

A THESIS

**THE CORRELATION BETWEEN 5 TENSES MASTERY AND  
STUDNETS' SPEAKING ACCURACY AT NINETH GRADE  
OF MTS ITTIHADYAH TANRE ASSO NA PINRANG**



By

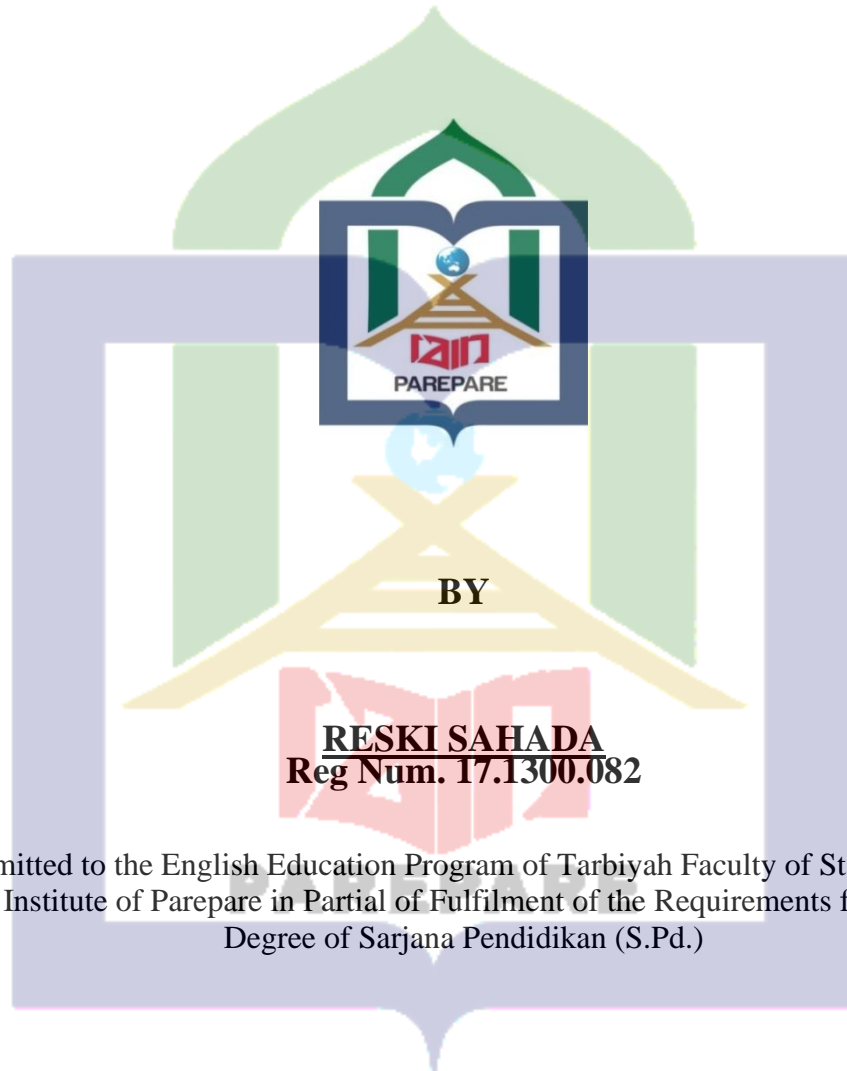
**RESKI SAHADA**  
Reg Num. 17.1300.082

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

2022

A THESIS

**THE CORRELATION BETWEEN 5 TENSES MASTERY AND  
STUDNETS' SPEAKING ACCURACY AT NINETH GRADE  
OF MTS ITTIHADYAH TANRE ASSOANA PINRANG**



BY

**RESKI SAHADA**  
**Reg Num. 17.1300.082**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for the  
Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2022**

**THE CORRELATION BETWEEN 5 TENSES MASTERY AND  
STUDNETS' SPEAKING ACCURACY AT NINETH GRADE  
OF MTS ITTIHADYAH TANRE ASSOONA PINRANG**

A Thesis

As a Part of Fulfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by

**RESKI SAHADA**  
Reg Num. 17.1300.082

to

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

2022

## ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the Student : Reski Sahada  
 The Title of Skripsi : The Correlation Between 5 Tenses Mastery and Studnets' Speaking Accuracy at Nineth Gradeof MTS Ittihadiyah Tanre Assona Pinrang  
 Student Reg. Number : 17.1300.082  
 Department : Tarbiyah  
 Study Program : English Program  
 By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty  
 Certificate : No. 728 year 2021

Approved by Examiner Commissions

Consultant : Drs. Ismail Latif, M.M.  
 NIP : 196312071 98703 1 003  
 Co- Consultant : Mujahidah, M.Pd.  
 NIP : 19790412 200801 2 002

(.....)  
 (.....)

**Cognizant of:**

Tarbiyah Faculty

Dean,



Dr. Zulfa, M.Pd.

NIP 19830420 200801 2 010

## ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Correlation Between 5 Tenses Mastery and Students' Speaking Accuracy at Nineth Grade of MTS Ittihadiyah Tanre Assona Pinrang

Name of the Student : Reski Sahada

Student Reg. Number : 17.1300.082

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate Num: 728 year 2021

Date of Graduation : February 13<sup>th</sup>, 2023

### Approved by Examiner Commissions

Drs. Ismail Latif, M.M.	(Chairman)	(.....)
Mujahida, M.Pd.	(Secretary)	(.....)
Kalsum, M.Pd	(Member)	(.....)
Dr. Arqam, M.Pd	(Member)	(.....)

### Cognizant of:

Tarbiyah Faculty

Dean



Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ  
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah, first of all the researcher would like to say a lot of thanks to Allah SWT for guidance, who has given the writer his mercy, blessing, and a chance so that the writer could finish this thesis. Shalawat and salam to our beloved prophet Muhammad saw as the last messenger of Allah swt. who has brought us from the darkness to the brightness with Islamic religion.

The researcher realizes that in the process of completing this thesis, he has received much support and help from many people. Therefore, the researcher would like to express sincere gratitude to his beloved parents Sahada and Hasma who are always praying for his success. They make his realize to keep going, they inspire his to keep working hard and not to give up easily. They are his inspiration to be strong to overcome every obstacle that he finds when he is working this skripsi.

his thanks, respect, and appreciation go to his consultants, Drs. Ismail Latif, M.M. as the first consultant, and his second consultant Mujahidah, M.Pd. who has given the researcher careful guidance, valuable advice and helpful correction from the beginning of the final project writing until it was accomplished. Thanks for helping and their good advice.

The researcher also would like to express his genuine gratitude to:

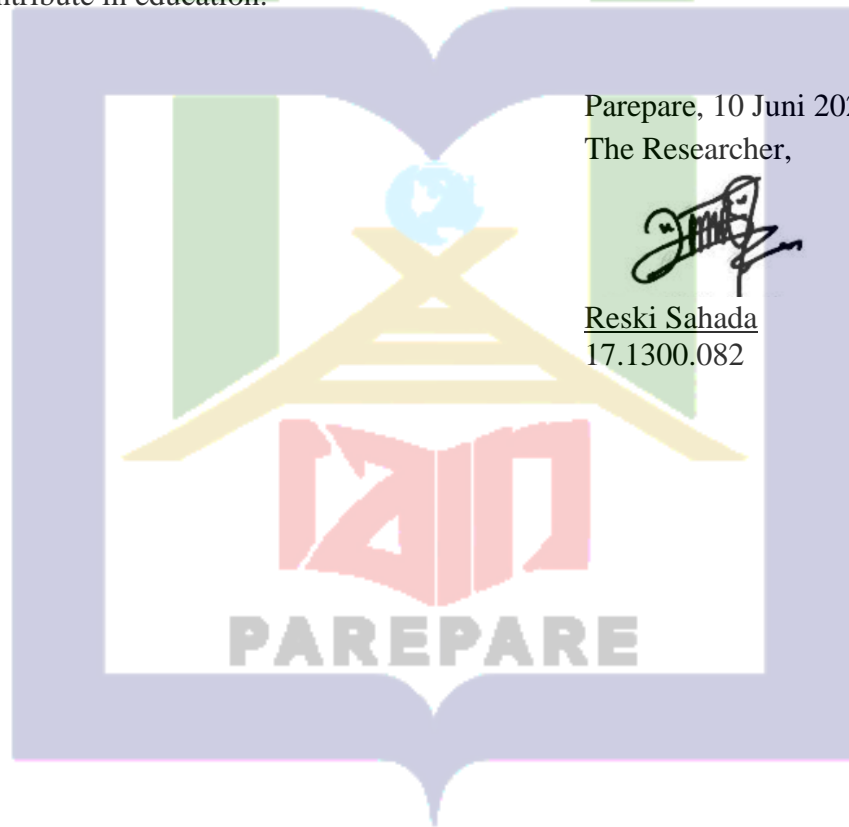
1. Dr. Hannani, M.Ag. The Rector of State Islamic Institute (IAIN) Parepare who had worked hard to manage education at IAIN Parepare.

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty for his permission to write this skripsi.
3. Mujahidah, M.Pd. as the chairman of English Program who has given his some insight so the writer can accomplish this skripsi.
4. Drs. Ismail Latif, M.M. as an Academic Advisor who has provided advice and motivation to researchers.
5. The lecturers and the staff who have taught and educated the researcher during his study in this great campus. Thanks for their knowledge, advice, and motivation that they had given to the researcher during her study in this great campus.
6. Muhammad Ridwan AR, S.Ag., M.Pd.I as the principal of MTS Ittihadiyah Tanre Assona Pinrang who gave permission to researchers to conduct research at the school.
7. Dra. ST.Mudrika as homeroom teacher for class 9. 1 and 9.2 thanks from the researchers for all the directions and guidance given to researchers while conducting research at MTS Ittihadiyah Tanre Assona Pinrang.
8. The sweetest gratitude goes to my beloved family thank you very much for all the love, support and sincere prayers that are always given to researchers.
9. Thank you to All of my friends who come not only from English Education Program but also from any major and other place whose can't be mention it one by one.
10. For class groups "temang kelas" and "PBI Angkatan 17" that have provided extraordinary experiences to researchers, it makes researchers know the meaning of togetherness during the learning process. Thank you for providing

support and being a good friend to researchers, nice to meet all of you and I was never forget you all.

11. To all people whose name cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.

Finally, the researcher admits that her research is still far from being perfect. Therefore she hopes for some suggestions and criticism from the reader for this paper. The researcher hopes this research paper can provide benefits for everyone and can contribute in education.





## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Reski Sahada  
Student Reg Number : 17.1300.082  
Place and Data of Birth : 02 December 1998  
Study Program : English Education Program  
Faculty : English Education Program Tarbiyah  
Title of Skripsi : The Correlation Between 5 Tenses Mastery and  
Students' Speaking Accuracy at Ninth Grade of  
MTS Ittihadiyah Tanre Assona Pinrang

Stated this thesis was his own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 10 Juni 2022

The Researcher,



Reski Sahada  
17.1300.082

## ABSTRACT

**Reski Sahada.** *The Correlation Between 5 Tenses Mastery and Studnets' Speaking Accuracy at Nineth Gradeof MTS Ittihadiyah Tanre Assona Pinrang,* (Supervised by Dr. Ismail Latief and Mujahidah).

Speaking as one of language skills has a very important role. In foreign language, learning ability to speak is the most essential skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much their competent in a language. Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking.

