

THE IMPACT OF GRAMMATICAL COMPETENCE WITH DISCOURSE IN SPEAKING PROFICIENCY

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ABSTRACT

Language is a mean of communication used in daily activities. There are aspects needed to be concerned in the use of language, especially foreign language. One of the most common foreign language used is English. In Indonesia, although, English is sound familiar by most of people, the ability of using English is still not maximal. In the use of English language, one of the most important aspects is grammar, for example grammar orientation—tenses, Simple past tense and simple present tense, these are two particular parts in grammar. Simple past tense indicates the past condition that has passed. Simple present tense is used to describe the habit or event happening now. The tendency of tenses use is usual in daily communication, for instance, everyone will interact through some ways, one of them verbal communication or speaking. There is a relationship between grammar and speaking proficiency. Simple past and simple present tense influence the speaking proficiency, thus by mastering those grammar aspects will make easier to understand communication each other. Therefore discourse has supporting power to make the second learners language easily to improve speaking skill. It thing become a basic need for some people who face the people using that foreign language, especially in the school or business process. In Batam, as an industrial region which next to the Singapore and Malaysia, a well speaking proficiency surely needed. Here, the writer conducts the research toward impact of grammatical orientation with discourse in speaking proficiency on students' primary school in Batam.

Keywords: Grammar Orientation, Discourse, Speaking Proficiency, Impact.

I. Introduction

Learning English as a communication in this century is a must to all of people as it is the world communication language without looking at people's background. English language as an International language has an important role to develop civilization of the International communication, because English language is a tool of communication thus the knowledge of its language such as the grammar rule should be mastered by the speaker involving the

knowledge grammar. The term of language according to Chamber (1997:266) describes that language is human speech of a particular nation or the special words used by a particular group of people. Chaer on his book *Linguistik Umum* (2007:33) explains about language features such as a system, symbol, sound, arbitrary, meaningful, conventional, unique, universal, productive, various, as an social interaction, dynamic, and as the identity of a speaker.

From the explanation above, as language is a system, thus the writer draws a conclusion says that all languages have a grammar which can be more or less equal in complexity including the knowledge of phonetics, phonology, morphology, syntax, semantics, pragmatic as the grammar competence as the unity. Grammar as we know is owned by each language in the world which the purpose to enable the language learners to understand the rule, culture, and meaning in order they can speak, write, read, listen well. The grammar itself is a study of arranging or forming language sentences. As Willis (2009) describes that grammar was about sentences and lexis was about words were the structure is employed to mean the way items – words and phrases- are sequenced to make up larger units. The people who break the rule of language grammar, thus will cause some errors on both in speaking and writing which effect the competence in English of them is bad. It means that everyone who learns a language should obey the language rules of its language.

Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. (Sapir, 1921: 17). From the definition, that language is a means of communication purely owned by human. So language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly. Language is a sound that

comes from human to react one another to say something in words or symbols.

Based on the way language is communicated, it can be divided into three parts, they are : 1) Spoken language, 2) Written language, 3). Gesture. When we use spoken language we refer to the terms speaker and hearer. In this case the language is produce by the human organs of speech in terms of sound. In written language we refer to the writer and reader, meaning that the communication occurs by means of written symbols and these symbols are interpreted by the reader.

A good writing and speaking need grammar especially in English. Grammar is the rules in a language for changing the form of words and joining them into sentences. (Hornby 2005 : 648). For this meaning, anyone who does any writing other than personal letters or speaking in an audience larger than the circle of his friends and school must be able to write and speak in good grammar. It can be said formal English.

