

**THE CORRELATION BETWEEN STUDENTS' SPEAKING ABILITY AND  
THEIR WRITING ACHIEVEMENT**

*(A Correlational Study at the Seventh Semester Students of the English Tadris Study  
Program of Institute College For Islamic Studies*

*(IAIN) CURUP In Academic Year 2020/2021)*

**THESIS**

**This thesis is Submitted to fulfill the requirement  
for “Sarjana” degree in English Tadris Study Program**



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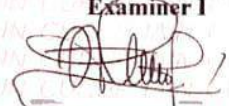
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*Wassalamu'alaikum Wr. Wb.*

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## **PREFACE**

All praises to Allah SWT that the writer had finally finished wrting his thesis entitled **“The Correlation between Students’ Speaking Ability and Writing Achievement”**

This thesis is submitted as a part of the completion for getting bachelor degree or strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics to make it better in the future.

Last but not least, the writer hopes that this thesis will really give some benefits to the readers who wants to gain the knowledges and those who are interested in this field of study.

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Thus, the researcher could finish this thesis entitled with ***“The Correlation between Students’ Speaking Ability and Writing Achievement”***. This thesis is presented in order to fulfil of the requirement for getting bachelor degree or strata 1 (S1) in English Study Program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. In this great chance the researcher would like to express her deepest gratitude for:

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3. Mrs Jumatul Hidayah, M.Pd as the Head of English Tadris Study Program of IAIN Curup.

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Curup, April 2021

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## MOTTO AND DEDICATION

*You were born to be a long life learner.*

*Never give up to learn every single great thing in this world  
fulled of knowledges!*

*In the name of Allah this thesis is dedicated to:*

**The Most Beautiful and Greatest Woman, Mrs. Rohani and The Best Man  
in The World, Mr. Suwandi**

You are such precious things in my life. I am nothing without your prays,  
supports, suggestions, loves, and cares.

Thank you for being the perfect parents for me and my siblings.

I Love You So Much, My Guardian Angels.

**My Best Siblings: Budi Santoso, Joko Priyono, Eva Martini**

Thank you for the great supports and loves that given to me.

**My great advisor Mr Bayu Senjahari, M.Pd., M.Ed**

Thank you for always giving me motivation, suggestion, guidance to finish this thesis  
as the requirement of 'Sarjana' degree in English Tadris Study Program.

**My best co-advisor Mrs. Eka Apriani, M.Pd**

Thank you for always giving me motivation, suggestion, guidance to finish this thesis  
as the requirement of 'Sarjana' degree in English Tadris Study Program.

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Thank you for supports, suggestions, and advices



**My Awesome and Awkward Girls Squad: Squidward**

**Jeni Santia, Haja Mendi Arina, Dita Levia Anggraini, Fitria Susanti, Dewi Wulandari, Adhelia Pratiwi, Anggi Marlia, and Ade Yunita Annisah.** Thank you for being my crazy and awkward friends. Every single thing that we have passed are meant for me. May Allah always give us the chance to keep in touch 'till the end of this life and hereafter. Aamiin.

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**My participants**

Thank you for your support, your information guys, it helped me so much in finishing this study.

## ABSTRACT

**Dina Mardani** : **The Correlation between Students' Speaking Ability and Writing Achievement**

**Advisor** : **Bayu Senjahari, M.Pd., M.Ed**

**Co-Advisor** : **Eka Apriani, M.Pd**

The main goal of this study was to investigate the correlation between students' speaking ability and their writing achievement. This study took place at IAIN Curup with the population were 57 students of the seventh semester students of TBI in academic year 2020/2021. They are students from 5A, 5B and 5C. Then, the researcher only took 30 students of 57 students as the sample of this study. It was used a quantitative method with the correlational as the reasearch design of study. The tests were used to collect the data of both skills . Based on the research findings, the value of correlation between those variables is 0.025 with 0.05 significance level is 2.048. Then, the result of conducting the tests which shows that the correlation between those two variables does not exist. The correlation coefficient ( $t_0$ ) found was 0.025; while the t table ( $t_t$ ) score 2.048 in the significance of 0.05 (5%). Therefore,  $t_{count}$  is lower than  $t_{table}$   $0.025 < 2.048$ . It meant that  $H_a$  was rejected. In other words, it confirmed that there is no a correlation between speaking ability and writing achievement of the seventh semester students of TBI of IAIN Curup in academic year 2020/2021.

***Keywords: Speaking, Writing, Correlational Research, Students' Achievement.***

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# CHAPTER I

## INTRODUCTION

This chapter describes about the background of the research, research questions, delimitation of the research, objective of the research, significances of the research, and definition of key terms.

### A. Background of The Research

Spratt stated that speaking is a productive skill, like writing. It involves using speech to express meaning to other people. Moreover, Lindsay states that speaking involves putting a message together, communicating the message, and interacting with other people.<sup>1</sup> We usually do many kinds of activities when we speak like pronouncing the word, using intonation, smiling, asking for and giving information, responding appropriately, taking part in conversation, etc.<sup>2</sup> It means that speaking is an important skill in people's daily life. It is due to speaking is a tool of communication. Lots of activities can be done by speaking.

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<sup>1</sup> Spratt and Lindsay as cited in Muhammad Zuhri Dj., & Wahyuni. (2018). The Correlation between Students' Interest in Speaking and Their Speaking Score. *Jurnal Kependidikan*, 1(11).

<sup>2</sup> Muhammad Zuhri Dj., & Wahyuni. (2018). The Correlation between Students' Interest in Speaking and Their Speaking Score. *Jurnal Kependidikan*, 1(11).



Additionally, Linse stated writing is productive skills because the focus is on producing information. However when they are writing, they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct. It is supported by Oshima and Hogue, Writing is a progressive activity. This means that when the students first write something down, they have already been thinking about what they are going to say and how they are going to say it.<sup>3</sup>

The fact that the theory of speaking and writing walked in the same direction that interrelated and caused positive transfer to each other. Such speaking activates writing indirectly, which means that the improvement of writing can not be dependent on the development of writing skills only, but the Oral acquisition of language also can help the improvement of writing.<sup>4</sup> Thus, speaking and writing have a positive correlation each other. This positive correlation gives the impact on each skill which is if

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<sup>3</sup> Linse, Oshima and, Hogue as cited in Pratiwi, K. D. (2016). Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program at University of Bengkulu Academic Year 20211-2012). *Linguists: Journal of Linguistics and Language Teaching*, 3(1).

<sup>4</sup> Quan as cited in Hadah, L. M., Maghfiroh, S., Humaira, N. Z., & Akhada, W. N. (2020). The Relationship between Speaking and Writing Performance in An Indonesian Senior High English Foreign Language (EFL) Classroom. *Alsuna: Journal of Arabic and English Language*, 3(2), 162-178.

students' speaking ability improve, their writing achievement will improve as well, and *vice versa*.

Therefore, as Silva remarks, writing generally follows a standardized form of grammar, structure, and vocabulary which is inseparable from the structure of spoken sentences. Consequently, writing practice can maximize students' conscious awareness of the sentence structures while speaking and enhance their speaking proficiency.<sup>5</sup> This means that sentence structures are the element of the improvement between speaking and writing. The more students practice writing with the appropriate grammar, structure, and vocabulary, the more their speaking proficiency will improve.

Meanwhile, Harmer explains that where people are giving formal 'writing' like lectures, they are likely to adapt the way they are speaking. In addition, Knapp and Watkins state that when students first start to write, their attempts closely resemble their speech. In this case, writing is closely associated with speaking.<sup>6</sup>

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<sup>5</sup> Silva as cited in Fathali, S., & Sotoudehnama, E. (2015). The Impact of Guided Writing Practice on The Speaking Proficiency and Attitude of EFL Elementary Learners, *Journal of Teaching Language Skills*, 34(1), 1-25.

<sup>6</sup> Harmer, Knapp and Watkins as cited in Elvita, R., & Indrasari, N. (2017). The Correlation between Students' Speaking and Writing Ability Among High School Students. *Leksika: Jurnal Bahasa, Sastra dan Pengajarannya*, 11(2), 6.

Related with this research, there were researchers who paid attention on the same issues. First, Arrum Astria Mahmudah studied about the relationship between students' speaking ability and their writing achievement. She chose fifth semester students as the population of her study and used documentation for collecting the data of speaking and writing. She was interested in finding out whether there is a relationship between students' speaking ability and writing achievement. The result of that research was there was a significant correlation between speaking ability and writing achievement of the fifth semester students of Department of English Education at Syarif Hidayatullah State Islamic University of Jakarta in academic year 2018/2019.

Second, Hafifah Gusti Nur and Yuniarti Sofi also studied about students' speaking competence and writing competence. That research was intended to answer the question of whether there is a correlation between students speaking competence and writing competence and the impact on students' performance in writing and speaking. It was done to English Department students at Muhammadiyah University and the data of the research was students' final scores in Speaking IV and Writing III. The result was the students who have competence in speaking don't

always have the same level of competence in writing, although both skills are the same productive skills that require students to produce language performance.

In line with the theories and some previous studies elaborated above, the researcher tried to conduct the research to find out how the correlation between students' speaking ability and writing achievement was. For this reason, the researcher entitled this research with *The Correlation between Students' Speaking Ability and Their Writing Achievement (A Correlational Study of The 7<sup>th</sup> Semester of Departement of English Education) in academic year 2020/2021.*

## **B. Research Questions**

Based on the background of the study stated above, the research questions were formulated as follows:

1. How is the students' speaking and writing skill?
2. How is the correlation between students' speaking ability and their writing achievement?

## **C. Delimitation of The Research**

In this research, the researcher limits the study on the correlation between speaking ability and writing achievement of English Study

Program of IAIN Curup seventh semester students in academic year 2020/2021.

#### **D. Objective of The Research**

The objective of the study are:

1. To know students' speaking and writing skill.
2. To know how the correlation between students' speaking ability and their writing achievement.

#### **E. Significances of The Research**

This research is aimed to:

1. English Learners

The result of the study will make the students speak up and write more often than they did before. It also encourages to give a concern to speaking and writing, then make them to be able to measure their own abilities.

2. English Teachers/Lecturers

The result of the study can give information and contribution in English learning process where in this research, the researcher provided the characteristics of good speaking and writing. Therefore,

the teacher or lecturer can help students to improve both skill to be the good skills as what stated in this research.

### 3. Other Researchers

The result of this can be useful for other researchers who will take the research in the same field. It will give them the information that may they need to conduct their researches.

## **F. Definition of Key Terms**

The researcher provides the definition of key terms in order to clarify the purpose of the study to avoid misunderstanding. Those definitions of key terms discusses as follows:

1. Writing is the activity of conveying an idea by constructing words, clauses and sentences in written form in accordance with the rules of writing that has been determined.<sup>7</sup> In another words, writing is the activity where people convey their opinion, messages, information in the form of written text.
2. Speaking is a process of interaction intended to convey information, message, thought and idea involving the speaker and listener. Its form

---

<sup>7</sup> Hyland, Ken. *Second Language Writing*, (Hong Kong: Cambridge University Press, 2003)

is depending on the context, situation, and the intended for speaking.<sup>8</sup>

Speaking also can be regarded as the communication because in speaking, people exchange information and messages.

3. Correlational research is one of types of quantitative research in which this research is conducted by involving the relationship between several variables by using various measures of statistical association.<sup>9</sup>

It is a study in which the researcher tries to know the relationship between one variable to another by using the association of statistic.

