



An Analysis Of Students' Grammar Mastery In Speaking At The First Grade Senior High School In Al Jauhar Islamic Boarding School

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ABSTRACT

This study was a quantitative approach with descriptive design. It aims to know the students' grammar mastery in speaking. The researcher used a descriptive analysis technique with the percentage from the three point of measuring grammar mastery and the frequency from all sample. While the subject was the students of first grade senior high school at Al Jauhar. The research used cluster random sampling. There were 19 samples from 79 population. To collect data, this research used speaking test to find out students' grammar mastery in speaking. Based on data analysis, the researcher has found the students' grammar mastery was D with less category based on report value or KKM, which the dominant scale of grammatical meaning was scale 2 with percentage 63,2%, the dominant scale of grammatical meaning was scale 2 with percentage 57,9%, and the dominant scale of word in particular context was scale 3 with percentage 36,8%. The total score of students' grammar mastery was 901 with average 47,4.

Introduction

Mastery of English Language is important in this era. The English language as an International language that is used fully for communication between people from other countries in the world. Most countries define English as a foreign language. Currently, Indonesia has made English a compulsory subject that must be followed by students

either in junior high school or senior high school. This is a form of the enthusiasm of Indonesian people to advance the ability of the nation's successor. In learning English there are 4 abilities must be mastered, speaking is one of them because speaking is the activity of communication between two or more people to get some information about something, give an opinion, or feel to another person (Sukmawati, 2014) Information can be obtained well with the good communication and clear speaking.

Speaking is difficult to teach and learn as it requires learners to master different aspects such as vocabulary, correct pronunciation, comprehension, fluency, and knowledge of grammar. If students want to talk, they must think about all these aspects. Harris (1974) states "pronunciation, grammar, vocabulary, comprehension and fluency are the five components recognized in analysis of speaking process" this implies that the student should understand the grammar used for speaking. One of the components that strongly influence speaking is grammar (Utami, 2015) Therefore, knowing the patterns of English sentences, students can speak English well if they have a good understanding of the three point of measuring grammar mastery are the grammatical form, grammatical meaning, and word in particular context.

Based on preliminary research on September 20, 2022, in Aljauhar Islamic Boarding School, Mrs. Agustina Wahyuni, S.Pd. as the English teacher of Aljauhar Islamic Boarding School said, Aljauhar has a good programs that require their students to speak English and Arabic in daily conversation. Currently, the programs supporting the growth of language in Aljauhar are fast, such as giving new vocabulary every day, conversation practice two times a week, and the repair of language by competent teachers. The students also study grammar in class. All of these programs are needed to increase student grammar mastery in speaking English.

The researcher also found some of the students in Al Jauhar have difficulties speaking English, they are always stuck when they are speaking because they do not know how to use grammar well when they are speaking. Students of Al Jauhar Islamic Boarding School always get confused in using the correct word relate to situation in speaking. They are also afraid of their speaking is wrong in grammar, pronunciation, or fluency. Sometimes, they think silence is better than speaking. In short, they have a problem in their speaking because they scare to make a mistake. The researcher also found some of students could not speak English well because they have less knowledge of grammar, pronunciation, vocabulary, comprehension, and fluency. Some of The students often underestimate the use of grammar in speaking, they think grammar is not needed and they talk without paying attention to their grammar. Based on the outlook of the prospective researcher, students have some problems in daily speaking practice. There are also some of their problems :

1. Some of the students use the wrong sentences in speaking
2. Some of the students confuse using modal auxiliary in speaking
3. Some of the students have an error in the implementation of tense in speaking.
4. Some of the students confuse using the correct vocabulary

5. Some of the students have an error in using the correct grammatical meaning
6. Some of the students using insignificant word in context of speaking

In relation to the explanation above, grammar mastery also one of important aspects of speaking, to have an important role in developing students speaking. The success of English learning can seen generally through the speaking. Many language learners regard speaking as a measure of knowing a language, so the students' success of English learning can be seen from their speaking. Because speaking should improve students' communication and learn how to use language.