Vocabulary is one of the topic in English grammar. It is the words that people use when they are talking about a particular subject. The lack of vocabularies will affect poor English. It is the foundation for all subject in English such speaking. Those are writing, listening, reading and others. They are related and should work together. Every vocabulary has many meanings depend on the context. So, we have a widened knowledge of vocabulary to have a good grammar. Sekolah Dasar Kristen Kalam Kudus 2 Batam is one of Kalam Kudus Christian Foundation Schools in Indonesia. It is lied at Duta Mas Complex , Boulevard IV Batam Centre, Kepulauan Riau. It has operated since 2005 with 14 classes . They are 285 students and 28 teachers now

Identification of The Problem

The writer gives some questions to identify the problems as follow:

1. The impact of simple present errors made by students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus Batam to speaking activities:

Item.1). Johanna.....her clothes every day.
Respondent: **wash**

The correct answer is washes, thus Johanna *washes* her clothes every day.

Item.2). She.....not go to the beach
Respondent: **do**

The correct answer is does, thus she *does* not go to the beach.

2. The impact of simple past orientation errors made by students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus Batam to speaking activities :

Item.1). They.....here last week.
Respondent: **are**

The correct answer is were, thus they *were* here last week.

Item.2). Did you.....here last Friday?
Respondent: came

The correct answer is come, thus did you *come* here last Friday.

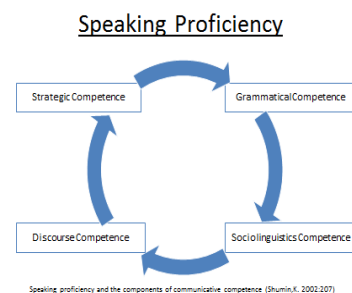
Limitation of The Problem

There are several fascinating cases that can be analyzed in this topic. In doing the research, the writer only focuses on the first is the impact of grammatical orientation errors and discourse in simple present tense made by students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus. Second is the impact of grammatical orientation errors and discourse made by students in simple past. Third is students ability to understand vocabularies. Fourth is the ability of students extent based on Spoken discourse in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus 2 Batam?

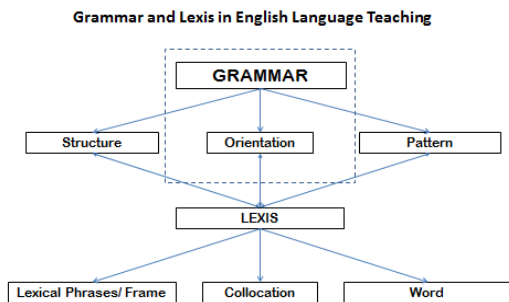
Framework of The Research

Theories of this research are written based on by:

1. Willis (2009:28) describes that grammar was about sentences and lexis was about words.



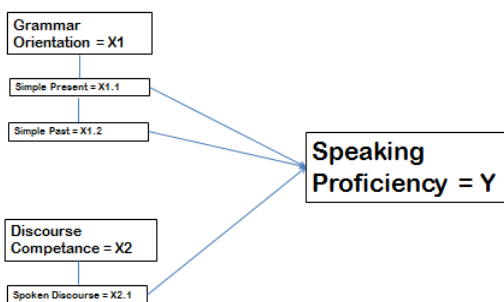
2. Shumin,K. (2002:207) that he made diagram of Speaking proficiency and the components of communicative competence



Willis, Dave (2003:48) *Rules, Patterns and Words*. Cambridge University Press. UK

3. Ellis (1997:17) describes between errors and mistakes are different. Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Rod Ellis (1997:15) has three steps to do error analysis, they are: 1. Identifying Errors, 2. Describing Errors and 3. Explaining Errors. This is the last step of error analysis. In this step, a researcher tries to explain how and why a sentence called to be erroneous.
4. Azar (2006:53) describes that the simple present tense expresses habits and describes that simple past indicates that an activity or situation began and ended at a particular time in the past.
5. Paltridge. Brain (2006:7) describe that discourse can divided became two parts, they are spoken discourse and written discourse.

Mainframe work of Variables design



1.5 Hypothesis

Some hypothesis in this researcher as follows:

1. The Grammatical Orientation Errors impacts in Speaking Proficiency on students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus.
2. The impact of simple present tense orientation errors has correlation in speaking proficiency on students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus.
3. The impact of simple past tense orientation errors has correlation in speaking proficiency on students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus.
4. The impact of Discourse in Speaking Proficiency on students in the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus

II. Review of the Related Literature

In this chapter, it is necessary for the writer to describe the result of the reviewing the sources of information that are related to the topic discussed in this thesis.