4. Students' achievement is the ability to master the principles and main concepts, be able to master the strategic knowledge and have the ability to integrate knowledge.<sup>10</sup> Based on the statement above, students' achievement is the standard which has to be reached by students.

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<sup>8</sup> Brown, Douglas H. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Addison Wesley Longman, Inc, 2001)

<sup>9</sup> Postlethwaite, Neville T. *Educational Research: Some Basic Concepts and Terminology*, (Paris, France: International Institute for Educational Planning.

<sup>10</sup> Niemi, D. *Assessment Models for Aligning Standards and Classroom Practice*, (UCLA Graduate School of Education and Information Studies. Center for the Study of Evaluation. National Center for Research on Evaluation, Standards and Student Testing. Conference of The American Association of School Administrators, 1999).

## CHAPTER II

### LITERATURE REVIEW

This chapter explain about every details of the theoretical framework which tells the detail of writing and speaking, correlation theory between them, review of previous findings, and theoretical hypothesis.

#### A. Review of Related Theory

##### 1. Speaking

###### a. The Nature of Speaking

According to Johnson and Morrow speaking which is popular with the term, ‘oral communication’ is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed of high level.<sup>11</sup> In this definition, the essential components mentioned to exist in speaking activity are speakers, hearers, message, and response. In addition, Harmer said that the ability to speak fluently presupposes both knowledge of language features and the ability to

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<sup>11</sup> Johnson, K. and Morrow, K.E, *Communication in The Classroom: Handbooks for Teachers’ Series*, (London: Longman, 1981), p.70.



process the language and information on the spot. It means that the speakers should be able to their ideas, to interact with others, and to process the information the moment it happened.

Moreover, based on Spratt's opinion, speaking is a productive skill which means it involves producing language rather than receiving it.<sup>12</sup> The ability to produce oral language considered by several aspects such as intonation, stress, etc. When students able to produce spoken language, furthermore they should consider the fluency and accuracy. Fluency is speaking at normal speed with no hesitation, repetition, or self-correction while accuracy means the perfect use of grammar, vocabulary, and pronunciation.<sup>13</sup>

According to those theories, it can be concluded that speaking is the ability to express something through spoken media. Speaking means putting someone's ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the speakers' message.

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<sup>12</sup> Spratt, Et all. *The TKT (Teaching Knowledge Test) Course*, (Cambridge: Cambridge University Press, 2005), p.34.

<sup>13</sup> Wiwiek Dwi Juanitha. *The Correlation between TOEFL score and speaking ability of EFL students of English education study program academic year 2012*, (Palangka Raya: State Islamic Institue of Palangka Raya, 2017), p.22.

In addition, speaking is a literacy activity. It based on Hill's perception, he states that literacy is reading, writing, speaking and listening, and involves the knowledge and skills required to engage in activities required for effective functioning in the community.<sup>14</sup>

According to Hornby, "Speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech".<sup>15</sup>

As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire- and purpose-driven; in other words, we genuinely want to communicate something to achieve a particular end.<sup>16</sup> According to Brown and Yule, the intention of teaching speaking is that the students should be able to express himself in the target language, to copewith

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<sup>14</sup> Hill as cited in A New Literacy: The Role of Technology to Develop Student's Character (Apriani, E. (2016). A New Literacy: The Role of Technology to Develop Student's Character. Ta'dib: Journal of Islamic Education (Jurnal Pendidikan Islam), 21 (1), 59-72.)

<sup>15</sup> AS.Hornby.Oxford Advanced Learners' Dictionary, (NY: Oxford University Press, 2000), P.1140

<sup>16</sup> Jo McDonough,Christopher Shawand Hitomi Masuhara, MATERIALS AND METHODS IN ELT, (Sussex: Willey- Blackwell, 2013), p.157.

basic interactive 6 skills like exchanging greetings and thanks and apologies, and to express his needs; request information, service and many more.<sup>17</sup>

Speaking is a skill which deals not only the production of what the speaker says but also the expressions of the speaker in order people understand what they are trying to convey. Speaking is a skill which is used in daily life and the skill is required by much repetition.

#### **b. Criteria of Good Speaking Skill**

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, vocabulary, and accuracy.<sup>18</sup>

##### 1) Pronunciation

Based on Longman Dictionary, pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication

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<sup>17</sup> Brown and Yule, *Teaching Spoken Language*, ( Cambridge: Cambridge University Press, 1999), p. 27.

<sup>18</sup> Brown, H., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2<sup>nd</sup> Edition: Nw York; Longman, Inc, 2001), p.168.

happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.<sup>19</sup>

## 2) Fluency

As proposed by Harris and Hodges, fluency is an ability to speak quickly and automatically. It means that fluent speakers should be able to speak quickly and automatically.<sup>20</sup>

## 3) Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.<sup>21</sup>

## 4) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow

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<sup>19</sup> Laurence D. *Longman Dictionary*. (China, 2000), p.429.

<sup>20</sup> Haris, T & Hodges, R.E. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. (New York: International Reading Association, 1995), p.14.

<sup>21</sup> *Ibid*, p.580.

the rules of language such as grammar and structure to be able to speak accurately.<sup>22</sup>

## 2. Writing

### a. General Concept of Writing

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signs on a surface.<sup>23</sup> “Writing is functional communication, making learners possible to create imagined worlds of their own design.” It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.<sup>24</sup>

As an essential skill in language production, writing skill is taught in schools and universities. In the domain EFL, writing is not only functioned as a medium for communication but more than that, writing also prosecute students to organize knowledge or transfer their ideas and thought into written

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<sup>22</sup> Haris, T & Hodges, R.E. *Op.cit.* p.204.

<sup>23</sup> Hartman, R.R.K. Stork, F. C, Dictionary of Language and Linguistics, London : Applied Science Publisher LTD, 1972) p. 258.

<sup>24</sup> Richard Kern, Literacy and Language Teaching, (New York: Oxford University Press, 2000), p. 172.

form. It indicates that in EFL context writing is considered as one of the most challenging skill to be learned.<sup>25</sup>

Writing belongs to productive skill rather than perceptive one. It produces a message to communicate. Spratt, Pulverness, and Williams state that writing and speaking belong to productive skills. She said that speaking and writing, particularly, involve producing language rather than receiving it.<sup>26</sup> It means that writing and speaking will produce an output as an indicator that students have learn both of those skills. It is clear that the output of speaking skill can be oral conversation or drama. Meanwhile, the output of writing skill can be written stories, letters, or other text types. Another linguist, Hyland explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other

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<sup>25</sup> Sanjaya, H. K., Apriani, E., & Edy, S. (2020). Using Web Blog for EFL Students in Writing Class. *Using Web Blog for EFL Students in Writing Class*, 4(04), 516-535.

<sup>26</sup> Williams, Melanie., et al. *The TKT Course*. (Cambridge: Cambridge University Press. 2005), p, 26

people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.<sup>27</sup>

### **b. The Nature of Writing**

In terminology, writing is “the way people communicate through a written form”. In the other opinion, Raimes indicates that writing is an integral part of communication when the other person is not right there in front of us, listening to our words and looking at our gestures and facial expressions.<sup>28</sup> It is stated that writing is an activity of creating a piece of written work, such as stories, poems, or articles.

Therefore, there is no doubt that writing is the most complex skill for English learners to learn.<sup>29</sup> The troubles are far more than producing and arranging their thoughts, but also in pouring these thoughts into interesting text. The skills involved in writing are highly complex. Learner must focus on the next level skills of planning and organizing as good as lower level skills of spelling, punctuation, word choice, and many more. Some matters becomes

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<sup>27</sup> Hyland, K. *Second Language Writing*. New York: Cambridge University Press, 2004, p, 09.

<sup>28</sup> Raimes, Ann. *Techniques in Teaching Writing*. Oxford University Press.1983, p. 3

<sup>29</sup> Geoffrey Broughthon., et al., *Teaching English as a Foreign Language*, (New York: Roudledge, 1980), p. 120

even more pronounced if their language proficiency is weak.<sup>30</sup> Other authors said that writing is a system for interpersonal connection using read-able signs or graphic symbols on a flat surface such as paper, cloth, and much more.<sup>31</sup>

McDonough asserted that writing is a process of encoding (putting your message into words) carried out with a reader in mind.<sup>32</sup> Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. For Example: learners written down new vocabulary; copy out grammar rules; or just give an answer to reading and many more. It could be said that writing is something to share your thought and deliever it.<sup>33</sup>

In conclusion, based on the definition of writing above, writing can be considered as a complex activity which is done individually through a number of steps started from searching the existing knowledge to publishing the work.

The more people practice to write the more skillful they create a composition.

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<sup>30</sup> Jack C. Richards and Willy A. Ready, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 303.

<sup>31</sup> Nesamalar Chitraveli, Sithamparam Saratha, and The Soo Choon, *Elt Methodology Principles and Practice*. (Malaysia: Fajar Bakti, 2005), 2nd Edition, p. 136.

<sup>32</sup> 5Jo McDonough, Christopher Shawand Hitomi Masuhara, *Materials and Mentods in Elt*, (Sussex: Willey- Blackwell, 2013), p. 253.

<sup>33</sup> Penny Ur, *op.cit.*, p.162.



Also, writing can be considered as public activity because not only it involves the writer's skill but also involves giving the readers or the audiences' needs.

### **c. The Characteristic of Good Writing**

A good writing is a product of careful thinking. There are several characteristic of good writing. According to Brown, some elements in good writing are content, organization, vocabulary, syntax, and mechanic.<sup>34</sup>

Good writing must express as follow:

#### 1) Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good contents writing, its contents should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

Every good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If you start to discuss a new idea, begin a

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<sup>34</sup> Brown, H. Douglas. *Language Assessment: Principles and Classroom Practice*. (New York: Pearson Education, 2004), p.246.

new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

Completeness means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complex or general the topic sentences. By having a complete writing, it is expected that the content of writing will be clear and understandable for the readers.

## 2) Organization

In organization of the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

Coherence means that sticking together and in coherent essay, all the ideas stick together. A coherent paragraph is paragraph that all of the ideas

are put in right order and never confused. This makes the writer's thought is essay to follow sentences and paragraph.

### 3) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

### 4) Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistake in writing work and however, are much serious, and since we have an opportunity to re-read and to correct what we have

written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

#### 5) Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understanding the conveying ideas other message stated in the writing.

##### a) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Beside, correct capitalization also helps the reader to differentiate one sentence to others.

##### b) Punctuation

It can be used as a unit of meaning and suggest and how the units of its relation to each other.

### c) Spelling

There are three important rules followed in using spelling appropriately. They are suffix addition, plural formation and handling error within the words.<sup>35</sup>

## 3. The Correlation between Speaking and Writing

### a. Things are Required for Writing Ability

Fatmawati, Santosa, and Ariyanto argued that writing skill is the act of expressing something through the utilization of the language system. Meanwhile Mahadi and Jafari stated that when writing, there are two prominent areas, namely "what to write or the content to write and how to write it or the way to write".<sup>36</sup>

According to Perere et al, it addresses language skills are intended to become the ability to play the rules of language ordinarily; meanwhile, the linguistic system or knowledge of the word/content points to the writer's knowledge background about the subject to write. Dealing with

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<sup>35</sup> Jacobs et al. *Testing ESL composition, a practical approach*. (Massachuset: Newburg House, 1981), p.31.