This study is focused on finding To support the achievement of the objectives of the learning process, it is necessary to have supporting factors, such as choosing a method that is appropriate to the learning process such as the small group discussion method. Students was be motivated by appropriate methods that they can understand to practice their abilities and develop their potential in learning English. Sample this research is two class, 9. 1, 15 students and 9.2, 15 students.

The results of this study indicate that class XI IPS 1, there rxy 0.09 means that the correlation between Variable X and variable Y in this study is there is no correlation between variable X and variable Y in this study. the researcher consulted to the table of "r" value, then found that "r" value for N=15 is 0.444 for 5% significance degree. It is clear that  $r_o < r_t$ . So  $0.09 < 0.444$ . While in the second class, namely class 9. 2 where the number of students is 15 people, it can be seen that rxy 0.08 means that the correlation between Variable X and variable Y in this study is there is no correlation between variable X and variable Y in this study.

Keywords: *Tenses, Speaking Mastery, Anlysis.*

## TABLE OF CONTENT

COVER .....	i
PAGE OF TITLE .....	ii
SUBMISSION PAGE .....	iii
APPROVAL OF CONSULTANT COMMISSIONS .....	iv
ACKNOWLEDGMENT .....	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS .....	viii
ABSTRACT .....	ix
TABLES OF CONTENT .....	x
LIST OF TABLES .....	xii
LIST OF FIGURE .....	xiii
CHAPTER I INTRODUCTION .....	1
A. Background .....	1
B. Research Questions .....	5
C. Objective of the Research .....	5
D. Significance of the Research .....	6
CHAPTER II REVIEW OF RELATED LITERATURE .....	5
A. Previous Research Findings .....	5
B. Some Pertinent Ideas .....	6
C. Conceptual Framework .....	27
D. Hyphotesis .....	27
CHAPTER III RESEARCH METHODOLOGY .....	29
A. Research Design .....	29
B. Population and sample .....	30
C. Location and Time the Research .....	30
D. Procedure of Research .....	31
E. Data Collection Techniques .....	31
F. Instrument of the Research .....	32
G. Technique of Data Analysis .....	34
CHAPTER IV FINDING AND DISCUSSION .....	37
A. Findings .....	37
B. Discussion .....	47

CHAPTER V CONCLUSION AND SUGGESTION .....	50
A. Conclusion .....	50
B. Suggestion.....	51
BIBLIOGRAPHY .....	52
APPENDICES	



## LIST OF TABLES

Number of Table	The Tittle of Tables	Pages
4.1	Stadard of Classification	47
4.2	Student's score of grammar test	48
4.3	Clasification of student's score speaking test	49
4.4	The Mean score of student's speaking	49
4.5	Score of student's speaking and grammar test	50
4.6	The correlation between speaking and grammar test	50
4.7	Standard categories of "r" product moment value	52
4.8	Student's score of speaking test XI IPS 2	53
4.9	Clasification of student's score speaking test	54
4.10	The mean score of student's speaking	54
4.11	Score of studest's grammar and speaking test	55
4.12	Calculate the correlation coefficient	56

## LIST OF FIGURES

<b>Number of Figures</b>	<b>The Tittle of Figures</b>	<b>Page</b>
2.1	Conceptual Framework	



## CHAPTER I

### INTRODUCTION

#### A. Background

As a second language, English is one of the things considered as difficult subjects to be mastered by students in Indonesia. Mastery of a second language at a school, especially English is one of the conditions that must be possessed by students. English has four basic language skills. They are listening, speaking, writing and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.<sup>1</sup> English also has a big role in connecting the student for many purposes, such as to study abroad or to look for a job in companies. The main point of learning a foreign language is how we be able to communicate using that language. Speaking a foreign language is a major part of communicating in that language. So, in communication, speaking becomes an important skill that must be mastered.

Speaking as one of language skills has a very important role. In foreign language, learning ability to speak is the most essential skill since it is the basic for communication. Speaking is one of the productive skills, which is the evidence of a student that how much their competent in a language. Moreover, much of the communication is made through speaking. In short, learning a language remains incomplete if one does not achieve competence in speaking. Speaking can be realized as the most common way to convey the message to others and ability to communicate

---

<sup>1</sup>Jeremy Harmer, *The practice of English Language Teaching* (New York: Longman, 1989), p. 6

effectively is a basic requirement which needs to be taken seriously in English education.

Speaking has two characteristics that are fluency and accuracy. Fluency refers to the ability to convey ideas in a way that can be understood, while accuracy refers to the carefulness and completeness of language forms, such as focus on grammar, vocabulary, and pronunciation. In this case the mastery of grammar underlies the speaking skill. Another criteria that influence speaking is grammar. Learning English cannot be separated from learning grammar. Grammar is fundamental to language. Without grammar, language does not exist.<sup>2</sup> Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar.

Although English has been studied all over the world in long time, problems are found during teaching and learning process. Based on pre- observation, the researcher finds there is some problem in speaking students of Mts Ittihadiyah Tanre Assona. The problem is when the students speak the listener cannot understand what the grammar they used. The students speak ungrammatically so that make the listener confuse to understand their speaking. It is include grammatical accuracy (tenses, preposition, and sentence construction), vocabulary (incorrect word choice), fluency (frequent repair), and interactive communication (difficulties in getting the meaning across or keeping the conversation going). They do not understand how to use grammar properly. Consequently they cannot speak correctly and effectively.

---

<sup>2</sup>Hossein Nassaji, Sandra Fotos, Teaching Grammar in Second Language Classrooms (New York: Taylor and Francis e-library, 2011).p.1



Therefore, grammar mastery must be priority in English language teaching and learning. Students should know minimum basic grammar to speak well. The basic grammar consist of 5 tenses which are Simple Present Tense, Simple Past Tense, Simple Future, Present Continues and Present Perfect. Without mastering basic grammar, the learners would be difficult to make a good communication.

Based on the problem above the researcher conclude that the students got poor score in grammar and also in speaking test they got low score. the researcher is interested in conducting a research to know is there any significant correlation between 5 tenses mastery and speaking accuracy to obtain the empirical data about the correlation between grammar mastery in their speaking accuracy.

#### **B. Research Question**

1. How is the students' speaking accuracy at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang?
2. Is there any significant correlation between 5 tenses mastery and students' speaking accuracy at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang?

#### **C. Objectives of the Research**

1. To know the students' speaking accuracy at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang.
2. To know the significant correlation between 5 tenses mastery and students' speaking accuracy at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang.

#### **D. Significances of the Research**

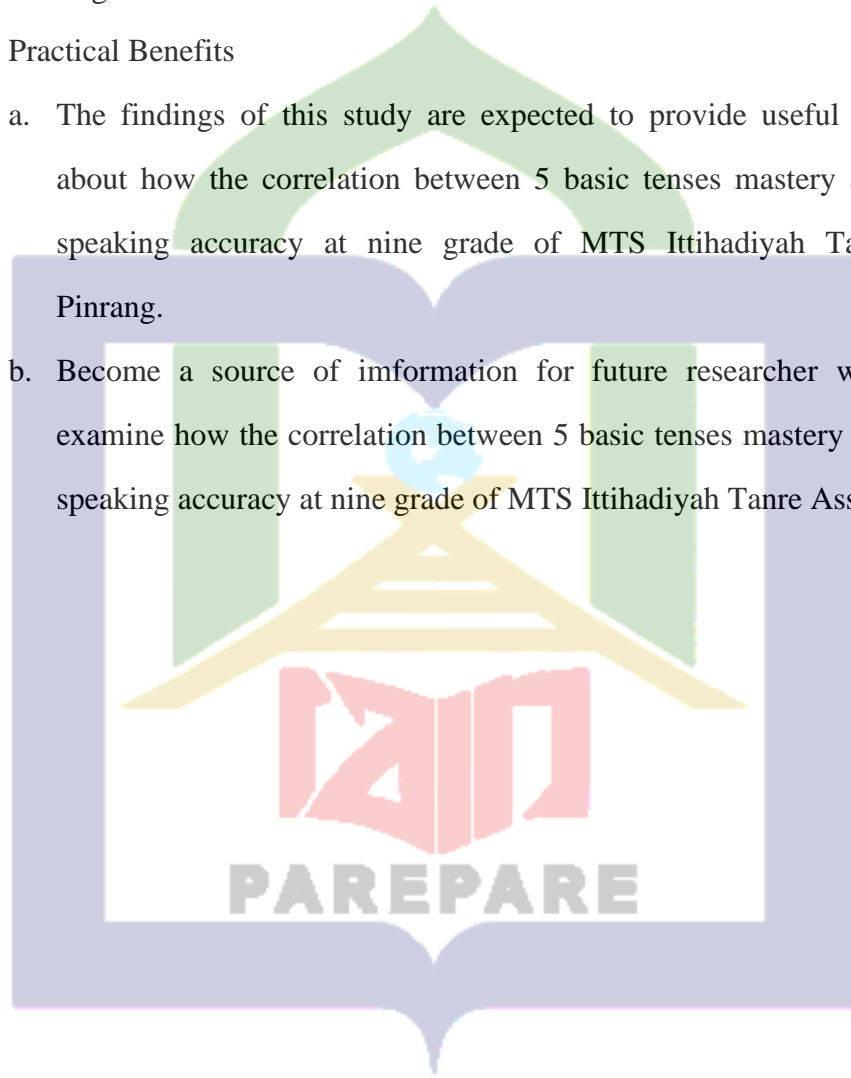
The benefits of this research are classified into two parts, theoretically and practically;

1. Theoretically Benefits

The findings of this study are intended to contribute to understanding how important the role or the correlation between 5 basic tenses mastery and students speaking accuracy at nine grade of MTS Ittihadiyah Tanre Assona Pinrang.

2. Practical Benefits

- a. The findings of this study are expected to provide useful information about how the correlation between 5 basic tenses mastery and students speaking accuracy at nine grade of MTS Ittihadiyah Tanre Assona Pinrang.
- b. Become a source of information for future researcher who want to examine how the correlation between 5 basic tenses mastery and students speaking accuracy at nine grade of MTS Ittihadiyah Tanre Assona Pinrang



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

A couple of researchers have performed research in accordance with the researchers are as follow:

Syarifuddin, in his research with the title the correlation between grammar mastery, listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019. The result of  $r$  count value (0,644) is higher than  $r$  table (0,374) and significant value 0,05. (2) There is significant correlation between listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019 with the evidence  $r$  count value (0,533) is higher than  $r$  table (0,374) and significant value 0,05. (3) There is significant correlation among grammar mastery, listening comprehension and speaking skill of the second semester English students at IAIN Palangka Raya in Academic Year 2019 with the value of multiple correlation ( $r$ ) is 0,677. From the result above, it could be concluded that there was positive correlation among grammar mastery, listening comprehension and speaking skill English students at IAIN Palangka Raya in Academic Year 2019.

The similar study focusing on the relationship between grammar mastery speaking skill from Hasanah (2016) with the title: The Correlation between Students' Grammar Mastery and Their Speaking Ability at 4th Semester of English Education Program Students' of Muhammadiyah University of Purworejo in the Academic Year of 2015/2016. The purpose of this study is to find out whether there is positive and significant correlation between grammar mastery and speaking ability. The samples

of this study were 27 students and this study find there is significant correlation between grammar mastery and speaking skill with strong correlation.

The next study from Hidayatullah (2018) with the title: The Correlation between Students' Grammar Mastery and Their Speaking Accuracy at The First Semester of Thetenth Grade of Sman 01 Lemong Pesisir Barat in the Academic Year of 2016/2017. The sample of this research consist 130 students. The instrument to collect data in this study are oral test about introduction for speaking test and multiple choice test for grammar test. The finding this research is there significant correlation between that variable.