The Language

Language according to Brown as quoted by Aziz (2001:6-7) describes that language is systematic and generative, a set of arbitrary symbols which are primarily vocal and visual and conventional meanings use for communication which operates in a speech community or culture acquired by people which have universal characteristics.

From the definitions, the writer knows and understands that each language has a rule system to govern human communication in doing interactions to each other in community. The rules itself concern about the grammar in pronunciation, syntax, pragmatic, semantic which applies then in translation, writing and speaking.

Grammar

Because language is a system it means that language has rules to manage people in learning a language. Each language in the world has grammar. The term grammar according to Thorndike/Barnhart (1979:395) is the study of the forms and uses of words in sentences in a particular language where rules describing the use if words in a language.

We understand as Willis (2009:1,48) description about grammar is about sentences

involving structures, orientations and pattern, and lexis is about words including lexical phrases, collocation, and words in which group of words or class has relationship with both to grammar and lexis. The writer concludes that grammar is a study to govern the words in patterning sentence structure using various rules usage and how they should be structured.

Grammar Orientation

According to Willis (2003:48), grammar orientation involves tenses, determiners, and information organization. In the tenses, it tells when something happens or happened, while determiners like *the*, *a(an)*, and *any* provide orientation by identifying the person or thing which are talking about: The information organization is about some grammatical devices such as the passive voice and clefting enable us to organize a text to make easy for the reader or listener.

Tenses

Tenses term as the writer gets from <http://ardictionary.com/Tense/1783> is a grammatical category of verbs used to express distinctions of time. according to Thorndicke and Barnhar (1979:937) describe that tenses is form of a verb that shows the time of the action or state expressed by the verb, for example I *dance* is in the present tense. I *danced* is in the past tense, I will *dance* is in the past tense. The http://www.englishclub.com/grammar/verb-tenses_sys-what.htm explained that tense is a method that we use in English to refer to time - past, present and future. Many languages use tenses to talk about time. Other languages have no tenses, but of course they can still talk about time, using different methods.

Simple Present Tense

Azar (2003:4) describes The Simple Present expresses daily habits or usual activities, general statements of fact, used for events or situations that exist always, usually, or habitually in the past, present, and future.

The writer gives some rules about simple present tense according to Azar and Hagen (2006);

1. The form and basic meaning of the simple present tense according to Azar and Hagen (2006:53);

Person	Singular	Plural
1 st	I + Verb 1	We + Verb 1

2 nd	You + Verb 1	You + Verb 1
3 rd	She, He, It + Verb 1+s/es	They + Verb 1

2. Some rules also explained according to Azar and Hagen (2006:56) in placing the frequency adverb: always, usually, often, sometimes, seldom, rarely, never in the Simple Present Tense is as follow:

S+ always, usually, often, sometimes, seldom, rarely, never+ Verb

3. The spelling and pronunciation of final –s/-es according to Azar and Hagen (2006:61,63,64):

1. If the verbs end –sh, -ch, -ss, -x	Add –es	pronunciation / z/
2. If the verbs end with consonant+ -y	Change the y to I, add –es	
3. If the verbs end with vowel+ -y	Add –es	
4. The irregular singular verb; have, do, go	Become has, does, goes	

Simple Past Tense

Azar (2003:25) describes The Simple Past is used to talk about activities or situation that began and ended in the past, most simple past verbs are formed by adding –ed, and some verbs have irregular past forms in which it has be forms such as *was* and *were*.

The example in expressing habit as in; Ann takes a shower every day, while in expressing general statements of fact as in; Babies cry. Bird flies. The examples in expressing events or situation that exist always, usually as in; I usually read the newspaper in the morning. The Forms of Simple Past Tense, here is the forms of Simple Past Tense using to be and verbs according to Azar and Hagen (2006). The Rules in Simple Past Tense, here is the writer gives some rules about simple present tense according to Azar and Hagen (2003).