<sup>36</sup> Fatmawati, et al, Mahadi and Jafar as cited in Hadah, L. M., Maghfiroh, S., Humaira, N. Z., & Akhada, W. N. ( 2020). *The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom*. *Alsuna: Journal of Arabic and English Language*, 3(2), 162-178.

the foremost scope of writing development, Fati also demonstrates that language/linguistic proficiency is the individual ability to speak or perform in an acquired language in the form of a wa written way.<sup>37</sup>

#### **b. Things are required for Speaking Ability**

Young states assess the success of conveying messages through speaking, elicited successful speech in how people say and understand in real connections with other people that can create the interactive nature of such communications. However, Askia and Manurung conveyed that productive (speaking) skill in the oral mode that the students did not only have the interaction skill with the others well but also they should pronounce the words to support the communication. Another notion based on Leong and Ahmadi's statement is, there are two keys elements of the communicative approach, especially in speaking ability particularly. Those are fluency and accuracy. In addition, Hughes testifies the first key element; fluency is the ability to speak to create an understanding

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<sup>37</sup> Perere, et al, Fati as cited in Hadah, L. M., Maghfiroh, S., Humaira, N. Z., & Akhada, W. N. ( 2020). *The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom*. *Alsuna: Journal of Arabic and English Language*, 3(2), 162-178.

atmosphere for communication. The second factor of speaking performance is accuracy.<sup>38</sup>

Regarding to the theories above, speaking is characterized as the interpersonal function of language through which meaning is created and transmitted as what Hughes stated and Meyers says “writing is an approach to yield language you accomplish naturally when you speak”. Moreover, Hinkel claimed that acquiring an appropriate level of linguistic bases is essential for developing writing skill to empower students to overcome a range of lexical and grammatical skills needed for writing progression. Likewise, according to Silva, writing commonly pursues a standardized form of grammar, structure, and vocabulary which is inextricable from the structure of spoken sentences. As a result, writing practice not only aggrandize students’ vigilant notification of the sentence structures while speaking but promote their speaking proficiency.<sup>39</sup>

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<sup>38</sup> Young, Askia and Manurung, Leong and Ahmadi, Hughes as cited in Hadah, L. M., Maghfiroh, S., Humaira, N. Z., & Akhada, W. N. ( 2020). *The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom. Alsuna: Journal of Arabic and English Language*, 3(2), 162-178.

<sup>39</sup> Hughes, Meyers, and Silva as cited in Namaziandost, E., Saray, A. A., & Esfahani, F. R. (2018). The Effect of Writing Practice on Improving Speaking Skill among Pre-intermediate EFL Learners. *Theory and Practice in Language Studies*, 8(12), 1690-1697.

## **B. Review of Previous Findings**

The study of the correlation between speaking ability and writing achievement has been done by a few researchers. They found out that there is a significant effect or no effect and correlation between the speaking ability and writing achievement.

The first research was conducted by Arrum Astria Mahmudah from Department of English Education of Syarif Hidayatullah State Islamic University. Based on the findings of the research in the previous chapter, it can be concluded that there was a significant correlation between speaking ability and writing achievement of the fifth semester students of Department of English Education at Syarif Hidayatullah State Islamic University of Jakarta in academic year 2018/2019. The contribution from speaking to writing was 39%. The value of correlation between those variables was 0.623 with 0.01 significance level.

Besides, Hafifah Gusti Nur and Yuniarti Sofi also studied about students' competence and writing competence. That research is intended to answer the question of whether there is a correlation between students



speaking competence and writing competence and the impact on students' performance in writing and speaking. It is done to English Department students at Muhammadiyah University and the data of the research is students' final scores in Speaking IV and Writing III. It can be concluded that students who have competence in speaking don't always have the same level of competence in writing, although both skills are the same productive skills that require students to produce language performance.

### **C. Theoretical Hypothesis**

Hypothesis as stated by Arikunto is the prediction towards the problem of relation between two or more variables. There are two kinds of hypothesis; hypothesis null and hypothesis alternative. The former means that there is no any relationship between variables observed. It is indicated by  $H_0$ .

The latter means that there is any relationship between variables observed. It is indicated by  $H_a$ .<sup>40</sup> Regarding this study, when there is a correlation between students' speaking ability and writing achievement, the alternative hypothesis is accepted and the null hypothesis is rejected.

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<sup>40</sup> Arikunto as cited in Alfi Hayyi, Thesis: "*The Correlation between Explicit Grammar Knowledge and Writing Ability of EFL Students*" (Jakarta: University Education of Indonesia, 2014), p.35

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

This chapter discusses research methodology which consists of Research Design, Population and Sample, Research Instrument, Validity, Reliability, Technique of Collecting Data, and Technique of Data Analysis.

#### **A. Research Design**

This correlational study was conducted in Institute College For Islamic Studies academic year of 2020/2021. It is located in Jl. Dr. AK Gani No. 01, Dusun Curup, Curup Utara, Rejang Lebong, Bengkulu. The research had been conducted in the seventh semester academic year 2020/2021.

The kind of this research is the correlational research. That investigate the correlational research is a quantitative method of the research in which have two or more quantitative variables from the same group or subject, and then determine whether there is correlation between

two variables. Theoretically any two quantitative variables can be correlation.<sup>41</sup>

According Halpin Croll and Redman in Research methods in education book states “The ability of partial correlational techniques to clarify the strength and direction of association between variables is demonstrated in a study”.<sup>42</sup> To find the result of correlation there are correlation coefficient which is a statistic measurer.<sup>43</sup> The purpose of correlational research is to find there is correlation or not between two variables and how close relationship with useful like the statement of Louis Cohen Book, “Correlational research is particularly useful in tackling problems in education and the social sciences because it allows for the measurement of a number of variables and their relationships simultaneously”.<sup>44</sup>

In this research the correlation determined by two variables X and Y. Variable X and Variable Y. The first variable is the students’ speaking

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<sup>41</sup> Janet Waters, correlational Research Guildnes, <http://www.capilanou.ca/psychology/student-resources/research-guidelines/Correlational-Research-Guidelies/>, accessed on Nov 16<sup>th</sup> 2020

<sup>42</sup> Louis Cohen, et al, *Research Methods In Education*, 5<sup>th</sup> Edition, (London and NY: Taylor & Francis e-Library, 2005), p. 204

<sup>43</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p.326

<sup>44</sup> Cohen, et al, *Op. Cit.*, p. 199

skill as independent variable (X) and the students' writing skill as dependent variable (Y).

In completing the data, the researcher used test. In the test, the researcher conducted the research for the student at the seventh semester of English Tadris Study Program of IAIN Curup in academic year 2020/2021. The researcher gave a test to the students and it focused in speaking and writing skills. Quantitative research used in this research analysis of product Moment according to Karl Pearson<sup>45</sup>. It is usually used to correlate two variables based on correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables.

## **B. Population and Sample**

According to Creswell, population is a group of individuals who have the same characteristics.<sup>46</sup> Meanwhile, according to Arikunto, population is a whole subject in the research.<sup>47</sup> Population can be defined into two kinds, target of population and access of population. Target of

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<sup>45</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 177-178

<sup>46</sup> Creswell as cited in Thesis: "*The Correlation between Explicit Grammar Knowledge and Writing Ability of EFL Students*" (Jakarta: University Education of Indonesia, 2014), p.34.

<sup>47</sup> 3 Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p.173

population is population that has been planned in the research planning.

Access of population is population that can be accessed when the researcher determines the number of population.<sup>48</sup>

Population of this research was the seventh semester students of English Tadris Study Program of IAIN Curup. The total numbers population of this research were 57 people in academic year 2020/2021. Gay states that “The sample for a correlational study is selected using an acceptable sampling method, and 30 subjects are generally considered to be a minimally acceptable sample size”.<sup>49</sup>

Therefore, based on the quotation above, the sample of population of this research was taken through random sampling. The researcher only took 30 as the minimum acceptable size samples of correlational study.

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<sup>48</sup> Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2010), P.53-54

<sup>49</sup> L. R. Gay. *Educational Research: Competencies for Analysis and Application Third Edition*, (Ohio: Merrill Publishing Company, 1987), p.231

**Table 3.1****The population of the research**

No	Class	Students
1	TBI VII A	16 students
2	TBI VII B	16 students
3	TBI VII C	25 students
Total		57 students

*Source: IAIN Curup January 2021*

**C. Research Instrument**

## 1. Test of Speaking Ability

Speaking test was used to collect the data about students' abilities in speaking. The form of the test was asking the students to speak about the certain topics. Through this test, the students were given some questions to get their opinions about something and also stimulate their speaking oral. The questions were developed based on the indicators of speaking ability itself.

Additionally, in developing and constructing the test, the researcher prepared the blue print of the test. The blue print test for speaking test described about planning a test before constructing the test. The blueprint or test content specification consisted of some point: identifying syllabus, determining the objective of the test, kind of the test. It was a guideline in writing test. Generally, it consisted of what skill of a language being tested, the basic competence and the material of the test.

The blue print of speaking test as follows:

**Table 3.2**

**The Blue Print of Speaking**

<b>Test Objective</b>	<b>Course Description</b>	<b>Indicators of The Test Items</b>	<b>Number Question</b>
To enable the students to express themselves confidently in both informal and formal discussion using appropriate	Speaking IV is intended the students are able to express themselves confidently in both informal and formal discussion using appropriate	Students will be required to have better skill in speaking, so that the are able to express their own opinions confidently.  They will be given some topics or questions, then	3 Questions

vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation	vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	<p>they should give their best responses towards those topics</p> <p>Students are able to express certain topics by using appropriate vocabularies and correct grammar.</p> <p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to describe TBI area.</li> <li>2. Ask their opinions about online learning because of Covid-19</li> <li>3. Explain the elements of the research</li> </ol>	
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Identifying syllabus was important because it was related to ensure content validity. The test must measure what have to be measured based on the syllabus. The basic competence of speaking IV for seventh semester students in English Study Program of IAIN Curup was that students were able to have better communicative competence, better performance so that they are able to communicate in English



more fluently than before. They will be involved in communication activities discussing topics beginning from simple topics to more advanced ones.

Furthermore, the researcher needed to write the test items after wrote the blueprint of speaking test. The speaking test consisted of 1 item in oral review format. The instruction had to be conducted clearly to make the students easier in understanding the test instruction. Therefore, in speaking test the students gave their answers or opinions based on the topic was given.

In giving the scores of students' speaking, the researcher asked three raters to check them. In this process, previously the researcher prepared the scoring rubric and sheet of writing test. Thus, the raters would check them by filling the column of each component of speaking test with rating scale based on the rubric itself. Three raters were needed to provide objectivity to the assessment. After the researcher gained the scores from the three raters, the researcher calculated the average score of each students to get the real score each one of them.

The speaking skill rubric from Brown as follows:

**Table 3.3**

**Speaking Scoring Rubric from Brown**

<b>Scores</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Grammar</b>	<b>Comprehension</b>
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.

4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.

## 2. Test of Writing Ability

Writing test was used to collect the data about students' writing abilities. The form of the test is writing test. Students wrote five or more paragraphs about their academic writing. These paragraphs were developed based on the indicators of writing ability.

Moreover, in developing and constructing the test, the researcher conducted the blue print of the test. The blue print of the test described about planning a test before constructing the test. It consists of some points such as identifying the syllabus, determining the objective of the test and kind of the test. Identifying syllabus was

important because it was related to ensure the content validity. The test must measure the indicators on the syllabus itself.