The difference between this research and previous study is in the number of variables, some research use three variables and in this research use two variables. The difference also from subject and place and the variable focus in 5 tenses. In addition, this study was also conducted with the subject 21 students ninth grade of MTS Ittihadiyah Tanre Assona.

## **B. Some Pertinent Ideas**

### **1. Tenses in English**

In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns.

Basic tenses found in many languages include the past, present and future. Some languages have only two distinct tenses, such as past and non-past, or future and non-future. There are also tense less languages, like Chinese, which do not have tense at all. On the other hand, some languages make finer tense distinctions, such as remote vs. recent past, or near vs. remote future.

Tenses generally express time relative to the moment of speaking. In some contexts, however, their meaning may be relative to a point in the past or future, which is established in the discourse (the moment being spoken about). This is called relative (as opposed to absolute) tense. Some languages have different verb forms or constructions which manifest relative tense, such as pluperfect ("past-in-the-past") and "future-in-the-past".

Expressions of tense are often closely connected with expressions of the category of aspect; sometimes what are traditionally called tenses (in languages such as Latin) may in modern analysis be regarded as combinations of tense with aspect. Verbs are also often conjugated for mood, and since in many cases the three categories are not manifested separately, some languages may be described in terms of a combined tense–aspect– mood (TAM) system.<sup>1</sup>

There are 16 forms of tenses that indicate the certain time of action, special in this research the researcher will explain 5 tenses, they are:

a. Simple Present

1. Definition

The present tense is the simplest tense in English. The simple present tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries.

The simple present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth.

---

<sup>1</sup>[www.wikipedia.com/tenses](http://www.wikipedia.com/tenses). Accessed on April 15, 2021.

In general, the simple present express events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.<sup>2</sup>

2. The sentence pattern of simple present tense

a) Affirmative

**Subject + Verb 1 (s/es)**

E.g. Their classes begin at seven She sends the letter to her mother every month.

**Subject + Verb be (are, am, is) + Complement**

E.g You are a teacher.

b) Negative

**Subject + Auxiliary verb (do/does) + Not + Verb 1**

E.g Their classes don't begin at seven. She doesn't send the letter to her mother every month.

**Subject + Verb be (are, am, is) + Not + Complement**

E.g You are not a teacher.

c) Interrogative

E.g Do their classes begin at seven?

Does she send the letter to her mother every month?

**Verb be (are, am, is) + Subject + Complement**

E.g Are you a teacher?

3. The usage of simple present tense.

<sup>2</sup>Betty Schramper Azar, Understanding and Using English Grammar, (New Jersey: Prentice Hall, Inc 1989), p. 2.

The simple present tense performs the following functions or usages:

- a) To express the general truth.  
e.g. The sun rises in the east.
- b) To express the customs and habitual action.  
e.g. She studies English everyday.
- c) To show the future time.  
e.g. I start my new job tomorrow.<sup>3</sup>

#### 1) Simple Past

##### a. Definition

The simple past tense is formed with the past form of the verb which may be either regular, by adding –ed to infinitive form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case.<sup>4</sup>

Marcella Frank said". . . simple past tense represent definite time, it refers to event that were completed before the statement is made. It is often accompanied by such expression or definite past as yesterday, last year, two years ago, etc.<sup>5</sup>

#### 1) The sentence pattern of simple past tense

##### a) Affirmative

**Subject + verb 2**

E.g. Andrew found his pen two days ago.

<sup>3</sup>Betty Schramper Azar, Understanding and Using English Grammar, (New Jersey: Prentice Hall, Inc 1989), p. 11.

<sup>4</sup>Nasrun Mahmud, English for Muslim University Students, (Jakarta, Pusat Bahasa dan Budaya IAIN, 2000), p. 20.

<sup>5</sup>Marcella Frank, Modern English: Exercise for Non Native Speaker, Part 1: Parts of Speech, (New Jersey: Prentice Hall, Inc, 1972), p. 49.

**Subject + Was/were + Complement**

E.g. They were in the class at 7 o'clock a.m.

## b) Negative

**Subject + Auxiliary Verb (did) + Not + V 1**

E.g. Andrew did not find his pen two days ago.

**Subject + Was/were + Not + Complement**

E.g. They were not in the class at 7 o'clock a.m.

## c) Interrogative

**Auxiliary Verb (did) + Subject + Verb 1**

E.g. Did Andrew find his pen two days ago?

**Was/were + Subject + Complement**

E.g. Were they in the class at 7 o'clock a.m.?

## 3) The usage of simple past tense.

a) The simple past tense is used to talk about activities or situation that began and ended in the past.

E.g. The students did their homework yesterday.

b) To express the duration of an event completed in the past.

E.g. I was in Jakarta for four years (I'm in Surabaya now).

c) To express habitual action in the past.

E.g. When I was child, I caried loudly.<sup>6</sup>

## 2) Simple Future

## a. Definition

<sup>6</sup>Betty Schramper Azar, Understanding and Using English Grammar, (New Jersey: Prentic Hall, Inc 1989), p. 24



Simple future tense is used to express the events predicted to occur in the future.<sup>7</sup> The simple future tense expresses future intentions.<sup>8</sup> at one particular time in the future, this will happen.

The simple future tense and be going to are used for several specific meanings.

- **Will** is often used to express the future in written English. In spoken English, it is frequently used with predictions, promises, offers, and requests.
- **Be going to** is also used in conversational English. It often involves actions that have been planned before the moment of speaking.
- **Both will and be going to** are followed by the simple form of verb.
- The use of **shall** with I or we to express future time is possible but uncommon in American English. Shall is used much more frequently in British than in American English.<sup>9</sup>

b. The sentence pattern of simple future tense

a) Affirmative

**Subject + will + V1**

Eg. I will go to Makassar.

<sup>7</sup>Mr. Sam. Tt. Kitab Grammar ang Tenses Super Lengkap. Pamulang: Penerbit Ilmu Bumi Pamulang-Bambu Apus,p. 133.

<sup>8</sup>McGraw-Hill. 2002. Interactions 2 Grammar, 4th Edition. New York: Penerbit McGrawHill/Contemporary, p. 29.

<sup>9</sup>Betty Schramper Azar.1989. Understanding And Using English Grammar . United State Of America,p. 44

b) Negative

**Subject + will + not+ V1**

Eg. I will not go to Makassar.

c) Interrogative

**Will + subject + V1?**

Eg. Will I go to Makkasar?

c. The usage of simple future tense

a) will/shall to express a promise.

Eg. I will call you when I arrive home.

He will not tell anyone his wife's secret.

b) will/shall to express willingness.

Eg. I'll help you whenever you need.

He will try her best to do it.

c) will/shall to express spontaneous actions.

Eg. Stay there, I'll have a word with you.

We will go home soon.<sup>10</sup>

3. Present Continue

a. Definition

Present continuous tense is also know as present progressive tense.

Present progressive is verb phrases composed of forms of the auxiliary be + the present participle (ing-form) of the principle verb.

According to A.S Hornby “ the present progressive is the tense most often used for this purpose. It is the tense more closely associated with the present

<sup>10</sup>Rahmah Fitriani,English Grammar, Bandung: Citapustaka Media Perintis,2010,p.117.

time. There may be an adverbial on present time (e.g. now, today), but this is not essential.”<sup>11</sup>

The continuous forms represent actions or events, viewed at some point between their beginning and end. They imply that an action or series of actions has already begun but is not yet completed. At the same time, they indicate that the duration of the action or series of actions is limited.<sup>12</sup>

b. The sentence pattern of present Continuous tense

According to A.J. Thomson and A.V. Martinet the present continuous tense is formed with auxiliary verb be + the present participle.<sup>13</sup> The present continuous tense consist of three forms, they are:

a) Affirmative

**Subject + To be (are, am, is) + Present Participle (Ing-form)**

E.g. She is reading an English book.

They are sitting on the chair

b) Negative

**Subject + To be (are, am, is) + Not + Present Participle (Ing-form)**

E.g. She is not reading an English book.

They are not sitting on the chair

c) Interrogative

**To be (are, am, is) + Subject + Present Participle (Ing-form)**

<sup>11</sup>A.S. Hornby, Guide to Patterns and Usage in English Second Edition, (London: Oxford University Press, 1975), p. 82

<sup>12</sup>B.D. Graver, Advanced English Practice Second Edition, (Oxford University Press, 1979), p. 56

<sup>13</sup>A.J. Thomson and A.V. Martinet, A practical English Grammar: Fourth Edition, (New York: Oxford University Press, 1986), p. 153.

E.g. Is she reading an English book.

Are they sitting on the chair?<sup>14</sup>

c. The usage of present continuous tense.

a) To express an action that is happening right now.

E.g. I'm typing the final task right now.

b) To express the beginning, progression or end of the action.

E.g. It is beginning to rain.

c) To express about something that is happening at the time of speaking.

E.g. Please don't make some so much noise. I'm studying.

d) To talk about something which happening at or around the time of speaking.

E.g. Wheres is Tom? He is playing Tennis

e) For a definite arrangement in the near future (and is the most usual way of expressing one's immediate plans).

E.g. What are you doing tomorrow evening?<sup>15</sup>

5. Present Perfect

a. Definition

Frank in her book Modern English noted that present perfect tense express indefinite time that begins in the past and extends to the present.<sup>16</sup> In

Nina's book, present perfect tense define as the event that happened in the

<sup>14</sup>Betty Schramper Azar, Understanding and Using English Grammar, (New Jersey: Prentice Hall, Inc 1989), p. 11

<sup>15</sup>Michael Swan, Practical English Usage, (New York: Oxford University Press, 1980), p. 445.

<sup>16</sup>Marcella Frank, Modern English: a Practical Reference Guide ( New Jersey: Prentice Hall, 1972), p.78.

past and still there is relation with present but the time of the event is not clear.<sup>17</sup>

The exact time it happened is not important. It also, expresses the repetition of an activity before now. It also when used for and since, expresses a situation that began in the past and continuous to the present. The present perfect tense is used to talk about a past time, which has very strong meaning for the present.

b. The sentence pattern of Present perfect tense

a) Affirmative

**Subject + have/has+ V3**

Eg. She has eaten the banana.

I have bought apple.

b) Negative

**Subject + have/has+ not + V3**

Eg. She has not eaten the banana.

I have not bought apple.

d) Interrogative

**Have/Has+Subject + V3?**

Eg. Has She eaten the banana?

Have I bought apple?

<sup>17</sup>Nina A.R, 16 Tense ( Yogyakarta: Pustaka Widyatama, 2010), p.27.

### c.. The usage of present perfect tense

Present perfect tenses is used when an action or situation in the present is linked to a moment in the past. It is often used to show things that have happened up to now but are not finished yet or to emphasize that something happened but is not true anymore.

The adverb of time is often used with since and for to say how to long the action has lasted and it is used to talk about action that has the result in the present, the adverb of time often used is just, already and yet.

Perfect tenses are never used something happened such as yesterday, last year etc. But can be used when discussing the duration of something i.e. often, for, always, since etc. The most important thing to remember about the present perfect is that it can never be used with adverbs which describe finished time periods, such as 46 yesterday, five minutes ago, and at three o'clock. If a time adverb is used with the present perfect, it should describe a time period which is unfinished. As an example including today and this week. They are:

I've been to the shops twice already today.