1. If the verbs end –e, the spelling ended by –d	Smile-smiled
2. If the verbs end with two consonant, the spelling ended by –ed	Learn-learned
3. If the verbs end with two vowels +one consonant, the spelling ended by –ed	Rain-rained
4. If the verbs end with one vowel +one consonant, and the verbs has one syllable, double the consonant, then the spelling ended by –ed	Stop-stopped

5. If the verbs end with one vowel +one consonant, and the verbs has two syllables and stressed, do not double the consonant, then the spelling ended by -ed	Visit-visited
6. If the verbs end with one vowel +one consonant, and the verbs has two syllables where a two-syllable is stressed, double the consonant, then the spelling ended by -ed	Admit-admitted
7. If the verb end in a vowel+-y, the spelling ended by -ed	Play-played
8. If the verb end in a consonant+-y, change it to -i , then the spelling ended by -ed	Worry-worried
9. If the verb end in -ie the spelling ended by -ed	Die-died

Speaking Proficiency

The word speaking according to Thorndike/Barnhart (1979:871) is an act, utterance, or discourse of a person who speaks, permitting conversation. The grammar where the speaking needs the competence of it will produce a good ability in speaking proficiency.

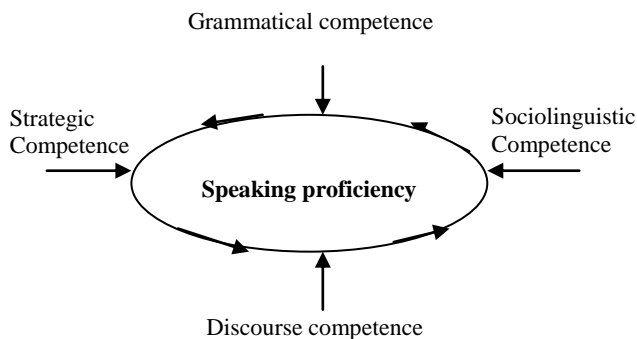


Diagram 2.1. Component of Speaking Proficiency (Shumin, 2002:207)

There are some skills that can be developed for the sake of reaching the speaking proficiency (Sarosdy et al, 2006:57). They are: Organic basis of skills (articulation basis) – from sound formation to accurate respiration, rapid speech – to achieve fluent speech at the required speed, parts of speech, tenses, sequence of tenses, word order and other grammatical rules – for a speaker it is necessary to have language competence including the categories mentioned above, collocations – a competent speaker has to be aware of the collocations used on the target language, stress, intonation, rhythm – belong to the pronunciation closed to that or native

speakers language learners are supposed to acquire, native like pronunciation which makes their speaking comprehensible, speech functions – students are expected to be aware of language patterns used in various communicative situations such as greetings, introduction, inviting guests, etc. Then gestures, compensation strategies, and cohesion, coherence – if the speaker wants to deliver a speech, an oral presentation, he is expected to connect the sentences and the paragraphs to make the text cohesive.

According to Sarosdy et al (2006:147), there are a lot of elements of subjectivity of assessment, which reduces the reliability of scoring. However, several techniques are available, which can improve reliability, especially if they are employed together: the most effective ones are: the use of marking scales. Several criteria for the assessment for oral production are: accuracy, appropriacy, range of vocabulary, flexibility of communication, fluency and pronunciation.

Grammatical Competence

According to (Shumin, 2002:207) grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. Thus, grammatical competence enables speakers to use and understand English-language structure accurately and unhesitatingly which contributes to their fluency.

Discourse Competence

According to an article in www.sil.org entitled What is discourse competence (textual)? Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent and other elements which are used to make important points distinctive or prominent.