Based on the background of the problems above, the prospective researcher is interested to conduct a research entitle : **An Analysis Of Students' Grammar Mastery in Speaking At the first grade senior high school in Aljauhar Islamic Boarding School.**

1. Speaking

a. The Definition of Speaking

Speaking can be defined as a way of conveying a message by transferring ideas, knowledge, and feelings to others. It is the most important way the narrator can express himself verbally. Many experts have proposed definition of speaking. Speaking is a productive ability that can be used directly and indirectly (Brown, 2004). In other words, speaking is a form of verbal communication. There are certainly two aspects of her involved in this process, the speaker and the listener, which work interchangeably. When a speaker generates an utterance and sends it to a listener, that person can act as the speaker. Otherwise, the listener may act as the speaker when it is the listener's turn to provide an answer. In other words, speaking has the same meaning as verbal communication (andika bayu,2021). Therefore, speaking is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas to make clear communication.

Communication is the process to transfer or sharing ideas orally, how to use grammar and vocabulary, pronunciation as well as listening and understand, it all about how to make clear communication each other. Additionally, speaking is a way for people to express something and for communicating to other people orally (Kurniati, 2015). It means that speaking is the primary way to interact with others in social communities. People can't be separated from interaction and communication in their daily activities. Speaking not only just saying words through mouth (utterance) but it means conveying a message through the words, by speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others.

b. Speaking Components

Speaking it not easy to express something orally. Moreover, learners need to engage various speaking components to have the better speaking. Brown (2001).

The speaking components are :

1) Vocabulary

Vocabulary is necessary for successful the use of a second language because without a general vocabulary, the students will not able to apply the structure and function. The students have been learning for understandable communication. It can be shown that one of the key to success communicative is the power of words.

2) Pronunciation

Pronunciation is adequate to master her words or series of sounds in isolation. Instead, learning and practicing English specifically make a speaker easily to understand the topic in communication. Furthermore, the pronunciation includes all aspects of speech such as rhythm, phrasing, intonation, articulation, peripheral gestures, eye contact and body language (Syam, A.T, 2017). The good pronunciation of the speakers making a good communication between one another. Some of the students made an error in communication because of miss pronunciation.

3) Grammar

Harmer (2007) states the way of grammar language can change the word into the form and it can be arranged into some sentences in the language. So it can be shown that arranging the correct meaning of some sentences is rotten in the context. Additionally, grammar can be defined as a set of rulers that allow small language words to be integrated into larger units. The basic structures and principles of language relate to grammar, including correct sentence structure, correct form of some words, and word clearing (Rohayatin, 2015) It concludes that grammar is one of the components in speaking that the speakers must master and use in daily conversation. The students must take more time to learn about grammar and use it in daily activities and it makes their speaking increase than before.

4) Comprehension

Comprehension is the ability to digest and comprehend long stretches of conversation while formulating examples of the meaning of individual sentences (Decker et al., 2012).

5) Fluency

The capacity to communicate accurately, fluently, and in a communicative manner is referred to as fluency. Fluency often refers to the free and uninterrupted transmission of oral language.

2. Grammar Mastery

a. The Definition of Grammar Mastery

Grammar mastery is one of the most difficult aspects of mastered a foreign language. It is defined as the rules that determine how sentences of the language are formed, and English grammar has traditionally been described as the system of syntax that determines the order and pattern in which words are arranged within sentences (Setiawati, 2022). It is argued that mastering grammar is a complex process, requiring a series of decisions about when to use certain forms and why others. Knowledge of grammar is necessary to make the right decisions when speaking a foreign language. Grammar mastery is the basic foundation of speaking (Fearn & Farnan, 2007). The teacher should teach students to learn grammar as students speak, so that students can better understand the functions and mechanics of the language. Conversational Grammar mastery helps students understand the language as students speak. Mastering grammar is the most natural part of communicating with other people.

Grammar mastery provides rules for combining words into sentences, and also describes grammar mastery as a branch of linguistic description that describes how words are combined into sentences. It means the learners must be mastered in grammar for easy to make sentences and communicate each other.

b. Part of Grammar Mastery

Grammar Mastery is a set of rules that allow us to group words in English language into larger units. And grammar mastery refers to the mechanisms that operate when language is used to communicate with other people (Soraya, 2012). From the statement above, the researcher concludes that grammar mastery is the basic principle by which sentences are constructed..