I went to the shops before Toy arrived.<sup>18</sup>

## 4. Concept of Speaking

### a. Definition of Speaking

Teaching English in any level, always involves four basic skills. They are listening, reading writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other

---

<sup>18</sup>Marcella Frank, Modern English: a Practical Reference Guide ( New Jersey: Prentice Hall, 1972), p.78

skills. According to Brown.<sup>19</sup> Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

Marriam Bashir stated that Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.<sup>20</sup> According to Ladouse, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.<sup>21</sup> Furthermore, Wilson defines speaking as development of the relationship between speaker and listener.<sup>22</sup>

Another definition comes from Cameron. She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language.<sup>23</sup> At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh', and 'uhuh' make spoken language

---

<sup>19</sup>H. Douglas Brow, *Teaching by Principles: an interactive approach to language pedagogy* (New York: New York: Prentice Hall regents, 1994), p.140

<sup>20</sup>Marriam Bashir, Factor Effecting Students' English Speaking Skills(British Journal Publishing, <http://www.bjournal.co.uk/BJASS.aspx/2011/Factor Effecting Students' English Speaking Skills>, 2011), p.38

<sup>21</sup>Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991), p.23.

<sup>22</sup>Wilson, *Living English Structure* (London: Longman, 1983), p.5.

<sup>23</sup>Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), p.40.

feel less conceptually dense than other types of language such as expository prose. Thornbury states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.<sup>24</sup>

Additionally, Kayi says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context. Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior.<sup>25</sup>

Speaking is the process of constructing meaning, giving and receiving information that occurs between two peoples or more. Based on Tarigan, speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned.<sup>26</sup> Meanwhile, speaking is one of English skill that very important and must be involved in teaching and learning. The students have to learn speaking in order to build their self-confidence and having good conversation with other by using English.

Based on the explanation above, the researcher concluded speaking is skill needs more practices because there is not meaning to speak fluently but we should use the grammatical rules and vocabularies to make good

---

<sup>24</sup>S. Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.20.

<sup>25</sup>Caroline, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2003), p.45.

<sup>26</sup>H. Guntur Tarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa* (Bandung: Angkasa, 1990), p.3-4.



communication. How to make students more practice their speaking in the classroom? According to Jeremy Harmer There are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom.<sup>27</sup> Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrase fluently without very much conscious thought.

#### b. Functions of Speaking

Speaking is very important, especially in daily communication. People is recognized that they are educated from the way and what they are speaking. Whenspeaking, someone has to know what to speak and understand the ideas of what they are talking about.

Jeremy Harmer states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.<sup>28</sup>

#### c. Aspects of Speaking

---

<sup>27</sup>Jeremy Harmer, *How to Teach English* (London: Longman, 2007), p.123.

<sup>28</sup>Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), p.20.

Speaking is one of the four basic skills in learning foreign language, it has been taught since the students enter a junior high school, however it is not easy for the students to communicate in English. Actually there are several factors that affect our English speaking skill. They are:

1) Listening Comprehension

Listening comprehension is a very basic skill that must be mastered in order to be a good English speaker. Speakers of English must focus their time and effort in improving their English speaking skills without first assessing and practicing their English listening comprehension skills. A lot of them actually know grammar rules pretty well and can construct even complex sentences.

2) Understand English Pronunciation

It is quite common for non-native speakers of English to mispronounce English words. However, it is not something we have to be ashamed of, but something we ought to understand. We have to get to the roots of the problems, in order for us to improve our pronunciation.

3) Grammatical Accuracy

Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they have difficulty expressing a certain concept or thought in a certain way, they can just use other ways of saying those things. They may commit some mistakes in grammar, but the mistakes do not distort or change the meaning of the sentences they want to convey, thus, it does not give the listener much of a problem understanding them. On the other hand, the mistakes many non-native

speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That is exactly the reason why non-native speakers have to study grammar more than native speakers.

#### 4) Vocabulary

Many people are misunderstood because of using words or expressions inappropriately. Vocabulary is learned more effectively if they use it in full sentence rather than memorize it in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

#### 5) English Fluency

English fluency means being able to use the language easily. In order to be more fluent in the said language, we have to practice speaking English as often as possible. However, it is not enough to practice all the time. You have to make sure you practice speaking English the right way. We can do this by practicing with a partner who can speak English well, so that he or she can correct your mistakes if you commit any. Based on some theories above, it can be concluded that by mastering speaking, people can be successful in conversation or to communicate with others. By having speaking ability people can send their ideas, thought, and also feeling to another person.

Therefore, people can make a good social relationship by communicating with others in daily activities. In other words, speaking is a form of communication that needed and involved interaction from more than one participant who will act as a

speaker and a listener. Speaking skill is the art of communication that have to be mastered by students in learning English with the purpose by using speaking skill the students can express their emotion, communicative needs, interact to other person in any situation.<sup>29</sup>

#### d. Types of Speaking

In speaking, there were six types of speaking that take place in the classroom. They were imitative, intensive, responsive, transactional, interpersonal, and extensive.

##### 1) Imitative

Imitative speaking is a very limited portion of classroom speaking time may legitimate be spent in the human “tape recorder” speech, where learners are, for example, practicing an intonation contour, trying to pinpoint a certain vowel sound, etc. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

##### 2) Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language. Intensive speaking can be self-initiated or it can even form part of some pairs work activity, where learners are “going over” certain form of language.

##### 3) Responsive

---

<sup>29</sup>Alex Housen, F. Kuiken, Complexity, Accuracy and Fluency in SecondLanguage Acquisition, <https://www.researchgate.net/publication/265887417,2009>, p.3

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4) Transactional

Transactional language, carry out for conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiate nature to them than merely responsive speech. Such conversations could readily be part of group work activity as well.

5) Interpersonal

The conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve a casual register, colloquial language, emotionally charged language, slang

6) Extensive

The students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.<sup>30</sup>

e. Students' Speaking Accuracy

---

<sup>30</sup>H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2001). p. 266.

Speaking process needs at least two people, one as a speaker, who produces or gives the information and the other as a listener who receives the information. To be good in speaking, the students have to mastery of pronunciation, grammar, fluency and accuracy. One of them is accuracy. According to Hammerly in Housen accuracy or correctness is probably the oldest, most transparent and most consistent construct of the triad, referring to the degree of deviancy from a particular norm.

This is supported by Lennon in Housen and Kuiken who states that accuracy as the ability to produce error-free speech . Ellis also states that accuracy as the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation . According to Quintero accuracy as the conformity of second language knowledge to target language norms .<sup>31</sup>

It can be conclude that speaking Accuracy consisting three main points there are vocabulary, grammar and pronunciation. Mastering speaking accuracy means someone speaks in wide vocabulary, very few errors in grammar, very good pronunciation. When we take a conversation with other, our speaking accuracy is useful to convey our ideas, thought, opinion, and feelings clearly. Therefore, the listeners will receive or catch the message and though easily.

### **5. Concept of Grammar**

Grammar is used to mean the analysis of a language system, and the study of grammar is not just considering an essential feature of language learning, but it isthink to be sufficient for learners to actually acquire another language. Grammar is a very important to produce a language because without getting grammar the learners

---

<sup>31</sup>Alex Housen, F. Kuiken, Complexity, Accuracy and Fluency in SecondLanguage Acquisition, <https://www.researchgate.net/publication/265887417,2009>, p.3.

cannot use the language well. Hossein Nassaji states that, For thousands of years, grammar was the center of language pedagogy.<sup>32</sup>

According to Geoffrey Leech grammar is a set of rules which do not allow others; otherwise they would not be able to put words together in a meaningful way. Linda Gerot and Peter Wignell explain that grammar is theory of language, of how language is put together and how it works. More particularly, it is the study of wording.<sup>33</sup>

It means that grammar is very important element when someone communicating or speak with others. Without grammar we cannot convey our ideas, think, and feeling.

#### a. Definition of Grammar Mastery

Grammar gives language users the control of expression and communication in everyday life. Once, grammar deals with the form of sentences and smaller units such as words, phrases and clauses, that Rodney's point of view. Mastering grammar will help people or students to express their emotions or ideas and purpose more effectively. Moreover, grammar also gives effect in written or spoken communication such as in translation. Grammar is a very important aspect of written or spoken language beside unity, coherence, and mechanics. Ungrammatical pieces of written or spoken language may show immaturity of language acquisition. Then, Penny stated that grammar does not only affect how units of language are combined in order to look right; it also affects of meaning.<sup>34</sup>

<sup>32</sup>Hossein Nassaji, Sandra Fotos, Teaching Grammar in Second Language Classrooms (New York: Taylor and Francis e-library, 2011).

<sup>33</sup>Istikhomah, "The Use Of Grammar Monopoly Game To Improve Students" Mastery Of Simple Past Tense", Graduating Paper (Salatiga: Stain, 2013), p.13.

<sup>34</sup>Penny Ur, A Course in Language Teaching: Practice and Theory ( Cambridge: Cambridge University Pres, 1996).

Therefore, people must comprehend the grammar in order to avoid misunderstanding towards the intended meaning.

From the statement above, the writer assumes that grammar mastery is learners' ability to speak clearly and easily. It means that mastering grammar is useful in teaching learning process especially in English. Learners that have mastered grammar well can convey their feelings, ideas, though in spoken or written. When we get a conversation with foreign people from other countries, our grammar is helpful to make them understand what we talk about actually.

b. Scope of Grammar

Auction Grammar Game can be used as a means to deepen all kinds of structures for the purpose of learning grammar. Scope of grammar which can be played through Auction Grammar Game, among others:

1. Modals
2. Conditionals and "Wish"
3. Passive Voice
4. Reported Speech
5. -Ing and Infinitive
6. Articles and Nouns
7. Pronouns and Determiners
8. Relative Clauses
9. Adjectives and Adverbs
10. Conjunctions and Prepositions
11. Tenses<sup>35</sup>

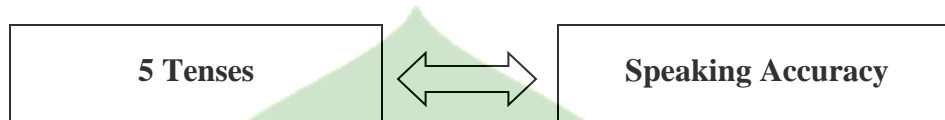
---

<sup>35</sup>Murphy R, "English Grammar in Use", (Cambridge University Press, 1985)



### C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:



Based on the framework above, the researcher will explain that grammar is one factor that which makes students can speak English accurately. If their grammar is good, they will express their mind into sentences easily. The result of the pre-research shows that the students' speaking accuracy is still low. It happens because of the lack of interesting technique in teaching English and their grammar is still low too. By using 5 tenses the students can express their opinion freely and enjoyable. 5 tenses also influenced by speaking accuracy mastery. In short, it is convinced that 5 tenses can be used to improve students' speaking ability especially speaking accuracy.