Sociolinguistics Competence

Language is one of the most powerful emblems of social behavior. In the normal

transfer of information through language, we use language to send vital social messages about who we are, where we come from, and who we associate with. It is often shocking to realize how extensively we may judge a person's background, character, and intentions based simply upon the person's language, dialect, or, in some instances, even the choice of a single word. Given the social role of language, it stands to reason that one strand of language study should concentrate on the role of language in society. Sociolinguistics has become an increasingly important and popular field of study, as certain cultures around the world expand their communication base and intergroup and interpersonal relations take on escalating significance. The basic notion underlying sociolinguistics is quite simple: Language use symbolically represents fundamental dimensions of social behavior and human interaction. The notion is simple, but the ways in which language reflects behavior can often be complex and subtle. Furthermore, the relationship between language and society affects a wide range of encounters--from broadly based international relations to narrowly defined interpersonal relationships.

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

Strategic Competence

Strategic competence, which is "the way learners manipulate language in order to meet communicative goals". According to Brown(1994:288) is perhaps the most important of all the communicative competence element. Strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules according to Savignon (1983:39), be it linguistic, sociolinguistic, or discourse rules. It is analogous to the need for coping or survival strategies. With reference to speaking activities, strategic competence refers to the ability to keep a conversation going. For example, when second1 foreign language learners encounter a communication breakdown as they forget what a particular word in the

target language is to refer to a particular thing, they try to explain it by mentioning the characteristics of the thing, thus employing a type of communication strategies (Cahyono, 1989).

III. The Research Methodology

In the chapter, the writer discuss about the method and procedure in the to solve the problems in this research, and the writer explains about the methodology, research design, variable research/framework operation, population and sample, technique and instrument of collecting data, technique of analyzing data, design of Hypothesis test, location and time of research.

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. James Harold Fox, Criteria of Good Research, Phi Delta Kappan, Vol. 39 (March, 1958), pp. 285–86.

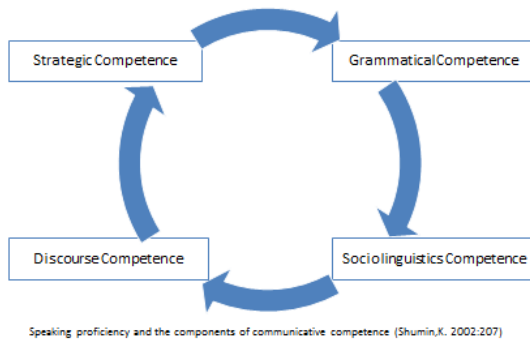
Research Design

This research applies the quantitative methodology approach where applies the quantitative method and data. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. This type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Other techniques of such research are word association tests, sentence completion tests, story completion tests and similar other projective techniques.

Variable research and framework operational

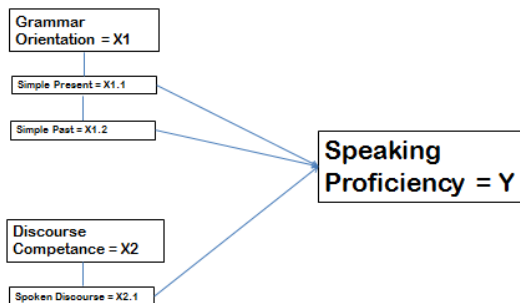
The variable research is the impact of a grammar orientation errors made by house wives.

Speaking Proficiency



All the items under consideration in any field of inquiry constitute a 'universe' or 'population'. A complete enumeration of all the items in the 'population' is known as a census inquiry.

Mainframe work of Variables design



The preparation of the research design, appropriate for a particular research problem, involves usually the consideration of the following:

- 1) The means of obtaining the information;
- 2) The availability and skills of the researcher and his staff (if any);
- 3) The explanation of the way in which selected means of obtaining information will be organized and the reasoning leading to the selection;
- 4) The time available for research; and
- 5) The cost factor relating to research, i.e., the finance available for the purpose.