According to Sydney and Gerald (2013) Grammar mastery consist of :

1). Sentences

Grammar deals with the rules for combining words to form larger words. The largest words described in the grammar is usually Sentence. Combinations of words that match these patterns are grammatical sentences. There are four main types of statements:

- a) Statements are primarily used to convey information.
- b) Questions are primarily used to request information.
- c) Instructions primarily serve as requests for action.
- d) Exclamation marks are mainly used to express strong emotions.

2) Part of the Simple Sentence

- a) Structure, form, function
- b) Subject, predicate, verb
- c) Transitive and intransitive sentence

3) Word classes

4). Tenses

In addition to the grammatical elements above, there is one more thing to consider in any language. Grammar has many patterns for situations and states, usually expressed in tenses.

There are three absolute tenses:

- a) Present: location at the moment of speaking or an extended period including the moment of speaking and writing.
- b) Past: a time before the moment of speaking
- c) Future: a time after the time of speaking

Actually, there are many other patterns related to grammar. This shows that grammar changes over time. So when we talk about grammar, it's also about how we arrange words and sentences.

c. *Assessing Grammar Mastery*

Assessment of English in general and English grammar in particular should be closely aligned with the lesson objectives. Indeed, if the goal of the lesson is to convey grammatical rules from the teacher to the students, the assessment of grammatical knowledge is performed by students reciting. Also if the purpose of instruction is to enable students to apply grammatical rules in real life, assessment should include tasks that require students to demonstrate grammatical skills in oral and written communication.

Regarding assessment, grammar is important for language description and candidate performance. Today knowledge of grammar is valued by its correct use in communication through Listening, speaking, reading, and writing in a second language. Communicative competence has four components that is grammar, sociolinguistics, discourse, and strategic ability. According to Purpura (2004), Grammar Mastery consists of three elements they are:

- 1) The grammatical form or structure of a language
- 2) The grammatical meaning
- 3) Practical meaning or use in a particular context

Practical or implied meaning derives from appropriate language choices made by the learners given a specific communication event.

According to Rea-Dickins (2003), the five features are For measuring communicative grammar are:

- 1. Tests should provide more context than just one Sentence.
- 2. The students should understand the communicative purpose of the task
- 3. The students should also know who the intended audience
- 4. The students need to focus on meaning, not form to answer correctly.

5. Awareness is not enough, the students should can "generate grammatical answers".

Whether the students like it or not, expect grammar to be taught and evaluated explicitly. This attitude makes them feel secure and most teachers today believe that prefer to teach according to modern theories and evaluate grammar implicitly for authenticity.

This research employs the grammatical assessment theories, below are some summaries of grammar assessment discussed by Purpura (2004).

1. The aspects of a learner's grammatical mastery

Grammar knowledge phonology/lexicology, vocabulary, morphosyntax, cohesion, information management, and forms of interaction at the sub sentimental and discourse levels and the semantic meanings associated with the forms. Practical knowledge is the meaning that appears in the use of language and can be derived from grammatical forms and their semantic meanings. Therefore, the conceptualization of language ability, a grammar test should include the following component mastery to assess learners' masteries in terms of grammatical form, semantic and pragmatic meaning.

2. Grammar test tasks

Grammar test tasks consist of:

- a. Selected-response task types including the multiple-choice (MC) task, multiple-choice error identification task, the matching task, the discrimination task, picture description, and the noticing task
- b. Limited-production task types regarding the gap-filling task, the short-answer task, and the dialogue (or discourse) completion task (DCT)
- c. Extended production task types which is about the information-gap task (info-gap), story-telling and reporting tasks, the role-play and simulation tasks.

3. The approaches to grammar assessment

There are four approaches to grammar assessment. The first is the discrete point approach, in which a 'selected answer' approach and a 'limited answer' task are used to measure the learner's grammatical ability. Selected reaction task It can be designed in multiple-choice (MC), true/false (T/F) format, while limited answer tasks can be gap-filling and error correcting task.