### D. Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, moreover the hypothesis need the research process to examine the data.<sup>36</sup>

---

<sup>36</sup>Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

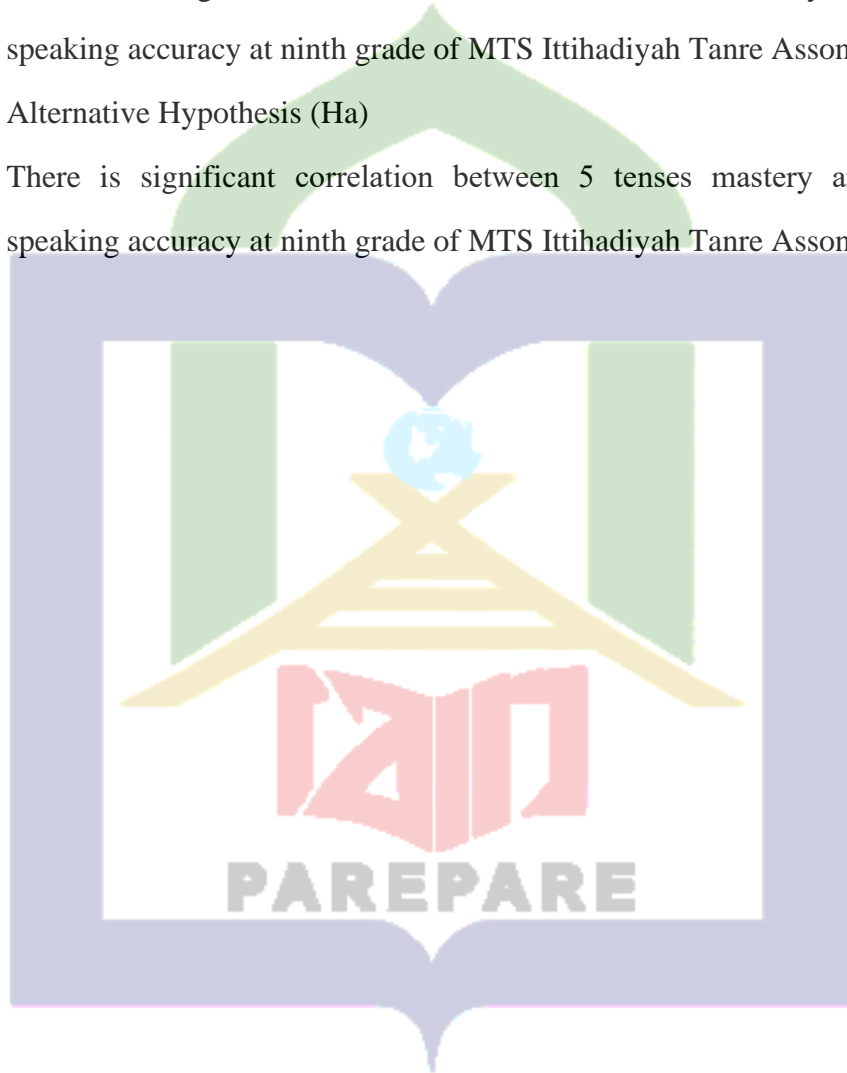
Based on the previous related literature and the problem statement above, the researcher puts forward hypothesis as follow:

a. Null Hypothesis (H<sub>0</sub>)

There is no significant correlation between 5 tenses mastery and students' speaking accuracy at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang.

b. Alternative Hypothesis (H<sub>a</sub>)

There is significant correlation between 5 tenses mastery and students' speaking accuracy at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang.



## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This chapter discuss about the research method. It consisted of research design, location and duration, population and sample, procedure of collecting data, variable and operational definitions, instrument of research, techenique of collecting data.

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

Research design is a plan or program made by the researcher as the activity target that will be done. This research is about correlation a research. Research design known as the formidable problem that follows the task of defining the research problem is the preparation of the design of the research project.<sup>1</sup>

The main objective of this research was to know the correlation between students'5 tenses mastery and students' speaking accuracy. This research is employing the correlation design. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.<sup>2</sup>It means that, this research is to determine the relationship between one thing (5 Tenses Mastery) and another (Speaking Accuracy) in a population.

In this research, the researcher will give the test to know the both 5 tenses mastery and their speaking accuracy. Then, data (score) gainedfrom the test were analyzed to see whether 5 tenses is related to speaking accuracy.

---

<sup>1</sup>C.R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International (P) Ltd, 2004), p.31.

<sup>2</sup>John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4 th Ed, (Boston: Pearson, 2012), p.338

## B. Location and Duration of Research

The location of this research is at Mts Ittihadiyah Tanre Assona, Pinrang regency, South Sulawesi. The researcher use the quantitative research that have several times to collect and analyze data. The researcher will use around one month for collecting data.

## C. Population and Sample

### 1. Population

A population is all of subject of research. A population is a group of individuals who have the same characteristic.<sup>3</sup>The population in this research are the students of ninth grade atMts Ittihadiyah Tanre Assona Pinrang. The school has total of 54 students. Researchers take 54 students as a population of the total number of members that exist.

Table 3.1 Total Students of ninth grade Mts Ittihadiyah Tanre Assona Pinrang

<b>Garde</b>	<b>Total</b>
9.1	15
9.2	15
<b>Total</b>	<b>30</b>

<sup>3</sup>John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4 th Ed, (Boston: Pearson, 2012), p.142

## 2. Sample

The researcher used simple random sampling consist of 21 students. It is said to be simple because the sampling of members of the population is done randomly without paying attention to the existing strata in the population. This method is done when members of the population are considered homogeneous.<sup>4</sup>

The researcher chooses simple random sampling as the sampling technique because at the time of sampling the researcher only classified ninth grade.

### **D. Procedure of Collecting Data**

The procedures of collecting data in this research, as following:

- 1) The researcher gave tryout to other class (out of the sample), it is to know the level of the validity and reliability of instrument test grammar.
- 2) The next step gave the grammar and speaking test to collect the data for the sample class.
- 3) The researcher gave take the conclusion to know the correlation among the variable.

### **E. Variable and Operational Definition of the Research**

#### 1. Variable of the Research

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are

---

<sup>4</sup>Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2016), p. 152.

needed in order to understand differences.<sup>5</sup> This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

a) The dependent variable

The dependent variable of this research is students' speaking Accuracy.

b) The independent variable

The independent variable of this research is 5 Tenses Mastery.

2. Operational Definition

a) Speaking is communication tool to express feelings, ideas, and thoughts as well as to the other people in many different situations and it includes sender message receiver.

b) Speaking Accuracy consisting three main points there are vocabulary, grammar and pronunciation. Mastering speaking accuracy means someone speaks in wide vocabulary, very few errors in grammar, very good pronunciation.

c) Tenses is a category that expresses time reference. There are sixteen tenses specially in this research there are five tenses which are simple present, simple past, simple future, present continuous and present perfect.

**F. Instrument of the Research**

The researcher used test as the technique to collect the data of this research. Test was used to measure students' grammar mastery and speaking skill.

1. Research Instruments Development

---

<sup>5</sup>Christopher L. Heffner, *Defining Variable* "allpsych.com/researchmethods/definingvariables/" (accessed on April, 7<sup>th</sup> 2021).

## a) Grammar Test

The test of grammar mastery is objective test in the form of multiple-choice type. The test consists of 50 items. The scoring system for the test is that if the students answer the item correctly, they will be scored 2 while if the students answer them incorrectly, they will be scored 0. In mastering grammar test, the researcher asked the students to answer 50 multiple choice questions with 4 alternatives answer about grammar mastery. Before giving the test, the researcher explained the procedure and continued by giving the test.

The way to score students' grammar mastery:

$$\text{Total score} : \frac{\text{total correct answer}}{\text{total test item}} \times 100$$

So the high score will get 100 if the students answer the entire question correctly.

Table 3.1 Content Specification of Items in Grammar Mastery Test

Language skills or components	Items of test	Type of test	Description of test
Grammar mastery	10 Questions	Simple present	1-10
	10 Questions	Simple past	11-20
	10 Questions	Simple future	21-30
	10 Questions	Present continues	31-40

	10 Questions	Present perfect	41-50
--	--------------	-----------------	-------

b) Speaking test

In speaking test, the researcher collected the data of students' speaking accuracy by using oral test about Daily Activity. According to Miller there are five scales to measure speaking accuracy, they are as follows:

5 point scales of speaking accuracy

Scale	Score	Criteria
1	00-20	Little or no language produced.
2	21-40	Poor vocabulary, serious mistakes in grammar, poor pronunciation
3	41-60	Adequate vocabulary, mistakes in grammar, adequate pronunciation.
4	61-80	Good vocabulary, occasional errors in grammar, good pronunciation
5	81-100	Wide vocabulary, very few errors in grammar, very good pronunciation. <sup>6</sup>

### G. Technique of Data Analysis

Correlation research is a research that involves collecting data to determine whether there is a relationship and the degree of relationship between two or more

<sup>6</sup>Joann Miller, Oral Testing of Accuracy and Fluency, Editorial Macmillan, joannmillerj@gmail.com, www.eftasks.net, 1996. p. 2



variables. Correlation research allows variables to be measured intensively in real (environment) settings. After collecting the data, the next step is analyzing data. In this research, the researcher used some technique of analyzing data, it as follow:

#### Pearson Product Moment

In analyzing data the writer used Pearson Product Moment. Pearson Product Moment is a technique that was created by Karl Pearson and this technique is often used to find the correlation between two variables.<sup>7</sup> This is the formula of Pearson Product Moment:

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

$r_{xy}$  = correlation of the score of each item

N = the number of the subject

$\sum x$  = the sum of total score in each item

$\sum y$  = the sum of total score from each subject

$\sum x^2$  = the sum of the square of the total score in each item

$\sum y^2$  = the sum of the square of the total score from each subject

$\sum xy$  = the sum of the multiple of the score from each subject with total score.

The next step was to test the significance of the variables in order to know the meaning of the correlation between variable X and Y. Therefore, the result of PPM

was tested by formula of  $t_o = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

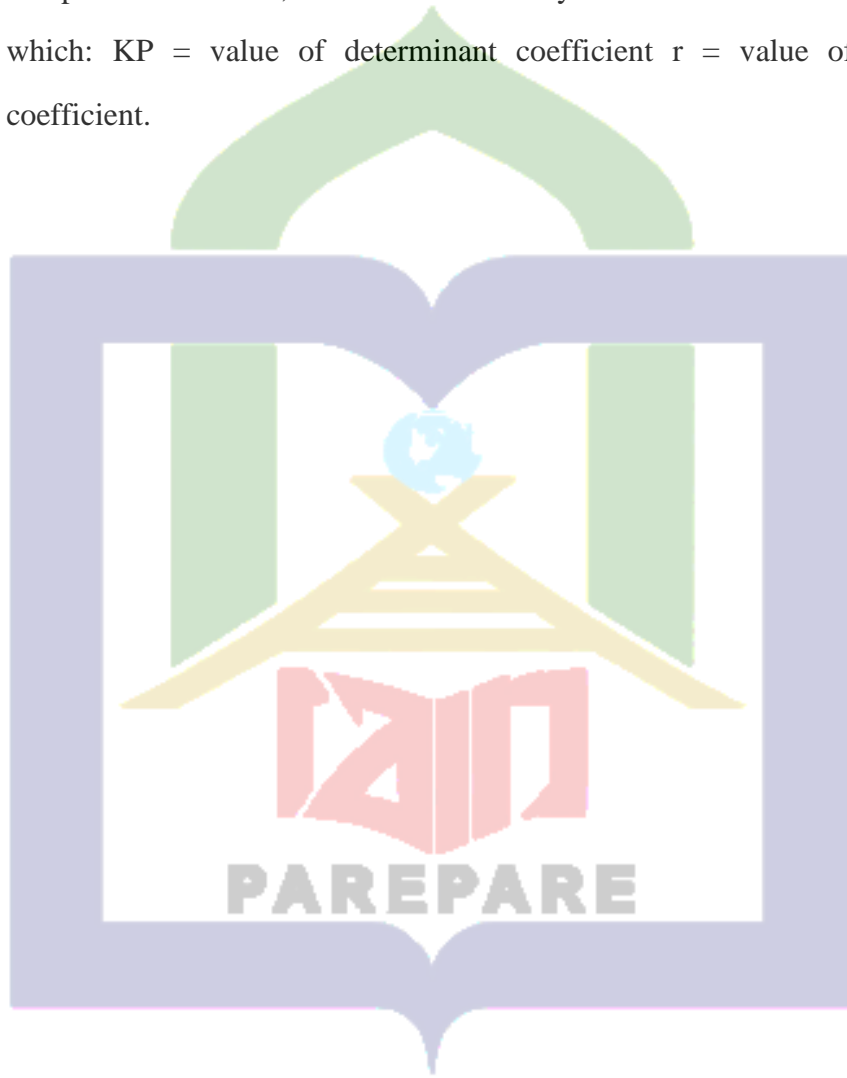
In which:

$t_o$  = t value

$r$  = the result of correlation coefficient

$n$  = number of sample

Then, to know how many contributions of the dependent variable to independent variable, it can be known by this formula:  $KP = r^2 \times 100\%$ .<sup>8</sup>In which:  $KP$  = value of determinant coefficient  $r$  = value of correlation coefficient.