The writing blue print as follows:

**Table 3.4**

**The Blueprint of Writing**

<b>Test Objective</b>	<b>Course Description</b>	<b>Indicators of The Test Items</b>	<b>Number Question</b>
To enable the students to understand how to write an academic writing well	Writing IV is expected the students to be able to understand how to write an academic writing well	<p>Students will be required to have better skill in writing, so that the are able to conduct their research or academic writing.</p> <p>They will be asked to write the academic writing in some paragraphs.</p> <p>Students are able to write an academic writing by using appropriate vocabularies, correct grammar, spelling and mechanics.</p> <p><b>Content</b></p> <p>1. Ask the students to write the academic</p>	1 Question

		writing in some paragraphs	
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Therefore, in constructing the writing test, the researcher conducting the blue print first. The blue print described some items on the syllabus of writing IV. In doing the test of writing, the researcher asked the students to write about academic writing in some paragraphs because it was related to the material on the syllabus.

In giving the scores of students' writing, the researcher asked three raters to check them. In this process, previously the researcher prepared the scoring rubric and sheet of writing test. Thus, the raters would check them by filling the column of each component of writing test with rating scale based on the rubric itself. Three raters were needed to provide objectivity to the assessment. After the researcher gained the scores from the three raters, the researcher calculated the average score of each students to get the real score each one of them.

The writing skill rubric from Brown as follows:

**Table 3.5**  
**Writing Scoring Rubric from Brown**

Aspects	Scores	Performances
Content (C) 30 %  -topic  -detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 %  -identification  -description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
	4	Effective choice of words and word forms

Vocabulary (V) 15 %	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

### 3. Validity

Validity is the concept with connected by limited test what have measure.<sup>50</sup> Therefore, to measure the validity of the test, the researcher used content and face validity:

#### a) Content Validity

A test is called having content validity if it has the content which measures according the special purpose with the material

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<sup>50</sup> Arthur Hughes, Op. Cit., p. 23

given in the classroom.<sup>51</sup> The content validity writing in writing ability test, the researcher used writing syllabus and conducted the test based on the indicator on the syllabus.

#### b) Face Validity

It is a term sometimes used in connection with a test, content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test.

### **D. Technique of Collecting Data**

#### 1. Testing

A test, in simple terms, is a *method of measuring a person ability, knowledge, or performance in a given domain.*<sup>52</sup> Since the researcher wanted to investigate the correlation between students' speaking and writing abilities, so the researcher used test between them as follows:

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<sup>51</sup> Sumarna Surapranata, *Analisis Validitas, Reliabilitas dan Interpretasi Hasil Tes*, Rosda Bandung: 2004, p.52

<sup>52</sup> H. Douglas Brown, *LANGUAGE ASSESSMENT: Principle and Language Classroom*, (NY: Pearson Education, Inc), p. 3



a. Speaking Test

Speaking test was used to get the data of students' speaking ability. This technique was given in form of asking to the students to give their opinions on same topic. The students had to speak in one minute or more.

b. Writing Test

The data of writing ability is based on the result of writing ability test. This technique was done by asking students to write their paragraph writing.

### **E. Technique of Data Analysis**

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. "Correlation product moment is used to show whether there is a correlation between X variable and Y variable."<sup>53</sup> The symbol of the correlation product moment is "r".<sup>54</sup>

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<sup>53</sup> <http://eprints.undip.ac.id/6608/1/KorelasiProductMoment.pdf>

Data operation technique was done by using the steps below:

a. Finding the linearity test

It aims to determine whether the two variables significantly have a linear relationship or not. This test is used as a prerequisite in the analysis of correlation or linear regression. To check the linearity test, the researcher used SPSS 20 Program.

b. Finding the normality test.

Normality test is used to know whether the dependent variables are normally distributed or not before entering linear regression analysis. To check the normality test of the dependent variable, it can be done by using SPSS 20 Program. The normality can be seen from  $\rho$  (significance) on Liliefors test; with the interpretation if  $\rho$  value is greater than 0.05 ( $\rho > 0.05$ ), it tells that distribution of the data is normal.

c. Finding the number of correlation using formula:

$$r_{xy} = \frac{N \cdot \sum x \cdot y - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

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<sup>54</sup> Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali, 2006), p.27.

N	= Number of participants
X	= Students' speaking scores
Y	= Students' writing scores
$\Sigma X$	= The sum scores of speaking
$\Sigma Y$	= The sum scores of writing
$\Sigma X^2$	= The sum of the squared scores of speaking
$\Sigma Y^2$	= The sum of the squared scores of writing
$\Sigma XY$	= The sum of multiplied score between X and Y

This formula is used to find index correlation “r” product moment between X variable and Y variable ( $r_{xy}$ ).

d. Degree of Freedom Formula.

Before, the writer get to know the significance between two variable, To determine the t table, degree of freedom ( $df$ ) is required. To obtain the score of degree of freedom, the following formula is used:

$$df = n - 2$$

Where:

$df$  = degree of freedom

$n$  = number of participants

- e. To know the significance between two variables, the formula of the significance test is:<sup>55</sup>

$$t_{\text{count}} = r \cdot \frac{\sqrt{N-2}}{\sqrt{1-r^2}}$$

$t_{\text{count}}$  = t value

$r$  = Value of correlation coefficient

$n$  = Number of participants

- f. To interpret the index scores of “r” correlation, product moment ( $r_{xy}$ ) usually used the interpretation such as bellow:<sup>56</sup>

**Table 3.6**  
**The Interpretation of Correlation “r” Product Moment**

The score of “r” product moment ( $r_{xy}$ )	Interpretation
0.00 – 0.199	There is a correlation between X and Y, but the correlation is very weak or little. So, it is considered no significant correlation in this rating
0.20 – 0.399	There is a correlation between X and Y, but it is weak or little.

<sup>55</sup> Ridwan and H. Sunarto, *Pengantar Statistika Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2011), p.81

<sup>56</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p.184

0.40 – 0.599	There is a correlation between X and Y. The value is medium.
0.60 – 0.799	There is high correlation between X and Y.
0.80 – 1.000	There is a very high correlation between X and Y.

g. Value of Determinant Coefficient

Then, to know how many percent of the contribution from the independent (speaking) variables to dependent variable (writing) can be shown by using this formula:

$$KP = r^2 \times 100\%$$

Where:

KP = value of determinant coefficient

r = value of correlation coefficient

Before the writer use this formula, the score of 'r' correlation must be gotten from the SPSS.

## F. Statistical Hypothesis

A hypothesis is a tentative statement about the relationship between two or more variables. This research was designed to know how

the correlation between students' speaking ability and their writing achievement. In order to get the answer of the hypothesis, the researcher proposed the Alternative Hypothesis ( $H_a$ ) and the Null Hypothesis ( $H_0$ ) which was described to the statistical hypothesis as follows:

- 1) If  $t_{\text{test}} (t_0) > t_{\text{table}} (t_t)$  in significant degree of 0,05, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.
  
- 2) If  $t_{\text{test}} (t_0) < t_{\text{table}} (t_t)$  in significant degree of 0,05, the alternative hypothesis ( $H_a$ ) is rejected and the null ( $H_0$ ) is accepted.

Meanwhile, the degree of freedom  $df = N - 2$ ,  $df = 30 - 2 = 28$ . It must be consulted with t-table of  $df$ . If  $df$  is 28, the value of significance level 5% (0,05) is 0,3610.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter discusses the research finding and discussion which consist of students' speaking ability and their writing achievement data, the correlation between them, and discussion section. Moreover, to analyzed those data, the researcher got findings of Linearity Test, Normality Test, Analysis of Correlation Coefficient, Test of Hypothesis, and Determination of Coefficient. Last, this chapter presents the discussion of the findings.

#### A. Finding

##### 1. How The Students' Speaking Ability and Their Writing Achievement is

The table 7 below presents the speaking and writing ability of the students shown by the scores of speaking and writing test have been done:

**Table 4.1**  
**Students' Speaking and Writing Scores**

No	Name	Speaking Scores	Writing Scores
1	Student 1	85	73
2	Student 2	52	82
3	Student 3	65	85
4	Student 4	60	78
5	Student 5	60	68
6	Student 6	57	85

7	Student 7	70	83
8	Student 8	63	75
9	Student 9	63	80
10	Student 10	60	78
11	Student 11	75	77
12	Student 12	55	82
13	Student 13	63	77
14	Student 14	45	88
15	Student 15	70	72
16	Student 16	55	78
17	Student 17	65	82
18	Student 18	70	78
19	Student 19	70	77
20	Student 20	60	72
21	Student 21	50	75
22	Student 22	77	82
23	Student 23	62	75
24	Student 24	70	77
25	Student 25	70	92
26	Student 26	60	75
27	Student 27	55	77
28	Student 28	40	73
29	Student 29	87	82
30	Student 30	65	73

In addition, to describe the more detail data, the descriptive statistics of students' speaking score is provided below.

**Table 4.2**

**Descriptive Statistics of Students' Speaking and Writing Ability Score**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Speaking Ability	30	47	40	87	63.30	10.373	107.597
Writing Achievement	30	24	68	92	78.37	5.209	27.137
Valid N (listwise)	30						

The data in the table 8 indicates that there were 30 students' speaking and writing ability scores collected. The Mean of the students'



speaking ability score was 63.30 and writing ability score was 78.37 which was interpreted as the average score obtained by the students.

In addition, the highest score of the speaking ability score was 84 and writing ability score was 92, whereas, the lowest score of speaking ability was 40 and writing ability score was 68. Therefore, the range score between the highest and the lowest score of speaking was 47 and writing was 24. Lastly, the standard deviation of the speaking ability was 10.373 and writing ability was 5.209 which means the range between the scores to the average score was low.

## **2. The Correlation between Students' Speaking Ability and Their Writing Achievement**

### **a. Linearity Test**

The linearity of students' speaking ability and their writing achievement data was analyzed using SPSS 20 Program and presented using ANOVA Table, as follows:

**Table 4.3**  
**Data of Linearity Analysis**

			Sum of	df	Mean	F	Sig.
			Squares		Square		
		(Combined)	370.667	14	26.476	.954	.533
Writing Achievement *	Between	Linearity	.505	1	.505	.018	.894
	Groups	Deviation from Linearity	370.162	13	28.474	1.02 6	.476
Speaking Ability	Within Groups		416.300	15	27.753		
	Total		786.967	29			

The data in the table above revealed that the linearity distribution of both students' speaking ability and writing achievement data. It shows that the significance of linearity is 0,476. It is higher than the level of significance 0,05 which means both of the data have linear distribution. Therefore, parameter statistic was used in this research.

#### **b. Normality Test**

The normality test was conducted using SPSS software.

It is done in order to know whether the populations from which the samples are taken are normally distributed or not. It is

important because normal data is an underlying assumption in parametric testing. The result of normality test is presented as follows:

**Table 4.4**

**Normality Test**

		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	5.20762557
	Absolute	.153
Most Extreme Differences	Positive	.153
	Negative	-.074
Kolmogorov-Smirnov Z		.840
Asymp. Sig. (2-tailed)		.481

a. Test distribution is Normal.

b. Calculated from data.

Regarding to the data in the table 10, both students' speaking ability and writing achievement are normally distributed because the values of both scores are higher than value of 5% or 0.05. The test of normality was analyzed SPSS 20. The test result showed that the significance value of students' speaking ability is 0.840, in which  $0.850 > 0.05$ . Moreover, the significance value of

students' writing achievement was 0.481, in which  $0.481 > 0.05$ .

Since the data distribution is normal and linear, the statistical analysis also uses parametric procedure, which is Product Moment Correlation.

### c. Analysis of Correlation Coefficient

This part explains the calculation before using SPSS to get a faster result. This table also demonstrates the manual calculation of using Pearson Correlation Formula to get a double check in finding the correlation coefficient.