The second approaches is the performance evaluation approach. According to this approach, the learner's grammatical ability will be assessed based on verbal and written performance tasks. The L2

Production Features approach is another approach review of the grammars. To measure a learner's grammatical ability, the students must be actively engaged hands on discussions and many extended production tasks are designed to stimulate learners' oral production. Discussions on accuracy, complexity and fluency are encouraged and scored.

The last grammatical evaluation approach is a development approach. The purpose of this approach is to measure the developmental abilities of learners' Grammar form level. Test Designer can be used to characterize the grammatical ability of learners at different proficiency levels in various test tasks such as Multiple Choice (MC), Limited Response (LP) and Extended Production (EP).

d. Rating Scale of Grammar Assessment

Complete (5)

- Evidence of complete range of grammatical forms including lexical forms (noun + noun construction), morphosyntactic precise use of vocabulary for the forms (past, past passive, *when*- clauses) and cohesive forms (chronology, result) for the task.
- Evidence of complete accuracy in these forms, may have minor random errors, but never obscuring meaning.
- The message is completely and clearly conveyed.
- Evidence of a wide range of and precise use of vocabulary for the task.

Extensive (4)

- Evidence of extensive range of grammatical forms including lexical, morphosyntactic and cohesive forms for the task.
- Evidence of good accuracy in these forms, may have some errors, but meaning is never obscured.
- The message is generally well and clearly conveyed.
- Evidence of a wide range of vocabulary for the task. May have some errors in word choice.

Moderate (3)

- Evidence of moderate range of grammatical form including lexical, morphosyntactic and cohesive forms for the task.
- Evidence of satisfactory accuracy in this forms, has some errors in form. Errors almost never obscure meaning.
- The message is adequately conveyed with some ambiguities.
- Evidence of some problems with vocabulary choice for the task. May be incomplete or imprecise for the task.

Limited (2)

- Evidence of limited range of grammatical forms including lexical, morphosyntactic and cohesive forms for the task.
- Evidence of errors in several target forms, has some errors in form. Errors sometimes obscure meaning.
- The message is sometimes confusing.
- Evidence of frequent problems with vocabulary choice for the task. May be incomplete or imprecise for the task.

None (1)

- Evidence of very limited range of grammatical forms for the task.
- Evidence of serious errors in form. Errors often obscure meaning.
- Not enough material to evaluate.
- The message is barely conveyed or not at all.
- Evidence of simple vocabulary, problems with vocabulary choice.

Method

In this research the researcher choose a research with quantitative approach and the design of the research use descriptive research design. Quantitative descriptive data is to describe, explain, predict or control the phenomenon studied in the study in terms of statistical or numerical data (Gay, Mills, Airasian, 2012). The descriptive research design is a type of research design that aims to systematically obtain information to explain a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions that relate to your research question rather than why. It is important to note that, unlike experimental research, in descriptive research methods researchers do not control or manipulate variables.

Instead, variables are only identified, observed, and measured. For example, researchers may ask students about grammar by using some direct questions for gathering information about students' mastery in grammatical use in speaking ability. Descriptive research can be used to gather information about student mastery in using the correct sentences in speaking, students' mastery to use modal auxiliary in speaking and students' mastery to use grammar in speaking. The data are collected by asking students of a population a set of test, which can be administered in a test that directly delivered to the student.

The research has conducted at Aljauhar Islamic Boarding School , for first grade senior high school on March 2023. Creswell (2012) suggests that the population is a group individuals who comprises the same characteristics. The population of this research is the first grade students of senior high school at Aljauhar Islamic Boarding School which consist of 4 classes. The total population number of population was 79 students.

Table III.1
The Population

NO	CLASS	STUDENTS
1	CLASS X.IPS A	19
2	CLASS X.IPS B	19
3	CLASS X.IPA A	19
4	CLASS X.IPA B	20

Sample is a subgroup of the target population that the researcher plans to study for generalizing about target population (Creswell, 2012). The process of selecting a sample was known as sampling. To determine the sample of the research, the researcher uses cluster sampling technique. Gay (2012) explained that "in cluster sampling, intact groups, not individual are randomly selected. Any location within which we find an intact group of population members with similar characteristics is a cluster. The final of doing clusters random sample, I found class X.IPA.A as the sample of this research.