---

<sup>8</sup>Riduwan and Sunarto, Pengantar Statistika: untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis, (Bandung: Alfabeta, 2011), p. 81

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. FINDING

In the session that was be shown which explains the correlation between the use of the small group discussion method on Student's Vocablury mastery. Where it can be classified that Small Group Discussion (X) is positioned as influencing while Student's Vocablury (Y) is influenced. In summary, it can be categorized in the Student's ability to answer the question in vocabulary test and Questionnaire score table in response to the method used. To clarify, the results of the following student score table can be seen:

Tabel 4.1 Stadard of Classification

Variable	Category	Criteria
5 Tenses Mastery & Speaking Accuracy	Low	$X < \text{Mean} - \text{ISD}$
	Moderate	$\text{Mean} - \text{ISD} \leq X < \text{Mean} + \text{ISD}$
	High	$X > \text{Mean} + \text{ISD}$

The table shows the standard classification of data from the use of the SGD method and student's Vocablury mastery which can be categorized as Low, Moderate and High for students in class 9. 1 AND 9. 2 at Mts Ittihadiyah Tanre Assona Pinrang

1. How is the students' 5 Tenses Mastery at ninth grade of MTS Ittihadiyah Tanre Assona Pinrang

a. Student's Grammar Test Student 9. 1

The test of grammar mastery is objective test in the form of multiple-choice type. The test consists of 50 items. The scoring system for the test is that if the students answer the item correctly, they will be scored 2 while if the students answer them incorrectly, they will be scored 0. Before giving the test, the researcher explained the procedure and continued by giving the test.

For the category of scores obtained by students can be seen as follows:

Tabel 4.2 Student's score of grammar test

No	Respondent	Nilai Test	Clasification
1	1	36	Very Poor
2	2	34	Very Poor
3	3	26	Very Poor
4	4	28	Very Poor
5	5	60	Fair
6	6	52	Poor
7	7	38	Very Poor
8	8	24	Very Poor
9	9	34	Very Poor
10	10	38	Very Poor
11	11	30	Very Poor
12	12	24	Very Poor
13	13	24	Very Poor
14	14	38	Very Poor
15	15	34	Very Poor

From the table it can be seen that there are 50 question items, wherebased on answers from students in class XI IPS 1. It can be seen that the highest score or score is 60, which is obtained by 1 students, while the lowest score is with a score of 24, which is obtained by 3 person.

Tabel 4.3 classification of student's score speaking test

Keterangan		XI IPS 1		
No	Clasification	Score	F	Percentage
1	Very Good	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	2	20%
4	Poor	41-55	0	0%
5	Very Poor	<40	13	80%
Total			15	100%

From the table it can be shown that the student's learning outcomes or test scores from 50 item questions where the percentage that can be classified is that there is a fair category for 1 students who get a score  $> 60$  (10%) while the poor category score for 1 students with a value  $> 52$  (10 %). So that the Mean Score that can be solved from the Vocablury test can be seen as follows:

Tabel 4.4 The Mean score of student's speaking

Mean Score	Classify
38	Very poor

The table shows that the mean score for the student's Vocablury score is 38, from this value it indicates that the category the student gets is Very poor.

b. Anlysis of data

1) 5 Tenses Mastery And Students' Speaking Accuracy

For the point of data analysis to find out the correlation between the 5 Tenses Mastery And Students' Speaking Accuracy which can be seen in the following table, it can be categorized as the ability of students to answer the Grammer test and giving speaking test. From these categories can be seen from the table as follows:

Tabel 4.5 Score of Students's Speaking and Grammar test

pond	X	Y
1	36	30
2	34	30
3	26	20
4	28	20
5	60	70
6	52	50
7	38	30
8	24	20
9	34	30
10	38	40
11	30	30
12	24	20
13	24	20
14	38	40
15	34	30
N=15	520	480

From these data, it can be seen that the results of the accumulation of numbers in Variable (X) with a total score of 520 and for the number on the Vocabulary test accumulation on Variable (Y) with a total score of 480. Researchers can correlate the two variables which can be seen in the following table:

Tabel 4.6 The correlation between Speaking and Grammar test

Respondent	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	36	30	1080	1296	900
2	34	30	1020	1156	900
3	26	20	520	676	400
4	28	20	560	784	400
5	60	70	4200	3600	4900
6	52	50	2600	2704	2500
7	38	30	1140	1444	900
8	24	20	480	576	400
9	34	30	1020	1156	900

10	38	40	1520	1444	1600
11	30	30	900	900	900
12	24	20	480	576	400
13	24	20	480	576	400
14	38	40	1520	1444	1600
15	34	30	1020	1156	900
N=15	520	480	18540	19488	18000

a. Calculate The Correlation Coefficient

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

$$r_{xy} = \frac{15.18540 - (520)(480)}{\sqrt{15.19488 - (520)^2(15.18000) - (480)^2}}$$

$$r_{xy} = \frac{278100 - 249600}{\sqrt{(292320 - 270.700) - (270000 - 230.400)}}$$

$$r_{xy} = \frac{28.500}{\sqrt{(21920)(39600)}}$$

$$r_{xy} = \frac{28.500}{\sqrt{868.032000}}$$

$$r_{xy} = \frac{28.500}{29462.382}$$

$$r_{xy} = 0,09$$

After finding the calculation using the colculation formula Product Moment, the researcher re-colculated the data by using the Cplculation Formula Product Moment and the result is 0.09. the result from the Formula is seen in the following table above.

Based on the result of the calculation above, it seen that  $r_{xy}$  is 0,09 to test the hypotesis of the research there are two steps that researcher have performed. Firstly, the researcher consulted to table of standard classification of correlation degree below:

Table 4.7 Standard categories of “r” product moment Value

The Value of “r” person product moment ( $r_{xy}$ )	Interpretation
0,80-1,00	There is a very strong correlation between variable X and variable Y
0,60-0,80	There is a strong correlation between variable X and variable Y
0,40-0,60	There is a fair or medium correlation between variable X and variable Y
0,20-0,40	There is low correlation between variable X and variable Y
0,00-0,20	There is no correlation between variable X and variable Y.



From the table, it can be seen that  $r_{xy} = 0.09$  means that the correlation between variable X and variable Y in this study is that there is no correlation between variable X and variable Y in this study.

Second, to confirm that in the first stage of this research, the researcher consulted the table of “r” value, then found that “r” value for  $N=15$  is 0.444 for 5% significance degree. It is clear that  $r_o < r_t$ . So  $0.09 < 0.444$ .

It means that Hypothesis null ( $H_o$ ) is accepted and Hypothesis ( $H_a$ ) is denied. Therefore the conclusion is that there is no correlation between SGD and Vocabulary Mastery.

Table 4.8 Student's score of speaking test XI IPS 2

No	Score	Nilai Test	Classification
1	1	36	Very Poor
2	2	34	Very Poor
3	3	34	Very Poor
4	4	42	Poor
5	5	34	Very Poor
6	6	26	Very Poor
7	7	18	Very Poor
8	8	36	Very Poor
9	9	46	Poor
10	10	22	Very Poor
11	11	34	Very Poor
12	12	34	Very Poor
13	13	24	Very Poor
14	14	30	Very Poor
15	15	44	Poor
>>		494	

From the table, it can be seen that there are 50 question items, which are based on answers from students of class XI IPS 2. It can be seen that the highest score or score of 46 was obtained by 1 students, while the lowest score was with a score of 18 obtained by 1 people.

.Tabel 4.9 Clasification of student's score speaking test

No	Clasification	Score	F	Percentage
1	Very Good	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	0	0%
4	Poor	41-55	3	30%
5	Very Poor	<40	12	70%
<b>&gt;&gt;Total</b>			<b>15</b>	<b>100%</b>

From the table it can be shown that the student's learning outcomes or test scores of 50 item questions where the percentage that can be classified is that there is a poor category for 3 students who get a score > 41 (30%) while the value of the Very poor category for 12 students with a value of >18 (70%). So that the Mean Score that can be solved from the Vocablury test can be seen as follows:

Tabel 4.10 The Mean score of student's Speaking

Mean Score	Classify
34,2	Very Poor

The table shows that the mean score for the student's Vocablury score is 34 from this value it indicates that the category the student gets is Very Poor.

## 2. Anlysis of data

### b. Speaking and Grammer Test

For the point of data analysis to find out the correlation between the Grammer test and students' Speaking mastery which can be seen in the following table, the ability to answer can be categorized students to the Grammer test and the provision of the test. From these categories can be seen from the table as follows:

Tabel 4.11 Score of Students's grammar and Speaking test

The Correlation Between SGD and Speaking Score 9. 2		
Respondent	X	Y
1	36	30
2	34	20
3	34	40
4	42	50
5	34	40
6	26	20
7	18	10
8	36	30
9	46	40
10	22	20
11	34	30
12	34	30
13	24	20
14	30	30
15	44	40
N=15	494	450

From these data, it can be seen for the results of the accumulation of numbers on the Variable (X) with a total score of 494 and for the numbers on the accumulation of the Grammer test on the Variable (Y) with a total score of 450. Researchers can correlate the two variables which can be seen in the following table.

Tabel 4.12 The correlation between speaking and grammar test

c. Calculate The Correlation Coefficient

The Correlation Between SGD and Vocablury Score 9.2					
Respondent	X	Y	XY	X2	Y2
1	36	30	1080	1296	900
2	34	20	680	1156	400
3	34	40	1360	1156	1600
4	42	50	2100	1764	2500
5	34	40	1360	1156	1600
6	26	20	520	676	400
7	18	10	180	324	100
8	36	30	1080	1296	900
9	46	40	1840	2116	1600
10	22	20	440	484	400
11	34	30	1020	1156	900
12	34	30	1020	1156	900
13	24	20	480	576	400
14	30	30	900	900	900
15	44	40	1760	1936	1600
N=15	494	450	15820	17148	15100

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

$$r_{xy} = \frac{15 \cdot 15820 - (494)(450)}{\sqrt{15 \cdot 17148 - (494)^2(15 \cdot 15100) - (450)^2}}$$

$$r_{xy} = \frac{237300 - 222300}{\sqrt{(257200 - 244036) - (226500 - 202500)}}$$

$$r_{xy} = \frac{15000}{\sqrt{(13164)(24000)}}$$

$$r_{xy} = \frac{15000}{\sqrt{315936000}}$$

$$r_{xy} = \frac{15.000}{17774588}$$

$$r_{xy} = 0,08$$

After finding the calculation using the colculation formula, the researcher re-calculated the data by using the Product moment and the result is 0.08. the result from the SPSS is seen in the following table above.

the researcher consulted to the table of “r” value, then found that “r” value for N=15 is 0.456 for 5% significance degree. It is clear that  $r_o < r_t$ . So  $0.08 < 0.456$ . It means that Hypothesis null (Ho) is accepted and Hypothesis (Ha) is denied. Therefore the conclusion is that there is no correlation between SGD and Vocablury Mastery

## **B. DISCUSSION**

The discussion deals with the intrepretation of respondent’s by speaking praktice and the findings derived from statistical anlysis.