The data is described as follows:

**Table 4.5**  
**Table of Calculation**

<b>X</b>	<b>Y</b>	<b>XY</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
85	73	6205	7225	5329
52	82	4264	2704	6724
65	85	5525	4225	7225
60	78	4680	3600	6084
60	68	4080	3600	4624
57	85	4845	3249	7225
70	83	5810	4900	6889
63	75	4725	3969	5625
63	80	5040	3969	6400
60	78	4680	3600	6084
75	77	5775	5625	5929
55	82	4510	3025	6724
63	77	4851	3969	5929
45	88	3960	2025	7744
70	72	5040	4900	5184

55	78	4290	3025	6084
65	82	5330	4225	6724
70	78	5460	4900	6084
70	77	5390	4900	5929
60	72	4320	3600	5184
50	75	3750	2500	5625
77	82	6314	5929	6724
62	75	4650	3844	5625
70	77	5390	4900	5929
70	92	6440	4900	8464
60	75	4500	3600	5625
55	77	4235	3025	5929
40	73	2920	1600	5329
87	82	7134	7569	6724
65	73	4745	4225	5329
<b><math>\Sigma X = 1899</math></b>	<b><math>\Sigma Y = 2351</math></b>	<b><math>\Sigma XY = 148858</math></b>	<b><math>\Sigma X^2 = 123327</math></b>	<b><math>\Sigma Y^2 = 185027</math></b>

After getting the results from the table 4.5, the calculation of the data to Pearson Product Moment Formula is presented as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{(N \cdot \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)}} \\
 r_{xy} &= \frac{30 \cdot 148858 - (1899) \cdot (2351)}{\sqrt{(30 \cdot 123327 - (1899)^2) \cdot (30 \cdot 185027 - (2351)^2)}} \\
 &= \frac{4465740 - 4464549}{\sqrt{(3699810 - 3606201)(5550810 - 5527201)}} \\
 &= \frac{1191}{\sqrt{93609 \cdot 23609}}
 \end{aligned}$$

$$= \frac{1191}{\sqrt{2210014881}}$$

$$= \frac{1191}{47010,79}$$

$$= 0,025$$

**Table 4.6**  
**SPSS Pearson Correlation**

		Correlations	
		Speaking Ability	Writing Achievement
Speaking Ability	Pearson Correlation	1	.025
	Sig. (2-tailed)		.894
	N	30	30
Writing Achievement	Pearson Correlation	.025	1
	Sig. (2-tailed)	.894	
	N	30	30

Both of the calculations above show the outcome of Pearson Product Moment Correlation Coefficient, using manual calculation and SPSS software. It shows that the value of coefficient correlation of the independent variable (speaking) and the dependent variable (writing) is 0.025. Since in this research the writer prefers to use n which is the number of sample, the rxy is converted to t using the following formula:

$$\begin{aligned}
 t_{count} &= \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \\
 t_{count} &= \frac{0.025\sqrt{30-2}}{\sqrt{1-0.025^2}} \\
 &= \frac{0.025\sqrt{28}}{\sqrt{1-0.000625}} \\
 &= \frac{0.025 \cdot 5.29}{\sqrt{0.99}} \\
 &= \frac{0,13}{0.99} \\
 &= 0,13
 \end{aligned}$$

From the calculation above,  $t_{count}$  obtained 0.13

#### d. Hypothesis Test

To test the hypothesis, the correlation coefficient from the calculation ( $r_{xy}$ ) which is converted to t obtained ( $t_0$ ) is compared to t table ( $t_t$ ). In the term of the statistical hypotheses, these can be portrayed as follows:

1. If  $t_0 \leq t_t = H_0$  is accepted. It means there is no correlation between students' English speaking ability and writing achievement.

2. If  $t_0 > t_t = H_0$  is rejected. It means there is a correlation between students' English speaking ability and writing achievement. To determine the t table, degree of freedom (df) is required. To obtain the score of degree of freedom, the following formula is used:

$$df = n - 2$$

$$df = 30 - 2$$

$$df = 28$$

#### e. Determination of Coefficient

Coefficient determination is interpreted as the amount of contribution of the variable x to variable y. It is obtained by the following formula:

$$R = r^2 \times 100\%$$

$$R = 0,025^2 \times 100\%$$

$$R = 0,000625 \times 100\%$$

$$R = 0,0625\%$$



This means that the contribution of X or students' speaking ability is 0,0625% towards Y or students' writing achievement.

The other contributions are given by other variables.

## **B. Discussion**

Based on the findings above, it was found that the students' speaking ability of the seventh semester students of English Study Program of IAIN Curup was good enough. It is indicated by the average score (Mean) of students' speaking ability that is 63.30. The students' writing achievement in average is good enough as well. The mean score of students' writing achievement is 78.37. It is slightly better than the score of students' speaking ability. Meanwhile, based on the calculation of the analysis above, the score of correlation coefficient (r) which was converted to  $t_0$  is lower than score in the t table ( $t_t$ ). In this case, the correlation coefficient (t) found is 0.025; while the t table ( $t_t$ ) score in the significant of 0.05 (5%) is 2,048.

Therefore, the  $t_0 = 0.025 < t_t = 2.048$ . It is interpreted that a correlation does not exist between the two variables. In other words, there is no correlation between students' speaking ability and writing

achievement at the seventh semester students of English Study Program of IAIN Curup in academic year 2020/2021. Moreover, based on the calculation of determination coefficient (R), speaking ability has 0,0625% contribution towards writing achievement. Besides, based on the interpretation of the table of r score it places in the range 0.00 – 0.19. It indicates that there is correlation between two variables but it is very little or very weak.

Writing is much different than speaking. The final product of writing is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product or final draft after being edited and corrected so many times. Anyway, speaking is not always a process free their heads before they start to speak or before a pre arrange conversational encounter (such as interview, a meeting, a formal discussion, and many more) takes place and well prepared before delivering the speech to the audiences. We may even rehearse what we

are going to say and we wrtitten down what we are going to say for the events.<sup>57</sup>

Therefore, based on the discussion above, the researcher concluded that there is no correlation between students' speaking ability and writing achievement at the seventh semester students of English Study Program of IAIN Curup. It was because eventhough speaking and writing are the productive skills, but the way to produce it is different. Students may edit their writing product while they are doing it, whereas the spoken skill may not to repeat or get the editing from the speakers.

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<sup>57</sup> Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004),

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study. In addition, several suggestions are given for English language lecturers, English language students and further researchers.

#### A. Conclusions

Based on the findings of the research in the previous chapter, it can be concluded that there was not a correlation between speaking ability and writing achievement of the seventh semester students of TBI at IAIN Curup in academic year 2020/2021. The value of correlation between those variables was 0.025 with 0.05 significance level, while the t table ( $t_t$ ) score in the significance of 0.05 was 2.048. Therefore, the  $t_0 < t_t$  or  $0.025 < 2.048$ . It means that  $H_0$  is accepted. In other words, it confirmed that there is no a correlation between speaking ability and writing achievement of the seventh semester students of the TBI at IAIN Curup in academic year 2020/2021.

## **B. Suggestions**

Based on the conclusion above, the writer would like to give some suggestions as follows:

### **1. For English Language Lecturers**

The findings of this study has proved that there is no correlation between speaking ability and writing achievement. Therefore, the lecturers of Speaking and Writing can not sit together to design the syllabuses for both speaking and writing 4 courses to make them being improved in terms of the learning activities to achieve the targeted learning outcomes.

### **2. For English Language Students**

Based on the research result, speaking skill does not give contributions towards writing skill. Students learning English can improve each skill by mastering the element of each on of them.

### **3. For Further Researchers**

This research is too far from the chategory of 'perfect'. Therefore, the researcher hopes that another future researchers who are going to be interested in this field will conduct it deeper to get the new knowledge and information of productive skills itself in the process of learning English.

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# ***APPENDICES***



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id).

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH**

Nomor : **90** Tahun 2021

Tentang

**PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
  - b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
- Mengingat** :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
  2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
  3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
  4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
  5. Keputusan Menteri Agama RI Nomor B.11/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
  6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
  7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** :
1. Surat Rekomendasi dari Ketua Prodi nomor : 57/FT.2/PP.00.9/TBI/2021
  2. Berita Acara Seminar Proposal pada Hari Selasa, 5 November 2019.

**MEMUTUSKAN :**

- Menetapkan**
- Pertama** :
- |                                |                       |
|--------------------------------|-----------------------|
| 1. Bayu Senjahari, M.Pd., M.Ed | 19800603 200212 1 004 |
| 2. Eka Apriani, M.Pd.          | 19900403 201503 2 005 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Dina Mardani

N I M : 16551010

JUDUL SKRIPSI : **The Relationship between Students' Speaking Ability and Their Writing Achievement**

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 24 Februari 2021

Dekan,

- Tembusan** :
1. Rektor
  2. Bendahara IAIN Curup;
  3. Kabag Akademik kemahasiswaan dan kerja sama;
  4. Mahasiswa yang bersangkutan;

  
UIN CURUP

**KARTU KONSULTASI PEMBIMBING SKRIPSI**

NAMA : Dina Marlani  
 NIM : 16551019  
 FAKULTAS : Psikologi  
 PEMBIMBING I : Bayu Setiawan, M.Pd., M.Ed.  
 PEMBIMBING II : Ena Afrida, M.Pd.  
 JUDUL SKRIPSI : The Relationship between "Stress" among Adults and Their Writing Achievement.

\* Kartu konsultasi ini harap diisi wa pada setiap konsultasi dengan pembimbing I atau pembimbing II.  
 \* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan.  
 \* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

  
UIN CURUP


**KARTU KONSULTASI PEMBIMBING SKRIPSI**

NAMA : Dina Marlani  
 NIM : 16551019  
 FAKULTAS : Psikologi  
 PEMBIMBING I : Bayu Setiawan, M.Pd., M.Ed.  
 PEMBIMBING II : Ena Afrida, M.Pd.  
 JUDUL SKRIPSI : The Relationship between "Stress" among Adults and Their Writing Achievement.


Kartu konsultasi bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi UIN Curup.

Pembimbing I : Bayu Setiawan, M.Pd., M.Ed.  
 NIP. 19800326201411004

Pembimbing II : Ena Afrida, M.Pd.  
 NIP. 199004052015022001

  
UIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	29 Nov 2020	Chapter I, II dan III	<i>[Signature]</i>	<i>[Signature]</i>
2	9 Mar 2021	Perubahan teori di chapter II	<i>[Signature]</i>	<i>[Signature]</i>
3	10 Mar 2021	Perbaikan teori di chapter II	<i>[Signature]</i>	<i>[Signature]</i>
4	11 Mar 2021	Revisi Chapt 4 ts	<i>[Signature]</i>	<i>[Signature]</i>
5	26 Mar 2021	ACC Sidang Munnggayah	<i>[Signature]</i>	<i>[Signature]</i>
6				
7				
8				

  
UIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	30 Nov 2020	Chapter I, II, III	<i>[Signature]</i>	<i>[Signature]</i>
2	26 Jan 2021	Konsultasi instrumen penelitian	<i>[Signature]</i>	<i>[Signature]</i>
3	8 Mar 2021	Perbaikan teori di chapter II & revisi chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
4	12 Mar 2021	Revisi findings & discussion	<i>[Signature]</i>	<i>[Signature]</i>
5	26 Mar 2021	ACC Sidang Munnggayah	<i>[Signature]</i>	<i>[Signature]</i>
6			<i>[Signature]</i>	
7			<i>[Signature]</i>	
8			<i>[Signature]</i>	



## APPENDIX 1

### Speaking Syllabus

#### SYLLABUS

**Department** : TBI  
**Code** : ING 250  
**Lecturer** : Paidi Gusmuliana,M.Pd  
**Subject** : Speaking 4  
**Credit** : 2 sks  
**Semester** : IV (four)  
**Description**

: This subject emphasizes on a variety of functions: describing activities, giving opinion, agreeing/disagreeing, giving reason for agreement/disagreement, for clarification, responding criticism and different points of view. This subject is the fourth of the series of Four English classes in IAIN Curup. This course focuses on students developing the capability of public speaking and Doing Reserch, especially in delivering a presentation and is prioritized to activate the students' speaking ability of speaking aspects such as: fluency, pronunciation, vocabulary, grammar, and comprehension, to motivate the students to practice English frequently, and to build their self-confident. Students of IAIN Curup are expected to have a good ability in spoken since this college is committed to creating qualified graduates. The capability of public speaking will be a good skill that must be possessed by the students, so they can speak well in front of audience.