Population and Sample

Population and sample according to Prasetyo and Jannah(2011:119) describes that population is symptom or unit that is going to be researched, while sample is part of

population there is going to be research. In this research, the writer takes the students as populations. The writer only focuses to analyze the Fifth humble class. The populations are students at SDKKK 2 Batam. According to Balnaves and Caputi (2001 : 90), " Sampling is social science research is a technique, a procedure, for selecting a subset of units of analysis from a population. From this definition, Sample is a number of people or thing taken from a larger group and used in tests to provide information about the group. In this research, the writer takes 30 samples.

Technique and instrument of Collecting Data

Technique and instrument of collecting data is the way how the writer used strategy and instrument to collect the data, in this case the writer collect the data by questionnaires and the respondents to fill them out. But in the case of a survey, data can be collected by any one or more of the following ways:

1. By observation: This method implies the collection of information by way of investigator's own observation, without interviewing the respondents. The information obtained relates to what is currently happening and is not complicated by either the past behavior or future intentions or attitudes of respondents. This method is no doubt an expensive method and the information provided by this method is also very limited. As such this method is not suitable in inquiries where large samples are concerned.
2. Through personal interview: The investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. This method of collecting data is usually carried out in a structured way where output depends upon the ability of the interviewer to a large extent.
3. Through telephone interviews: This method of collecting information involves contacting the respondents on telephone itself. This is not a very widely used method but it plays an important role in industrial surveys in developed regions, particularly, when the survey has to be accomplished in a very limited time.
4. By mailing of questionnaires: The researcher and the respondents do come in contact with

each other if this method of survey is adopted. Questionnaires are mailed to the respondents with a request to return after completing the same. It is the most extensively used method in various economic and business surveys. Before applying this method, usually a Pilot Study for testing the questionnaire is conducted which reveals the weaknesses, if any, of the questionnaire. Questionnaire to be used must be prepared very carefully so that it may prove to be effective in collecting the relevant information.

5. Through schedules: Under this method the enumerators are appointed and given training. They are provided with schedules containing relevant questions. These enumerators go to respondents with these schedules. Data are collected by filling up the schedules by enumerators on the basis of replies given by respondents. Much depends upon the capability of enumerators so far as this method is concerned. Some occasional field checks on the work of the enumerators may ensure sincere work.

Technique of Collecting Data

The writer collects data by giving the respondents questionnaire to be filled out in conducting this research. In dealing with any real life problem it is often found that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate. There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the researcher. Primary data can be collected either through experiment or through survey. If the researcher conducts an experiment, he observes some quantitative measurements, or the data, with the help of which he examines the truth contained in his hypothesis. But in the case of a survey, data can be collected by any one or more of the following ways above.

Design of hypothesis

The design of hypothesis in this research is drawn in this chart below:

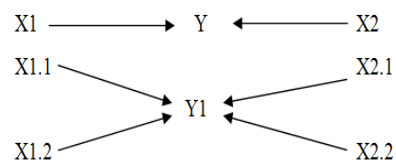


Diagram 3.4. Design of hypothesis

Diagram 3.4. Design of hypothesis

X1.1	= Simple past tense	X2.1	= Spoken
X1.2	= Simple present tense	X2.2	= Written
Y	= Speaking proficiency	Y1	= Grammar

Competance

1. Ho = X1.1. T. test < T - table
H1 = X1.1. T. test > T - table
2. Ho = X1.2. T. test < T - table
H1 = X1.2. T. test > T - table
3. Ho = X2.1. T. test < T - table
H1 = X2.1. T. test > T - table

Location and Time of Research

The location and time of research is the place and time where the research is conducted. The location of this research Kalam Kudus Christian Foundation Schools in Indonesia. It is lied at Duta Mas Complex , Boulevard IV Batam Centre, Kepulauan Riau. The time of the research is taken on 2013 where the respondents filled out the questionnaires given by the writer.

IV. Finding and Discussion

This chapter deals with finding and discussion of data. The field data that have been taken will be analyzed and interpreted based on the theory that deals in chapter two.