For mastery of speaking is one of the basics or skills that need to be mastered for researchers themselves and for other students, a big question for us students, how are we able to learn or express a language when we have not or are not able to understand speaking from the language itself, Of course the answer is something that is impossible, so mastering speaking by understanding 5 tenses in a language becomes something important where when we master the database of the language we automatically master other skill. in a language, whether speaking, writing, listening, it becomes something easy for studied when we combine a media in learning we need to pay attention to the convenience and interrelation of the two things, when the media or methods are not related to each other or even continue to have an influence but in a negative direction it was result in being difficult to understand, lazy and ultimately not wanting to know or no interest in learning language speaking or other skills.

The type of research used in this study is quantitative research which aims to find out the total score from the instrument used, where the purpose of using this type of research is to provide conclusions based on valid numbers and of course clear and easy to understand, to collect data from the research researchers has established one types of instruments that have been previously determined, which is to measure the method or Variable X, namely the use of a test totaling 50 question items related to the evaluation of the 5 tenses or grammer by the teacher, in addition to the use of Instrument test which amounts to 50 questions where 5 is practice speaking to see the evaluation from the student, so that the total  $2 \times 50$  is 100 for the total if each question is answered correctly.

To measure students' speaking ability, the researcher gave a test to the students. The purpose of this test is to find out wheter are influence of grammer on their speaking ability. The researcher gave 50 item multiple choice test and 5 items speaking test which related with the passages.

The researcher consulted to the table of "r" value, then found that "r" value for  $N=15$  is 0.444 for 5% significance degree. It is clear that  $r_o < r_t$ . So  $0.09 < 0.444$ . While in the second class, namely class IX 1 where the number of students is 15 people, it can be seen that  $r_{xy} 0.09$  means that the correlation between Variable X and variable Y in this study is there is no correlation between variable X and variable Y in this study.

Researcher consulted to the table of "r" value, then found that "r" value for  $N=15$  is 0,456 for 5% significance degree. It is clear that  $r_o < r_t$ . So that  $0,08 < 0,456$ .

It means that Hypothesis null ( $H_o$ ) is accepted and Hypothesis ( $H_a$ ) is denied. Therefore the conclusion is that there is no correlation between grammer and

speaking Mastery. For this conclusion, honestly, the researcher was surprised at the results obtained due to the temporary hypothesis that the researcher had predicted at first that there would be a correlation between the two variables, but after going through systematic calculations with other supporting media such as Excel applications on the computer, the results obtained are similar. below the expected category.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After the writer analyzed the data in chapter IV the writer conclude:

1. Researcher consulted to the table of “r” value, then found that “r” value for N=15 is 0,444 for 5% significance degree. It is clear that  $r < r_{table}$ .  $0,09 < 0,444$ . While in the second class, namely class 9.1 where the number of students is 15 people, it can be seen that  $r_{xy} < 0,09$  means that the correlation between Variable X and variable Y in this study is there is no correlation between variable X and variable Y in this study.
2. While in the next class where in class 9. 2 there are 15 students. researcher consulted to the table of “r” value, then found that “r” value for N=15 is 0,456 for 5% significance degree. It is clear that  $r < r_{table}$ . So that  $0,08 < 0,456$ . It means that Hypothesis null (Ho) is accepted and Hypothesis (Ha) is denied. Therefore the conclusion is that there is no correlation between SGD and Vocablury Mastery.

#### B. Suggestion

Based on the above conclusions, the authors propose the following suggestions to teachers, students and other writers who are interested in knowing the Influence grammr or 5 tenses to speaking”s student in learning process as follows:

1. For teachers
  - a. Teachers pay more attention to students because we have to know the characteristic of our students



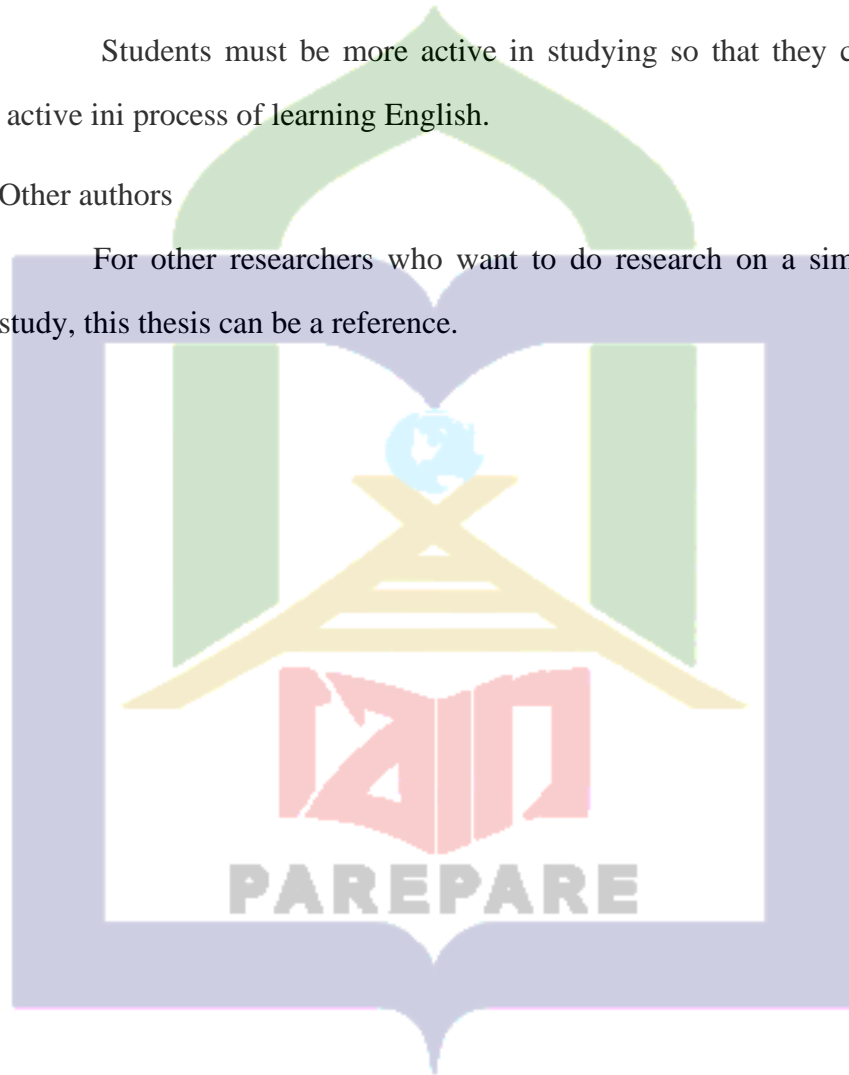
b. Teachers can use this research as additional evaluation material to find out what kind of the method the teacher can use and always be careful to choose the great method or media.

2. For students

Students must be more active in studying so that they can get more active in the process of learning English.

3. Other authors

For other researchers who want to do research on a similar topic or study, this thesis can be a reference.



## BIBLIOGRAPHY

- A.J. Thomson and A.V. Martinet. 1986. *A practical English Grammar: Fourth Edition*. New York: Oxford University Press.
- A.S. Hornby. 1975. *Guide to Patterns and Usage in English Second Edition*. London: Oxford University Press.
- B.D. Graver. 1979. *Advanced English Practice Second Edition*. Oxford University Press.
- Brow, H. Douglas. 1994. *Teaching by Principles: an interactive approach to language pedagogy*. New York: New York: Prentice Hall regents.
- C.R. Kothari. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd.
- Cameron. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Caroline. 2003. *Practical English Language Teaching Young Learners*. New York: Mc. Graw-Hill.
- Christopher L. Heffner. 2021. *Defining Variable* "allpsych.com/researchmethods/definingvariables/" (accessed on April, 7<sup>th</sup>).
- Cresswell, John W. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4 th Ed. Boston: Pearson.
- Fitriani, Rahmah. 2010. *English Grammar*, Bandung: Citapustaka Media Perintis.
- Frank, Marcella. 1972. *Modern English: Exercise for Non Native Speaker*. Part 1: Parts of Speech. New Jersey: Prentice Hall, Inc.
- Harmer. 1989. Jeremy *The practice of English Language Teaching*. New York: Longman.

- Harmer, Jeremy. 2007. *How to Teach English*. London: Longman.
- Housen, Alex, F. Kuiken. 2009. *Complexity, Accuracy and Fluency in Second Language Acquisition*, <https://www.researchgate.net/publication/265887417>.
- Istikhomah. 2013. *The Use Of Grammar Monopoly Game To Improve Students' Mastery Of Simple Past Tense*. Graduating Paper. Salatiga: Stain.
- McGraw-Hill. 2002. *Interactions 2 Grammar*, 4th Edition. New York: Penerbit McGrawHill/Contemporary.
- Bashir, Marriam. 2011. *Factor Effecting Students' English Speaking Skills* (British Journal Publishing, <http://www.bjournal.co.uk/BJASS.aspx/2011/Factor Effecting Students' English Speaking Skills>).
- Miller, Joann. 1996. *Oral Testing of Accuracy and Fluency*, Editorial Macmillan, joannmillerj@gmail.com, [www.efltasks.net](http://www.efltasks.net).
- Mr. Sam. Tt. *Kitab Grammar ang Tenses Super Lengkap*. Pamulang: Penerbit Ilmu Bumi Pamulang-Bambu Apus.
- Murphy R. 1985. *English Grammar in Use*. Cambridge University Press.
- Nasrun Mahmud. 2000. *English for Muslim University Students*. Jakarta, Pusat Bahasa dan Budaya IAIN.
- Nassaji, Hossein, Sandra Fotos. 2001. *Teaching Grammar in Second Language Classrooms*. New York: Taylor and Francis e-library.
- Nunan. 1991. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Ravid, Ruth. 2011. *Practical Statistic for Educators 4<sup>th</sup>*. Plymouth: Rowman and Littlefield, Inc.

- Richards. 2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge: Cambridge University Press.
- S. Thornbury. 2005. *How to Teach Speaking*. London: Longman.
- Schramper Azar, Betty. 1989. *Understanding and Using English Grammar*. New Jersey: Prentic Hall, Inc.
- Sugiono. 2015. *Metode Penelitian Pendidikan Kuantitatif Kualitatif*. Cet. 22; Bandung: Alfabeta.
- Sugiyono. 2016. *Metode Penelitian Manajemen*. Bandung: Alfabeta.
- Swan, Michael. 1980. *Practical English Usage*. New York: Oxford University Press.
- Tarigan, H. Guntur. 1990. *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa.
- Ur, Penny. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Pres.
- Wilson. 1983. *Living English Structure*. London: Longman.
- [www.wikipedia.com/tenses](http://www.wikipedia.com/tenses). Accessed on April 15, 2021.