**Competence** : Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.

Meetin g	Competence	Indicator	Learning Activity	Topic	Time	Reference	Evaluation
1	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to descibe compotion and location , organization of IAIN Curup, its teaching and learning activity fluently	Personal opinion Class discussion	Being a student of IAIN Curup	90	Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelseon & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP	Personal Participation

2	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to describe their hometown from general to detail informations appropriately	Personal performance	My hometown	Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelseon & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley	
3	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to state their opinions with proofs accurately	Peer conversation	How I think the children should be raised	Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelseon & Sons	
4	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to debate well	Class debate	Online Learning during Covid 19	Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelseon & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions).	

						Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley
5	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation	Students are able to debate well	Class debate	Doing Research in Pandemic Era		Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. R
6	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to debate well	Group discussion Class debate	Stop Doing Research or not in Covid 19		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley
7	Students are able to express themselves confidently in both informal and formal discussion using appropriate	Students are able to explain the process of browsing and downloading	Peer and group conversation	Browsing and downloading internet		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games.


	vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	the internet appropriately				Waltonon-Thames: Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley	
8	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to explain the description, function, and everything dealing with library accurately	Personal performance	Libraries		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley	
9	Mid Test	Students are able to deliver and understand the content of the Topic	Personal Presentation	The issue of Research Title	90	Free	
10	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and	Students are able to grasp the idea, background, analysis, and result of a research accurately	Class discussion	Research articles		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames:	

	grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.					Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley
11	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to explain the idea, background, analysis, and result of a research accurately	Personal work	Students' own research article		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley
12	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and	Students are able to explain the idea, background, analysis, and result of a research accurately	Idem	Students' own research article		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelson & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill

	intonation.					(International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. R	
13	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to compare the differences of the articles being compared accurately	Peer and group discussion	Comparing research articles of the same field		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelseon & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book). Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley	
14	Students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.	Students are able to compare the differences of the articles being compared accurately	Individual performance	Comparing research articles of the same field		Dobson, Julia, M, 1974. Effective Techniques for English Conversation Groups. Rowley, Massachusetts 01969 Hadfield, J. 1984. Communication Games. Waltonon-Thames: Thomas Nelseon & Sons Keller, D.P. and Thrush, E.A, 1987/91. Interactions I (a Speaking Activities Book) Singapore: McGraw-Hill (International Editions). Klippel, F. 1984/87. Keep Talking. Cambridge: CUP Sion, C.ed. 1985. Recipes for Tired Teachers. Reading: Addison - Wesley	
15-16	Final Test	Students are	Individual	Research	180		
		able to Report their own Research Article Acurately	Performanc e	Proposal			

## APPENDIX 2

### Writing Syllabus

 <b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI CURUP</b> <b>FAKULTAS TARBIYAH</b> <b>PROGRAM STUDI TADRIS BAHASA INGGRIS</b> <b>RENCANA PEMBELAJARAN SEMESTER GANJIL</b> <b>TAHUN AKADEMIK 2019/2020</b>			
<b>PERGURUAN TINGGI</b>	: IAIN CURUP	<b>SKS</b>	: 2 sks
<b>PROGRAM STUDI</b>	: Tadris Bahasa Inggris	<b>SEMESTER</b>	: IV (Lima)
<b>MATA KULIAH</b>	: Academic Writing	<b>DOSEN</b>	: Eka Apriani, M.Pd.
<b>KODE MATA KULIAH</b>	:	<b>NIP</b>	: 19900403 2015032005
<b>MATA KULIAH PRASYARAT</b>	: -	<b>NIDN</b>	: 2003049001
<b>OTORISASI</b>	Curup, September 2019 Dosen Pengampu,  Eka Apriani, M.Pd. NIP. 199004032015032005	Curup, September 2019 Ketua Konsorsium,  Paidi Gusmuliana, M.Pd. NIP. 198408172015031004	Curup, September 2019 Ketua Program Studi,  Jumatul Hidayah, M.Pd. NIP. 197802242002122002
<b>A. CAPAIAN PEMBELAJARAN PROGRAM STUDI (CPPS)</b>	At the end of this course, students are expected to be able to understand how to write a good essay.		
1. CPPS dari CPL 1 (ST)	<ol style="list-style-type: none"> <li>Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;</li> <li>Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;</li> <li>Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila;</li> <li>Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggung jawab pada negara dan bangsa;</li> <li>Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain;</li> <li>Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</li> <li>Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara;</li> <li>Menginternalisasi nilai, norma, dan etika akademik;</li> <li>Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;</li> <li>Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan;</li> <li>Memahami dirinya secara utuh sebagai Sarjana Pendidikan;</li> <li>Mampu beradaptasi, bekerja sama, berkreasi, berkontribusi, dan berinovasi dalam menerapkan ilmu pengetahuan pada kehidupan bermasyarakat serta memiliki wawasan global dalam perannya sebagai warga dunia; dan</li> <li>Memiliki integritas akademik, antara lain kemampuan memahami arti plagiarisme, jenis-jenisnya, dan upaya pencegahannya, serta konsekuensinya apabila melakukan plagiarisme.</li> <li>Menampilkan diri sebagai pribadi yang stabil, dewasa, arif dan berwibawa serta berkemampuan adaptasi (<i>adaptability</i>), fleksibilitas (<i>flexibility</i>), pengendalian diri, (<i>self direction</i>), secara baik dan penuh inisiatif di tempat tugas;</li> <li>Bersikap inklusif, bertindak obyektif dan tidak diskriminatif berdasarkan pertimbangan jenis kelamin, agama, ras, kondisi fisik, latar belakang keluarga dan status sosial ekonomi;</li> <li>Menunjukkan etos kerja, tanggung jawab, rasa bangga, percaya diri dan cinta menjadi pendidik bidang Bahasa Inggris pada satuan pendidikan sekolah/madrasah (SD/MI/SMP/MTs/ SMA/MA/SMK/MAK) atau lembaga lain yang memberikan jasa layanan Bahasa Inggris;</li> <li>Menunjukkan sikap kepemimpinan (<i>leadership</i>), bertanggungjawab (<i>accountability</i>) dan tanggungjawab (<i>responsibility</i>) atas pekerjaan di bidang Bahasa Inggris secara mandiri pada satuan pendidikan sekolah/madrasah (SD/MI/SMP/MTs/ SMA/MA/SMK/MAK) atau lembaga lain yang memberikan jasa layanan Bahasa Inggris;</li> </ol>		

2. CPPS dari CPL II (PP)	<p>18. Menginternalisasi semangat kemandirian/kewirausahaan dan inovasi dalam pembelajaran bidang Bahasa Inggris pada satuan pendidikan sekolah/madrasah (SD/MI/SMP/MTs/ SMA/MA/ SMK/MAK) atau lembaga lain yang memberikan jasa layanan Bahasa Inggris;</p> <ol style="list-style-type: none"> <li>1. Menguasai pengetahuan tentang filsafat Pancasila, kewarganegaraan, wawasan kebangsaan (nasionalisme) dan globalisasi;</li> <li>2. Menguasai pengetahuan dan langkah-langkah dalam menyampaikan gagasan ilmiah secara lisan dan tertulis dengan menggunakan bahasa Indonesia yang baik dan benar dalam perkembangan dunia akademik dan dunia kerja;</li> <li>3. Menguasai pengetahuan dan langkah-langkah berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Arab dan Inggris dalam perkembangan dunia akademik dan dunia kerja</li> <li>3. Menguasai pengetahuan dan langkah-langkah dalam mengembangkan pemikiran kritis, logis, kreatif, inovatif dan sistematis serta memiliki keingintahuan intelektual untuk memecahkan masalah pada tingkat individual dan kelompok dalam komunitas akademik dan non akademik;</li> <li>4. Menguasai pengetahuan dasar-dasar keislaman sebagai agama <i>rahmatan lil 'alamin</i></li> <li>5. Menguasai pengetahuan dan langkah-langkah integrasi keilmuan (agama dan sains) sebagai paradigma keilmuan;</li> <li>6. Menguasai langkah-langkah mengidentifikasi ragan upaya wirausaha yang bercirikan inovasi dan kemandirian yang berlandaskan etika Islam, keilmuan, profesional, lokal, nasional dan global.</li> <li>7. Menguasai secara mendalam karakteristik peserta didik dari aspek fisik, psikologis, sosial, dan kultural untuk kepentingan pembelajaran;</li> <li>8. Memberikan layanan pembelajaran Bahasa Inggris yang mendidik kepada peserta didik sesuai dengan karakteristiknya;</li> <li>9. Memfasilitasi pengembangan potensi kebahasaan peserta didik secara optimal;</li> <li>10. Menguasai landasan filosofis, yuridis, historis, sosiologis, kultural, psikologis, dan empiris dalam penyelenggaraan pendidikan dan pembelajaran Bahasa Inggris;</li> <li>11. Menguasai konsep, instrumentasi, dan praksis psikologi pendidikan dan bimbingan sebagai bagian dari pembelajaran Bahasa Inggris;</li> <li>12. Memahami teori belajar dan pembelajaran Bahasa Inggris;</li> </ol>
	<ol style="list-style-type: none"> <li>13. Memilih secara adekuat pendekatan dan model pembelajaran, bahan ajar, dan penilaian untuk kepentingan pembelajaran Bahasa Inggris;</li> <li>14. Menerapkan teknologi informasi dan komunikasi dalam perencanaan pembelajaran, penyelenggaraan pembelajaran, evaluasi pembelajaran dan pengelolaan pembelajaran Bahasa Inggris;</li> <li>15. Memperbaiki dan/atau meningkatkan kualitas pembelajaran berdasarkan penilaian proses dan penilaian hasil belajar Bahasa Inggris;</li> <li>16. Menguasai tujuan, isi, pengalaman belajar, dan penilaian dalam kurikulum satuan pendidikan pada mata pelajaran Bahasa Inggris;</li> <li>17. Melakukan pendalaman bidang kajian Bahasa Inggris sesuai dengan lingkungan dan perkembangan jaman;</li> <li>18. Menguasai integrasi teknologi, pedagogi, muatan keilmuan dan/atau keahlian, serta komunikasi dalam pembelajaran Bahasa Inggris;</li> <li>19. Mengembangkan kurikulum untuk mata pelajaran Bahasa Inggris sesuai dengan bidang tugas dan mengelola kurikulum tingkat satuan pendidikan;</li> <li>20. Menguasai konsep, metode keilmuan, substansi materi, struktur, dan pola pikir keilmuan Bahasa Inggris;</li> <li>21. Menguasai teori kewirausahaan pendidikan dalam kerangka pengembangan pembelajaran Bahasa Inggris yang kreatif dan inovatif;</li> </ol>
22. CPPS dari CPL III (KU)	<ol style="list-style-type: none"> <li>1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya</li> <li>2. Mampu menunjukkan kinerja mandiri, bermutu dan terukur</li> <li>3. Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara, dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni</li> <li>4. Menyusun deskripsi saintifik, hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir, dan</li> </ol>
	<ol style="list-style-type: none"> <li>5. Mampu mengambil keputusan secara tepat, dalam konteks penyelesaian masalah di bidang keahliannya berdasarkan hasil analisis informasi dan data</li> <li>6. Mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega dan sejawat baik di dalam maupun di luar lembaganya</li> <li>7. Mampu bertanggungjawab atas pencapaian hasil kerja kelompok melakukan supervise dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya</li> <li>8. Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggungjawabnya dan mampu mengelola pembelajaran secara mandiri</li> <li>9. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan mencegah plagiasi</li> <li>10. Menunjukkan kemampuan literasi informasi, media dan memanfaatkan teknologi informasi dan komunikasi untuk pengembangan keilmuan dan kemampuan kerja;</li> <li>11. Mampu berkomunikasi baik lisan maupun tulisan dengan menggunakan bahasa Arab dan Inggris dalam perkembangan dunia akademik dan dunia kerja;</li> <li>12. Mampu berkolaborasi dalam team, menunjukkan kemampuan kreatif (<i>creativity skill</i>), inovatif (<i>innovation skill</i>), berpikir kritis (<i>critical thinking</i>) dan pemecahan masalah (<i>problem solving skill</i>) dalam pengembangan keilmuan dan pelaksanaan tugas di dunia kerja;</li> <li>13. Mampu membaca al-Qur'an berdasarkan ilmu qira'at dan ilmu tajwid;</li> <li>14. Mampu menghafal dan memahami kandungan al-Qur'an juz 30 (<i>Juz Amma</i>);</li> <li>15. Mampu melaksanakan ibadah dan memimpin ritual keagamaan dengan baik.</li> </ol>
23. CPPS dari CPL IV (KK)	<ol style="list-style-type: none"> <li>1. Mampu mengembangkan kurikulum mata Pelajaran Bahasa Inggris di sekolah/madrasah sesuai dengan prosedur dan prinsip-prinsip dalam pengembangan kurikulum;</li> <li>2. Mampu menyelenggarakan pembelajaran Bahasa Inggris yang mendidik, kreatif dan inovatif di sekolah/madrasah dan di instansi lain;</li> <li>3. Mampu memanfaatkan teknologi informasi dan komunikasi secara efektif dan berdaya guna untuk pembelajaran Bahasa Inggris di sekolah/madrasah dan di instansi lain;</li> <li>4. Mampu memfasilitasi pengembangan potensi kebahasaan peserta didik untuk mengaktualisasikan kemampuan dan keterampilan berbahasa Inggris dalam kehidupan nyata di sekolah/madrasah dan di masyarakat;</li> <li>5. Mampu berkomunikasi secara lisan dan tulisan dalam Bahasa Inggris secara efektif, empatik, dan santun dalam pelaksanaan tugas pembelajaran Bahasa Inggris di sekolah/madrasah, di</li> </ol>