Data Analysis

The questionnaires in this research become the data of 30 (thirty) samples with questionnaires which are classified into three categories; the identity of respondents, simple present and simple past tense questionnaire. The identity of respondents includes the age, job status, education, language habit, English usage, location of language practice, weekly frequency language usage, learn English, and frequency language usage. The simple present and simple past tense question items are in the form of multiple-choice and matching with 30 (twenty nine) questions.

Identity of Respondents

Some questions are asked to be chosen in the questionnaire; From the language habit table shown, there are 80% which uses Indonesian, 3.3% uses English, 6.7% uses Mandarin, 10% uses other languages.

Location Practice

From the location practice table shown, there are 20% practices English at around their places, 3.3% is around their works, 70% is around their schools, and the rest is around 6.7% practices it at everywhere.

Location practice		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Di rumah dan sekitarnya	6	20.0	20.0	20.0
	Di tempat bermain	1	3.3	3.3	23.3
	Di sekolah atau tempat pendidikan	21	70.0	70.0	93.3
	Dimana saja	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From the language usage table shown, there are 100% which ever uses English as a communication tool. From the location practice table shown, there are 20% practices English at around their places, 3.3% is around their works, 70% is around their schools, and the rest is around 6.7% practices it at everywhere. From the frequency weekly table shown, there are 13.3% uses English about twice a week, 20% is for three times, 13.3% is for four times, 10% is for five times, 26.7% is for six times and 16.7% is used by everyday. From the English study table shown, there are 36.7% who studies English informally, and 63.3% never studies informally. From the Frequency usage table shown, there are 63.3 (sixty three point three) % who never uses English, 23.3 (twenty three point three) % under 6 (six) months, 6.7 (six point seven) % under a year, 3.3 (three point three) under two years and three.

T. table correlation

Correlations

		X1.1	X1.2	YTotal
X1.1	Pearson Correlation	1	.658**	.833**
	Sig. (2-tailed)		.000	.000
	Sum of Squares and Cross-products	97.867	96.867	225.133
	Covariance	3.375	3.340	7.763
	N	30	30	30
X1.2	Pearson Correlation	.658**	1	.896**

	Sig. (2-tailed)	.000		.000
	Sum of Squares and Cross-products	96.867	221.367	364.133
	Covariance	3.340	7.633	12.556
	N	30	30	30
YTotal	Pearson Correlation	.833**	.896**	1
	Sig. (2-tailed)	.000	.000	
	Sum of Squares and Cross-products	225.133	364.133	745.867
	Covariance	7.763	12.556	25.720
	N	30	30	30

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

Correlations

From the correlation table shown, there are 0.833 for simple past tense and 0.658 for simple present tense. While the standard correlation is 0.5. It means the number of person correlation with the numbers simple past tense and simple present tense smaller. It can be analyzed that all data is valid and less than standard correlation 0.5

The Simple Present and Simple Past Questionnaire

Some questions are presented to be chosen in the questionnaire; multiple and matching. From the Ytotal table shown, that of the sample 30 there are frequency 9 (nine) poor, 12 (twelve) enough, 7 (seven) good, 2 (two) very good respondents. From the table descriptive statistics shown, there are standard deviation 1,837 (one point eight hundred and thirty-seven) simple past tense, 2.623 (two point six hundred and twenty-seven) simple present tense. From the correlation table shown, there are 0.833 for simple past tense and 0.658 for simple present tense. While the standard correlation is 0.5. It means the number of person correlation with the numbers simple past tense and simple present tense smaller. From the table Anova shown, that of the F 132.717 while the significant value of 0.00 (zero point zero double). Probability of the F test is much smaller than 0.05 (zero point zero five), so it can be concluded that both independent of the above (Simple past tense and Simple present tense) together are a significant influence of the variable Y (Speaking proficiency), then the Hypothesis zero is rejected and the Hypothesis alternative 1 accepted.