Table III.2
The Sample

NO	CLASS	STUDENTS
1	CLASS X.IPA A	19

Collecting data in this research use techniques collecting to support the smooth running of this research is test. The researcher give speaking test by describing some picture to the students and the students must give their opinion about the picture that shown. The students will answer the test directly, and all the picture that related to the daily activities that making easy for a student to describe it. After students give their own opinion of the picture the researcher will analyze and percentage the result of the students test.

In analyzing the data, the researcher used descriptive statistics. The descriptive statistics will help the researcher summarize the overall trend or trend in the data. Provide insight into where one score might be, and provide insight into where one score stands in comparison to another. All of that will be calculated manually by Microsoft Excel.

$$P = F/N \times 100\%$$

Where : P : The percentage

F :The frequency

N : Total number of the students.

Finding and Discussion

In the previous description, it has been explained that the data analysis in this research, used descriptive analysis. The collected data were analyzed by identifying

students' grammar mastery in speaking. The identification of students' grammar mastery by describing the picture (Daily Activities) is performed in the following table :

Table IV.1
The number of students' Grammar Mastery in Speaking

No	Respondens	Grammatical Form	Grammatical meaning	Word in particular context	Totals	Scores
1	Student 1	2	2	2	6	40
2	Student 2	2	2	2	6	40
3	Student 3	2	2	2	6	40
4	Student 4	2	3	2	7	47
5	Student 5	2	2	1	5	33
6	Student 6	2	1	1	4	27
7	Student 7	1	2	3	6	40
8	Student 8	1	2	2	5	33
9	Student 9	2	3	3	8	53
10	Student 10	2	2	2	6	40
11	Student 11	3	3	4	10	67
12	Student 12	2	2	3	7	47
13	Student 13	1	2	3	6	40
14	Student 14	3	3	4	10	67
15	Student 15	2	1	3	6	40
16	Student 16	2	3	4	9	60
17	Student 17	4	3	4	11	73
18	Student 18	2	2	3	7	47
19	Student 19	4	3	3	10	67
Total Score						901
Average						47,4

Based on the data above the number of students mastery in speaking was found 19 students, the three point of measuring grammar mastery are grammatical form, grammatical meaning, and word in particular context. The rating scale were 1, 2, 3, 4, 5. Which totals score in general was 901 and the average was 47,4. For more details of explanation can be seen in table below :

Table IV.2
The Percentage scale of Grammatical Form

Scale	Frequency	Percentage
1	3 Students	15,80%
2	12 Students	63,20%
3	2 Students	10,50%
4	2 Students	10,50%
5	0 Students	0 %

Based on the data above the percentage scale of grammatical form was found scale 1 consist of 3 students with percentage 15,8 %, scale 2 consist of 12 students with percentage 63,2 %, scale 3 consist of 2 students with percentage 10,5 % and scale 4 consist of 2 students with percentage 10.5%. The dominant percentage in grammatical form was scale 2 with percentage 63,2 %.

Table IV.3
The Percentage scale of Grammatical Meaning

Scale	Frequency	Percentage
1	2 Students	10,50%
2	11 Students	57,90%
3	6 Students	31,60%
4	0 Students	0 %
5	0 Students	0 %

Based on the data above the percentage scale of grammatical meaning was found scale 1 consist of 2 students with percentage 10,5 %, scale 2 consist of 11 students with percentage 57,9 %, and scale 3 consist of 6 students with percentage 31,6 % . The dominant percentage in grammatical meaning was scale 2 with percentage 57,9 %.

Table IV.4
The Percentage scale of Word in Particular Context

Scale	Frequency	Percentage
1	2 Students	10,50%
2	6 Students	31,60%
3	7 Students	36,80%
4	4 Students	21,10%
5	0 Students	0%

Based on the data above the percentage scale of word in particular context was found scale 1 consist of 2 students with percentage 10,5 %, scale 2 consist of 6 students with percentage 31,6 %, scale 3 consist of 7 students with percentage 36,8 % and scale 4 consist of 4 students with percentage 21.1%. The dominant percentage in word in particular context was scale 3 with percentage 36,8 %.