	<p>instansi lain, dan di komunitas akademik maupun di masyarakat umum</p> <p>6. Mampu melaksanakan penilaian dan evaluasi proses dan hasil pembelajaran Bahasa Inggris secara tepat, serta mampu memanfaatkannya untuk keperluan pembelajaran</p> <p>7. Mampu melakukan tindakan reflektif melalui prosedur penelitian ilmiah untuk peningkatan kualitas pembelajaran Bahasa Inggris;</p> <p>8. Mampu mengembangkan keilmuan dan keprofesian berkelanjutan secara mandiri dan kolektif dalam kerangka mewujudkan diri sebagai pendidik sejati yang pembelajar.</p> <p>9. Mampu berbahasa Inggris sebagai alat untuk memperluas wawasan keilmuan, keislaman, seni, budaya, dan peradaban;</p> <p>10. Mampu menerjemahkan komunikasi lisan dari bahasa Inggris menjadi bahasa Indonesia dan sebaliknya dari bahasa Indonesia menjadi bahasa Inggris;</p> <p>11. Mampu menerjemahkan teks berbahasa Inggris ke dalam bahasa Indonesia dan teks berbahasa Indonesia ke dalam bahasa Inggris sesuai standar.</p>						
<b>B. CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)</b>							
1. CPMK dari CPL I (ST)							
2. CPMK dari CPL II (PP)							
3. CPMK dari CPL III (KU)							
4. CPMK dari CPL IV (KK)							
Minggu/ Pertemuan Ke	Kemampuan Akhir yang Diharapkan	Bahan Kajian/ Materi Pembelajaran	Metode Pembelajaran	Waktu Belajar	Pengalaman Belajar	Indikator dan Kriteria Penilaian	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mahasiswa memahami topic-topik apa saja yang akan dipelajari pada mata kuliah "Academic Writing"	Introduction to the course (explain about the Semester Lesson Plan/RPS)	Ceramah Diskusi	2 sks x 45 menit	1. Mahasiswa memahami dan mengerti topik-topik apa saja yang akan dipelajari pada mata kuliah academic writing.	-	<ul style="list-style-type: none"> <li>• Kehadiran dan keaktifan dalam diskusi (10 %)</li> <li>• Tugas dengan bobot (20 %)</li> <li>• Keaktifan di Kelas (30 %)</li> </ul>
2		How to choice the topics or title?	Ceramah Diskusi	2 sks x 45 menit	1.		
3		How to write an Introduction?		2 sks x 45 menit			
4		How to write a literature review?		2 sks x 45 menit			
5		How to write a research methodology?		2 sks x 45 menit			
6		How to write finding and discussion?		2 sks x 45 menit			
7		Comparing the article from Journal (Qualitative and Quantitative Research)		2 sks x 45 menit			
8	Mahasiswa dapat memahami tentang tata cara menulis academic writing	<b>MID SEMESTER</b>	Writing	2 sks x 45 menit			<ul style="list-style-type: none"> <li>• Ujian tengah semester (20 %)</li> </ul>
9	Mahasiswa menentukan judul artikel yang akan ditulis berdasarkan topic yang diberikan.	Choosing the title for article	Ceramah Diskusi	2 sks x 45 menit	<ul style="list-style-type: none"> <li>1. Mahasiswa menentukan topik apa yang akan ditulis;</li> <li>2. Mahasiswa menulis semua topic atau judul article yang akan ditulis.</li> </ul>	Seluruh mahasiswa telah menentukan judul artikel yang akan ditulis.	<ul style="list-style-type: none"> <li>• Kehadiran dan keaktifan dalam diskusi (10 %)</li> <li>• Tugas dengan bobot (20 %)</li> <li>• Keaktifan di Kelas (30 %)</li> </ul>

					3. Mahasiswa menentukan satu judul topic atau judul artikel yang akan ditulis.	
10		Writing an introduction of article		2 sks x 45 menit		
11		Writing a Literature Review of article		2 sks x 45 menit		
12		Writing a research methodology of article		2 sks x 45 menit		
13		Writing findings of article		2 sks x 45 menit		
14		Writing Discussion of article		2 sks x 45 menit		
15		Final Revising and Polishing the Article		2 sks x 45 menit		
16	Mahasiswa dapat memahami bagaimana menulis akademik yang baik dan mempresentasikan hasil tulisannya.	<b>FINAL SEMESTER (Present in Seminar or Workshop)</b>		2 sks x 45 menit		Ujian akhir semester (20%)

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## APPENDIX 3

### Speaking Scoring Rubric

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal	Comprehension is quite complete at a normal rate of speech.

			conversations on practical, social, and professional topics.	
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.

## APPENDIX 4

### Writing Scoring Rubric

Aspects	Scores	Performances
Content (C) 30 %  -topic  -detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 %  -identification  -description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies

Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 %  -Spelling  -Punctuation  -Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

## APPENDIX 5

### Student's Speaking Scores

Students' Speaking Scores						
NO	NAME	FLUENCY	PRONUNCIATION	GRAMMAR	COMPREHENSION	SCORE
1	Student 1	5	4	4	4	85
2	Student 2	3	3	3	2	55
3	Student 3	3	3	3	4	65
4	Student 4	3	3	3	3	60
5	Student 5	3	3	3	3	60
6	Student 6	4	3	2	3	70
7	Student 7	3	4	4	3	50
8	Student 8	3	2	2	3	60
9	Student 9	3	3	3	3	60
10	Student 10	3	3	3	3	75
11	Student 11	4	4	3	4	55
12	Student 12	3	2	2	4	70
13	Student 13	4	3	3	4	45
14	Student 14	2	2	2	3	70
15	Student 15	4	3	3	4	55
16	Student 16	3	3	2	3	75
17	Student 17	4	4	3	4	70
18	Student 18	3	4	4	3	70
19	Student 19	3	4	4	3	60
20	Student 20	3	3	3	3	50
21	Student 21	2	2	3	3	80
22	Student 22	5	4	4	3	75
23	Student 23	4	4	4	3	70
24	Student 24	4	3	3	4	70
25	Student 25	4	4	3	3	60
26	Student 26	3	2	3	4	55
27	Student 27	3	3	2	3	40
28	Student 28	2	2	2	2	80
29	Student 29	4	5	3	4	55
30	Student 30	2	2	3	4	

Curup, 16<sup>th</sup> February 2021

Rater 1



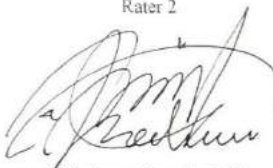
Ana Zulaiha, S.Pd

## Students' Speaking Scores

NO	NAME	FLUENCY	PRONUNCIATION	GRAMMAR	COMPREHENSION	SCORE
1	Student 1	4	5	4	4	85
2	Student 2	3	2	3	2	50
3	Student 3	3	3	3	4	65
4	Student 4	3	3	3	3	60
5	Student 5	3	3	3	3	60
6	Student 6	3	3	3	2	55
7	Student 7	3	4	4	3	70
8	Student 8	4	3	3	4	70
9	Student 9	4	3	3	3	65
10	Student 10	3	3	3	3	60
11	Student 11	4	3	4	4	75
12	Student 12	3	2	2	4	55
13	Student 13	3	3	3	3	60
14	Student 14	2	2	2	3	45
15	Student 15	4	3	3	4	70
16	Student 16	3	3	3	2	55
17	Student 17	3	3	3	3	60
18	Student 18	3	4	4	3	70
19	Student 19	3	4	4	3	70
20	Student 20	3	3	3	3	60
21	Student 21	2	2	3	3	50
22	Student 22	4	4	3	4	75
23	Student 23	3	3	2	3	55
24	Student 24	4	3	3	4	70
25	Student 25	4	3	3	4	70
26	Student 26	3	2	3	4	60
27	Student 27	3	2	3	3	55
28	Student 28	2	2	2	2	40
29	Student 29	4	5	4	5	90
30	Student 30	3	3	4	4	70