T. test T

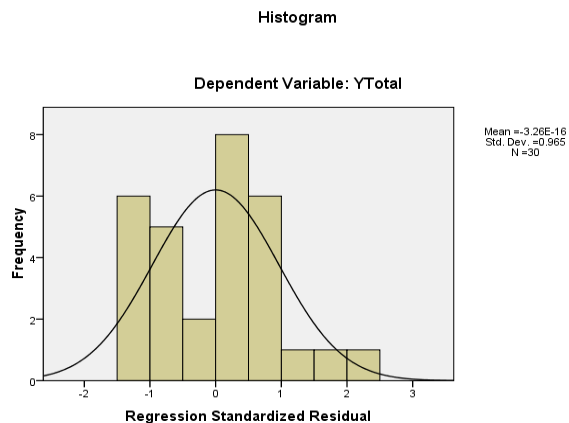
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.095	.721		1.517	.141
	X1.1	1.186	.214	.430	5.531	.000
	X1.2	1.126	.143	.613	7.898	.000
	X2.1	1.950	.443	.640	4.406	.000

a. Dependent Variable: YTotal

From the table coefficients shown, there are X1.1.T.test is 5.531 for simple past tense and 7.898 for simple present tense, then 4.406 for discourse even T.table is 2,042 on 30 samples (two point zero four-two), it means that Hypothesis 1 accepted and Hypothesis zero o rejected.

T.table Histogram



Graphic 4.1. t.table histogram

From the chart above illustrated that the respondent data is still in the normal curve corresponding to graphic Histogram.

1. Ho = reject

X1.1. T.test < T-table

X1.1. T.test = 5.531

T.table = 2.042

Ha = accept

X1.1. T.test > T-table

X1.1. T.test = 5.531

T.test = 2.042

2. Ho = reject

X1.2. T.test < T-table

X1.2. T.test = 7.898

T.table = 2.042

Ha = accept

X1.2. T.test > T-table

X1.2 T.test = 7,751

T.test = 2.042

3. Ho = reject

X2.1. T.test < T-table

X2.1. T.test = 4.406

T.table = 2.042

Ha = accept

X2.1. T.test > T-table

X2.1. T.test = 7,751

T.test = 2.042

Table 4.14. Coefficients

Conclusion and Recommendation

Conclusion

From this research, the writer find some results for proofing the hypothesis of The Impact of Grammatical Orientation Errors with Discourse in Speaking Proficiency on the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus 2 Batam. Here is the conclusion of the research as follows:

1. In simple past tense, it is proved that Ho hypothesis zero is rejected because the value of simple past tense 5.531 is less than T table 2.042. Than Ha hypothesis alternative is accepted because the value of simple past tense 5.531 is more than T.table 2.042. It's concluded that there is an impact of simple past tense in speaking proficiency.
2. In simple present tense, it is proved that hypothesis zero is rejected because the value of simple past tense 7.898 is less than T table 2.042. Than hypothesis alternative is accepted because the value of simple past tense 7.898 is more than T.table 2.042. It's mean that simple present tense has an impact in speaking proficiency.
3. In discourse, it is proved that hypothesis zero is rejected because the value of discourse 4.406 is less than T table 2.042. Than hypothesis alternative is accepted because the value of discourse 4.406 is more than T.table 2.042. It's mean that discourse has an impact in speaking proficiency.

There is an Impact to Grammatical Orientation with discourse in Speaking Proficiency on the fifth humble grade of elementary school at Sekolah Kristen Kalam Kudus 2 Batam.

Recommendation

Even thought English language has been a familiar for most people, but it is proof from the research the use English language still not maximal especially for the Grammatical Orientation in Speaking Proficiency with Discourse, exactly toward the respondent of the research who are the fifth humble grade of elementary school at Sekolah Kristen Kalam

Kudus 2 Batam. Even though the fifth grade of elementary school at Sekolah Kristen Kalam Kudus 2 Batam is the same level, that does not mean they are able to speak English well beside on Grammatical Orientation with discourse. The writer hopes that this research will give advantage to the reader. Actually there are many other aspect that can be research regarding the use of English language such as age, status job, education, language habit, English usage, location of language practice, frequency language week, frequency language usage.

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