Table IV.5
The Percentage of students scores

Scores	Percentage	Frequency
27	5,30%	1 Student
33	10,50%	2 Students
40	36,80%	7 Students

47	15,80%	3 Students
53	5,30%	1 Student
60	5,30%	1 Student
67	15,80%	3 Students
73	5,30%	1 Student

From 19 students, the percentage of students scores in speaking were : 5,3% for score 27, 10,5 % for score 33, 36,8 % for score 40, 15,8% for score 47, 5,3% for score 53, 5,3% for score 60, 15,8% for score 67 and 5,3% for score 73. It means the dominant score of students grammar mastery in speaking was score 40 with percentage 36,8 %.

Based on assessment grammar by purpura, the data had been identified the three point of measuring grammar mastery. There are grammatical form, grammatical meaning and word in particular context. Which 19 students as the sample of this research. From the identification students test there were the dominant scale of grammatical form was scale 2 with percentage 63,2 % and grammatical meaning was scale 2 with percentage 57,9 %, while the dominant scale of word in particular context was scale 3 with percentage 36,8 % . The result of the study showed the most scale of three point of measuring grammar mastery were scale 2.

The researcher also found the total score of **Table.IV.1** was 901 which average was 47,4. It means the students mastery in speaking was limited with scale 2 in general. The Most of students also got the score 40 with percentage 36,8 % consist of 7 students from 19 students.

According to report value in student high school of Al Jauhar Islamic boarding school with KKM 80. With predicate table :

Predicate	Minimum Value	Maximum Value	Categories
A	94	100	Very Good
B	87	93	Good
C	80	86	Moderate
D	0	79	Less

Based of table above the mean score of students' grammar mastery in speaking at the first grade of senior high school in Al Jauhar Islamic boarding school was 47,4 with predicate D in category less.

According to the data presentation above, it can be seen there are 19 students as the objects of this research with three point of measuring grammar mastery in speaking and the dominant scale in general was scale 2 in range limited. It's mean the students' has limited range of grammatical forms including lexical, morphosyntactic and cohesive forms for the task, the students also has errors in several target forms, and some errors in form, the errors sometimes obscure meaning, and also this made the message sometimes confused and hard to understand. The student has limited of frequent

problems with vocabulary choice for the task and incomplete or imprecise for the task. Meanwhile, the total score of all 19 students was 901 with mean score 47,4 and predicate of report value was D in category less of grammar mastery.

In this case, Al Jauhar has a good program for increase the language of their students but the implementation of grammar mastery in speaking was less. The researchers found one of the factor of this case was some of students gave a little attention for using grammar in their daily speak, the students also think the using grammar was not needed. This factor has a big influence for students' grammar mastery.

Conclusion

The research conclusion was presented according to the data which have been described in the previous chapter. From all the data described about students' grammar mastery in speaking at the first grade of senior high school in Al Jauhar Islamic Boarding school, it can be concluded that:

1. The students' grammar mastery in speaking at first grade of senior high school in Al Jauhar Islamic boarding school consisted of :
 - a. Grammatical Form
The dominant scale was scale 2, 63,2 % with frequency 12 students and the category was limited
 - b. Grammatical Meaning
The dominant scale was scale 2, 57,9 % with frequency 11 students and the category was limited
 - c. Word in Particular Context
The dominant scale was scale 3, 36,8 % with frequency 7 students and the category was limited
2. The scores of students test can be seen:
Score 40 : 36,8 % with frequency 7 students
The dominant score of 19 student was 40 score consist of 36,8% with frequency 7 students, and the total score was 901 and mean 47,4 and the predicate value was D in category less based on report value or KKM.
The researcher concluded the grammar mastery was needed in speaking. The students should use grammar in daily speaking for increase their mastery in grammar. This research proves that the student who underestimate of grammar or who think the grammar is not needed in speaking has a wrong thinking, in fact the students has D predicate with category less in grammar mastery.

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