Curup, 11<sup>th</sup> September 2021

Rater 2



Rachman Prasetyo, S.Pd



### Students' Speaking Scores

NO	NAME	FLUENCY	PRONUNCIATION	GRAMMAR	COMPREHENSION	SCORE
1	Student 1	4	5	4	4	85
2	Student 2	3	2	3	2	50
3	Student 3	3	3	3	4	65
4	Student 4	3	3	3	3	60
5	Student 5	3	3	3	3	60
6	Student 6	3	3	3	2	55
7	Student 7	3	4	4	3	70
8	Student 8	4	3	3	4	70
9	Student 9	4	3	3	3	65
10	Student 10	3	3	3	3	60
11	Student 11	4	3	4	4	75
12	Student 12	3	2	2	4	55
13	Student 13	3	3	3	3	60
14	Student 14	2	2	2	3	45
15	Student 15	4	3	3	4	70
16	Student 16	3	3	3	2	55
17	Student 17	3	3	3	3	60
18	Student 18	3	4	4	3	70
19	Student 19	3	4	4	3	70
20	Student 20	3	3	3	3	60
21	Student 21	2	2	3	3	50
22	Student 22	4	4	3	4	75
23	Student 23	3	3	2	3	55
24	Student 24	4	3	3	4	70
25	Student 25	4	3	3	4	70
26	Student 26	3	2	3	4	60
27	Student 27	3	2	3	3	55
28	Student 28	2	2	2	2	40
29	Student 29	4	5	4	5	90
30	Student 30	3	3	4	4	70

Curup, 11<sup>th</sup> September 2021

Rater 3



Aprian Nur Azali

## APPENDIX 6

## Student's Writing Scores

NO	NAME	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS	SCORE
1	Student 1	4	3	2	3	2	70
2	Student 2	3	3	3	3	4	80
3	Student 3	3	3	4	4	3	85
4	Student 4	3	3	3	3	3	75
5	Student 5	2	2	3	3	3	65
6	Student 6	3	2	3	3	4	85
7	Student 7	3	3	3	3	3	80
8	Student 8	3	3	2	3	3	70
9	Student 9	3	3	3	3	4	75
10	Student 10	2	4	3	3	3	75
11	Student 11	3	3	3	3	4	80
12	Student 12	3	3	3	3	3	75
13	Student 13	3	2	4	3	3	90
14	Student 14	4	3	3	4	2	70
15	Student 15	3	3	3	3	3	75
16	Student 16	3	3	3	3	4	80
17	Student 17	3	3	3	3	3	75
18	Student 18	4	2	3	3	3	70
19	Student 19	3	2	3	3	3	70
20	Student 20	3	2	3	3	3	75
21	Student 21	4	3	2	3	3	80
22	Student 22	4	3	3	3	3	70
23	Student 23	3	3	2	3	3	75
24	Student 24	3	3	3	3	3	75
25	Student 25	3	3	4	4	4	90
26	Student 26	3	3	3	3	3	75
27	Student 27	3	3	3	3	3	75
28	Student 28	2	3	3	3	3	70
29	Student 29	4	4	3	3	3	75
30	Student 30	3	3	3	3	3	70

Curup, 20<sup>th</sup> March 2021

Rater 1



Ruly Morganna, M.Pd

## Students' Writing Scores

NO	NAME	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS	SCORE
1	Student 1	4	3	2	3	2	70
2	Student 2	3	3	3	3	4	80
3	Student 3	3	3	4	4	3	85
4	Student 4	3	3	3	3	3	75
5	Student 5	2	2	3	3	3	65
6	Student 6	3	2	3	3	3	85
7	Student 7	3	3	3	3	4	80
8	Student 8	3	3	2	3	3	70
9	Student 9	3	3	3	3	3	75
10	Student 10	2	4	3	3	4	80
11	Student 11	3	3	3	3	3	75
12	Student 12	3	3	3	3	4	80
13	Student 13	3	2	4	3	3	75
14	Student 14	4	3	3	4	4	90
15	Student 15	3	3	3	3	2	70
16	Student 16	3	3	3	3	3	75
17	Student 17	3	3	3	3	4	80
18	Student 18	4	2	3	3	3	75
19	Student 19	3	2	3	3	3	70
20	Student 20	3	2	3	3	3	70
21	Student 21	4	3	2	3	3	75
22	Student 22	4	3	3	3	3	80
23	Student 23	3	3	2	3	3	70
24	Student 24	3	3	3	3	3	75
25	Student 25	3	3	4	4	4	90
26	Student 26	3	3	3	3	3	75
27	Student 27	3	3	3	3	3	75
28	Student 28	2	3	3	3	3	70
29	Student 29	4	4	4	4	3	75
30	Student 30	3	3	3	2	3	70

Curup, 14<sup>th</sup> September 2021

Kater Z

Prihatinora, S.Pd.I



## Students' Writing Scores

NO	NAME	CONTENT	ORGANIZATION	GRAMMAR	VOCABULARY	MECHANICS	SCORE
1	Student 1	4	4	2	3	3	80
2	Student 2	3	3	3	4	4	85
3	Student 3	3	3	4	4	3	85
4	Student 4	3	3	4	4	3	85
5	Student 5	2	2	4	3	4	75
6	Student 6	3	2	4	3	4	85
7	Student 7	3	4	4	3	4	90
8	Student 8	3	3	3	4	3	85
9	Student 9	3	4	3	4	4	90
10	Student 10	2	4	2	3	4	75
11	Student 11	3	3	4	3	3	80
12	Student 12	3	2	4	3	4	85
13	Student 13	3	3	4	3	3	80
14	Student 14	4	2	3	4	4	85
15	Student 15	3	3	3	3	3	75
16	Student 16	3	4	3	4	3	85
17	Student 17	4	4	2	3	4	85
18	Student 18	4	3	3	4	3	85
19	Student 19	4	2	4	4	4	90
20	Student 20	3	2	4	3	3	75
21	Student 21	4	3	2	3	3	75
22	Student 22	4	3	3	3	4	85
23	Student 23	3	4	2	4	4	85
24	Student 24	3	2	4	3	4	80
25	Student 25	4	3	4	4	4	95
26	Student 26	3	3	4	2	3	75
27	Student 27	4	3	3	3	3	80
28	Student 28	2	4	3	4	3	80
29	Student 29	4	4	4	4	3	95
30	Student 30	4	4	3	2	3	80

Curup, 13<sup>th</sup> September 2021

Rater :



Hengki Kris Sanjaya, S.Pd

## APPENDIX 7

### Blueprint of Speaking Test

<b>Test Objective</b>	<b>Course Description</b>	<b>Indicators of The Test Items</b>	<b>Number Question</b>
<p>To enable the students to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation</p>	<p>Speaking IV is intended the students are able to express themselves confidently in both informal and formal discussion using appropriate vocabulary and grammatical structure with emphasizing on fluency and acceptable pronunciation, stress and intonation.</p>	<p>Students will be required to have better skill in speaking, so that they are able to express their own opinions confidently.</p> <p>They will be given some topics or questions, then they should give their best responses towards those topics</p> <p>Students are able to express certain topics by using appropriate vocabularies and correct grammar.</p> <p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to describe TBI area.</li> <li>2. Ask their opinions about online learning because of Covid-19</li> <li>3. Explain the elements of the research</li> </ol>	<p style="text-align: center;">3 Questions</p>

## APPENDIX 8

### Blueprint of Writing Test

Test Objective	Course Description	Indicators of The Test Items	Number Question
<p>To enable the students to understand how to write an academic writing well</p>	<p>Writing IV is expected the students to be able to understand how to write an academic writing well</p>	<p>Students will be required to have better skill in writing, so that the are able to conduct their research or academic writing.</p> <p>They will be asked to write the academic writing in some paragraphs.</p> <p>Students are able to write an academic writing by using appropriate vocabularies, correct grammar, spelling and mechanics.</p> <p><b>Content</b></p> <p>Ask the students to write the academic writing in some paragraphs</p>	<p>1 Question</p>

## APPENDIX 9

### Calculation data of Speaking and Writing

<b>X</b>	<b>Y</b>	<b>XY</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
85	73	6205	7225	5329
52	82	4264	2704	6724
65	85	5525	4225	7225
60	78	4680	3600	6084
60	68	4080	3600	4624
57	85	4845	3249	7225
70	83	5810	4900	6889
63	75	4725	3969	5625
63	80	5040	3969	6400
60	78	4680	3600	6084
75	77	5775	5625	5929
55	82	4510	3025	6724
63	77	4851	3969	5929
45	88	3960	2025	7744
70	72	5040	4900	5184
55	78	4290	3025	6084
65	82	5330	4225	6724
70	78	5460	4900	6084
70	77	5390	4900	5929
60	72	4320	3600	5184
50	75	3750	2500	5625
77	82	6314	5929	6724
62	75	4650	3844	5625
70	77	5390	4900	5929
70	92	6440	4900	8464
60	75	4500	3600	5625
55	77	4235	3025	5929
40	73	2920	1600	5329
87	82	7134	7569	6724
65	73	4745	4225	5329
<b>∑X = 1899</b>	<b>∑Y = 2351</b>	<b>∑XY = 148858</b>	<b>∑X<sup>2</sup> = 123327</b>	<b>∑Y<sup>2</sup> = 185027</b>

## APPENDIX 10

### Descriptive Statistic and Linearity Test

from SPSS 20 Program

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Speaking Ability	30	47	40	87	63.30	10.373	107.597
Writing Achievement	30	24	68	92	78.37	5.209	27.137
Valid N (listwise)	30						

**Table  
Data of Linearity Analysis**

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			370.667	14	26.476	.954	.533
Writing Achievement *	Between Groups	Linearity	.505	1	.505	.018	.894
		Deviation from Linearity	370.162	13	28.474	1.026	.476
Speaking Ability	Within Groups		416.300	15	27.753		
Total			786.967	29			



## APPENDIX 11

### The Result of Normality Test and SPSS Pearson Correlation

#### From SPSS 20 Program

##### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	5.20762557
	Absolute	.153
Most Extreme Differences	Positive	.153
	Negative	-.074
Kolmogorov-Smirnov Z		<b>.840</b>
Asymp. Sig. (2-tailed)		<b>.481</b>

a. Test distribution is Normal.

b. Calculated from data.

##### Correlations

		Speaking Ability	Writing Achievement
Speaking Ability	Pearson Correlation	1	<b>.025</b>
	Sig. (2-tailed)		.894
	N	30	30
Writing Achievement	Pearson Correlation	<b>.025</b>	1
	Sig. (2-tailed)	.894	
	N	30	30

## APPENDIX 12

### T-Table

**t Table**

cum. prob one-tail two-tails	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
	<b>0.50</b>	<b>0.25</b>	<b>0.20</b>	<b>0.15</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>	<b>0.0005</b>
df	<b>1.00</b>	<b>0.50</b>	<b>0.40</b>	<b>0.30</b>	<b>0.20</b>	<b>0.10</b>	<b>0.05</b>	<b>0.02</b>	<b>0.01</b>	<b>0.002</b>	<b>0.001</b>
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
<b>Z</b>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	<b>Confidence Level</b>										

## APPENDIX 13

### Documentation



## BIOGRAPHY



Dina Mardani was born in Curup, 2<sup>nd</sup> January 1998. She is the last child of four siblings in her family. She studied at the first time at SDN 03 Curup Timur (Rejang Lebong) as her elementary school, then continued to MTs Muhammadiyah as her junior high school, and MAN Curup as her senior high school. She studied in IAIN Curup since 2016 and finished in 2021 (It was very long journey anyway hehe).

She felt in love with English at the first time since she was in junior high school. Then, she has tried to improve that skill in every single time. For information, she did not really like to join in any organization. Her time was spent to focus in her study only. Now, while finishing her study, she also works as an English tutor in Einstein Learning Plus Curup.