh signifikan antara kompetensi gramatikal terhadap kemampuan berbicara siswa



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Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5.752	1.928		-2.984	.004
	Students' Grammatical Competence	1.926	.105	.890	18.313	.000

a. Dependent Variable: Students' English Speaking Fluency

Keterangan:

Persamaan regresi adalah $Y = -5.752 + 1.926X$

Uji koefisien variabel kompetensi gramatikal (1,926): sig. = 0.000 maka H_0 ditolak artinya koefisien kompetensi gramatikal **Signifikan** dalam mempengaruhi variabel Y (kemampuan berbicara siswa)

Semarang, 10 Juli 2019
Kepala Laboratorium

Deder Istiawan, S.Si.,M.Kom





MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp/Fax. (024) 7814453 Semarang 50185
email : ppdb@walisongo.ac.id

شهادة

B-1770/Un.10.0/P3/PP.U0.9/05/2019

بشهاد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

الطالبة INDAH CAHYA PERSADA :

تاريخ و محل الميلاد : Kab. Kudus, 14 Mei 1996

رقم القيد : 1503046121 :

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٢٨ مايو ٢٠١٩

بتقدير: مقبول (٣٠٠)

وحررت لها الشهادة بناء على طلبها

ممتاز : ٤٥٠ - ٥٠٠

جيد جدا : ٤٠٠ - ٤٤٩

جيد : ٣٥٠ - ٣٩٩

مقبول : ٣٠٠ - ٣٤٩

راسب : ٢٩٩ وأدناها

رقم الشهادة: 220190760





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Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : B-1225/U.n.100/P3/PP.00.9/05/2019

This is to certify that

INDAH CAHYA PERSADA

Date of Birth: May 14, 1996

Student Reg. Number: 1503046121

the TOEFL Preparation Test

Conducted by
Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On May 8th, 2019
and achieved the following scores:

Listening Comprehension	: 46
Structure and Written Expression	: 45
Reading Comprehension	: 44
TOTAL SCORE	: 450



Semarang, May 13th, 2019

Director,

H. Muhammad Saifullah, M.Ag.
19700321 199603 1 003

Certificate Number: 120190590

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CURRICULUM VITAE

A. Identities

1. Name : Indah Cahya Persada
2. Birth : Kudus, 14 Mei 1996
3. Address : Piji Rt. 01 Rw. 06 Dawe Kudus
4. HP : 085727646664
5. E-mail : indahcahyapersada@gmail.com

B. History of Education

Formal Education

1. MI NU Nahdlotul Wathon (2003-2008)
2. MTs N 1 Kudus (2008-2011)
3. MAN 2 Kudus (2011-2014)
4. UIN Walisongo Semarang (2015-2019)

Semarang, July 12th 2019
The Researcher,

Indah Cahya Persada
1503046121