APPENDIX. 1 RESEARCH INSTRUMENT

39

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b> <small>Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404                  PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mad@iainpare.ac.id</small>
<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>	

10 Questions	Present perfect	41-50
--------------	-----------------	-------

Grammar Test

<p>1. I and my friends ... in library. We read some books</p> <p>a. am                      c. have ✓                  b. is                        <del>are</del></p> <p>2. She ... not work because she has flu.</p> <p><del>is</del>                        c. do ✓                  b. does                    d. be ✗</p> <p>3. Alina ... song every night.</p> <p><del>sings</del>                    c. is ✓  <del>sing</del>                        d. does</p> <p>4. My father ... tea every morning.</p> <p><del>drink</del>                    c. drinking ✓                  b. drinks                   <del>is</del></p> <p>5. They ... a test every week.</p> <p>a. does                    c. are ✗                  b. has                        <u>have</u></p> <p>6. Dolph : Please call me if you need.                  Jack : No. I ... need your help</p> <p><del>do not</del>                <del>not</del> ✓                  b. does                    d. am not</p> <p>7. She is a student. She ... at school.</p>	<p>a. <del>studying</del> studies ✓  <del>study</del>                    d. does ✓</p> <p>8. we ... soccer match.</p> <p>a. do                        c. watches ✓  <del>watching</del>                <del>watch</del></p> <p>9. Gina cooks fried rice. It ... amazing</p> <p>a. does                    c. are ✓                  b. do                        <del>is</del></p> <p>10. my brother rides a bike to school ...</p> <p><del>every day</del>                c. next week ✓                  b. last day                   d. next time</p> <p>11. we ..... in this restaurant 2 days ago</p> <p><del>ate</del>                        <del>feating</del> ✓                  b. eaten                    d. eat</p> <p>12. I ..... in this sofa with him</p> <p>a. sleeping                c. slept ✗  <del>sleep</del>                      d. sleped</p> <p>13. We ..... each other 2 years ago</p>
---	---



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

14. I.....this scissors to cut the grass yesterday	b. be loving c. cut <del>X</del> cutting d. be cutted	d. loved <del>X</del> love b. sweep c. are love d. swept
15. ...he read novel last night?	a. do b. did c. done <del>X</del> are	b. came d. coming
16. We..... to aceh two weeks ago	a. gone b. come c. went <del>X</del> go	21. I will ..... to your party
17. They..... this music two hours ago	<del>X</del> listened b. listen c. listening d. be listen	<del>X</del> come c. comes
18. Anita..... me in this market yesterday	<del>X</del> meeting b. meets c. met d. meet	22. I will .....by myself
19. Dona..... this delicious food for us, 1 hour ago	<del>X</del> cooking b. cooked c. cooks d. cook	a.eating b. ate c. eat d. eaten
20. I..... this floor yesterday	a. swept c. sweeps	23. They will.....my birthday here
		<del>X</del> celebration b. celebrate c. celebrating d. celebrates
		24. My daddy will.....tomorrow morning
		a. calls b. call c. called <del>X</del> calling
		25. My mom ..... accompany me to the market
		a. will b. be c. is d. are
		26. we will.....this task together
		a. did c. do <del>X</del> doing d. does
		27. Diana will.....a new car tomorrow



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Jln. AmalBakti No. 8 Sreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

b. drives	<del>Driven</del>	a. drove	c. driving
28. Chika will..... a delicious food for me		b. are not drinking	d. are not collecting
<del>a. cooking</del>	c. cooked	37. Why .... your sister crying so loud? Please give her candies or something.	
b. cooks	d. cook	a. is	c. am
29. Sinta will..... astory about an elephant		<del>a. are</del>	d. were
<del>a. write</del>	c. writing	38. Is he bringing my laptop?.....	
b. wrote	d. writes	a. Yes, he is.	c. Yes, he does.
30. Mia will..... a new bag and shoes		<del>b. No, he does not.</del>	d. No, he is.
a. buying	<del>buy</del>	39. Diana Look! It's snowing. Anggi: So beautiful. This is the first time I have ever seen snow. It ..... (snow,not) in my country.	
b. buys	d. bought	a. are not snowing	c. was not snowing
31. It is now 11.00 pm. Iriana ..... sleeping in her bedroom.		<del>b. am not snowing</del>	d. is not snowing
a. is	<del>were</del>	40. Sally: Now, close your eyes and listen carefully. What ..... (I, do)? Inggrit: You are knocking the door.	
b. am	d. Were	a. am I doing	c. is I doing
32. I need an umbrella because it's... right now.		b. are I doing	d. aren't I doing
a. rain	c. raining	41. I have..... a delicious food for them	
<del>a. rains</del>	d. Rained	a. cooked	c. cooking
33. Susan and Susanna..... writing poems for an English subject.		b. cooks	<del>a. cook</del>
a. is	<del>am</del>	42. We have.....this film since last night	
b. are	d. be	<del>a. watching</del>	c. watched
34. Please be quiet. I ..... trying to concentrate.		b. watched	d. watch
<del>a. am</del>	c. were	43. They have..... me about this story	
b. is	d. are	a. tell	c. telling
35. ... Mary reading a book in her classroom?			
a. is	c. was		
<del>a. am</del>	d. were		
36. They ..... a cup of coffee, but chocolate.			
<del>a. is not collecting</del>	c. is not drinking		





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 24404  
PO Box909 Parepare 91100,website, www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI


a. had	<del>✓</del> have	b. told	d. tells
b. has	d. having	44. Diana.....sung this song	
45. We have.....in Bandung since 2004		48. Sinta has.....to the school for 3 hours	
a. live	c. living	a. go	c. gone
<del>✓</del> lives	d. lived	b. goes	<del>✓</del> went
46. We.....cooked this delicious food special for you		49. Diana has.....for two hours	
a. had	c. have	<del>✓</del> sleep	c. sleeping
b. has	<del>✓</del> having	b. slept	d. slept
47. I.....him for two hours		50. We have.....this major since last night	
<del>✓</del> calling	c. call	a. learned	<del>✓</del> learning
b. calls	d. called	b. learn	d. learns

B. Speaking Test

In speaking test, the researcher collected the data of students' speaking accuracy by using oral test about Daily Activity. According to Miller there are five scales to measure speaking accuracy, they are as follows:

1. What do you usually do on Monday? *Prepare mes self to go to school*
2. When you did you meet your friends? *school and many more*
3. Do you have plan to go go somewhere on Sunday? Where will you? *i will go to the hospital*
4. How is your studying in Magister? *good*
5. Have you been in Parepare? *Not yet*

## APPENDIX. 2 RESEARCH ALLOWANCE

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH  
NOMOR : 728 TAHUN 2021  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBİYAH**

**Menimbang :** a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;

**Mengingat :** b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

**Mengingat :** 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;  
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;  
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;  
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;  
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;  
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;  
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

**Memperhatikan :** a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;  
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

**MEMUTUSKAN**

**Menetapkan :** **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUTE AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

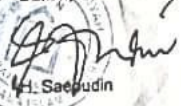
**Kesatu :** Menunjuk saudara: 1. Drs. Ismail Latif, M.M  
2. Mujahidah, M.Pd.


Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :  
Nama : Reski Sahada  
NIM : 17.1300.082  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Correlation Between 5 Tenses Mastery and Student Speaking Accuracy At Nineth Class Of MTa Iltihadiyah Tanreassona Pinrang

**Kedua :** Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

**Ketiga :** Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

**Keempat :** Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 04 Maret 2021  
Dekan  
  
Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Arafat (Dakki) No. 88 Kecamatan Parepare 91132 RR 0471) 21307 Fax:24404  
Telp: 0412-9201 Parepare 91100, website : www.iainparepare.ac.id, email : mail@iainparepare.ac.id

Nomor : B.2138/In.39.5.1/PP.00.9/08/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Reski Sahada  
Tempat/Tgl. Lahir : Tanre Assona, 08 Oktober 1998  
NIM : 17.1300.082  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Tanre Assona, Desa Padakkalawa, Kec. Mattiro Bulu,  
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"The Correlation Between 5 Tenses Mastery And Students' Speaking Accuracy At Ninth Grade Of MTs Ithadiyah Tanre Assona Pinrang"**

Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 20 Agustus 2021



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40 Telp/Fax : (0421)921695 Pinrang 91212

---

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0410/PENELITIAN/UPMPTSP/08/2021

Tentang  
**REKOMENDASI PENELITIAN**

Mengingat bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 25-08-2021 atas nama RESKI SAHADA dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mempertalika :  
 1. Undang - Undang Nomor 29 Tahun 1999;  
 2. Undang - Undang Nomor 18 Tahun 2002,  
 3. Undang - Undang Nomor 25 Tahun 2007,  
 4. Undang - Undang Nomor 25 Tahun 2009,  
 5. Undang - Undang Nomor 23 Tahun 2014,  
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016, dan  
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019

Mempertalika :  
 1. Rekomendasi Tim Teknis PTSP : 0737/RT.Teknis/DPMPTSP/08/2021, Tanggal : 25-08-2021  
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0412/BAP/PENELITIAN/DPMPTSP/08/2021, Tanggal : 25-08-2021

**MEMUTUSKAN**

Menetapkan  
 KESATU : Memberikan Rekomendasi Penelitian kepada :  
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE  
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG  
 3. Nama Peneliti : RESKI SAHADA  
 4. Judul Penelitian : THE CORRELATION BETWEEN 5 TENSES MASTERY AND STUDENTS' SPEAKING ACCURACY AT NINETH GRADE OF MTS ITTIHADYAH TANREASSONA  
 5. Jangka waktu Penelitian : 1 Bulan  
 6. Sasaran/Tarjet Penelitian : SISWA KELAS IX MTS ITTIHADYAH TANREASSONA  
 7. Lokasi Penelitian : Kecamatan Matiro Bulu

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 25-02-2022.

KETIGA : Peneliti wajib mentasti dan melakukan ketetapan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Ditentukan di Pinrang Pada Tanggal 26 Agustus 2021

Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI AP.M.SI**  
 NIP. 197406031993112001  
 Kepala Dinas Penanaman Modal dan PTSP  
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Blaya : Rp 0,-





Batai Sertifikasi Elektronik



ZONA HIJAU



OMBUDSMAN

Dokumen ini telah diandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSRf



**YAYASAN TANRE ASSOANA**  
**PONDOK PESANTREN ITTIHADYAH TANRE ASSOANA**  
**MADRASAH TSANAWIYAH ITTIHADYAH**

Alamat: Tanreassona Jl. Poros Jampue KM. 4 Reb. Pinrang Sul. Sel Email: mts.ittihadiah.tanreassona@gmail.com

**SURAT KETERANGAN**  
NOMOR: MTs.21.17.23/Itih/051/II/2022

Yang bertandatangan di bawah ini:

Nama : Suardi Tahir, S.Ag\_M.Pd.  
N I P : 19760510 200710 1 003  
Pangkat/Gol : Penata Tk I/III/d  
Jabatan : Kepala MTs Ittihadiyah Tanreassona Pinrang  
Alamat Madrasah : Tanreassona Jln Poros Jampue KM 4 Desa Padakkalawa Kec. Mattiro Bulu Kab.Pinrang

Menerangkan bahwa:

Nama : Reski Sahada  
NIM : 17.1300.082  
Tempat/TglLahir : Tanre Assona, 08 Oktober 1998  
Fakultas/Prodi : Tarbiyah/Pend. Bahasa Inggris IAIN Parepare  
Judul Penelitian : "THE CORRELATION BETWEEN 5 TENSES MASTERY AND STUDENTS' SPEAKING ACCURACY AT NINETH GRADE OF MTs ITTIHADYAH TANREASSONA PINRANG"

Telah melakukan penelitian pada MTs Ittihadiyah Tanreassona terhitung mulai tanggal 6 September 2021 sampai 6 Oktober 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

*Wabillahi TaufiqWassadaad Wallaili Munthaha*

Pinrang, 15 Februari 2022

Kepala Madrasah,

**PAREPARE**

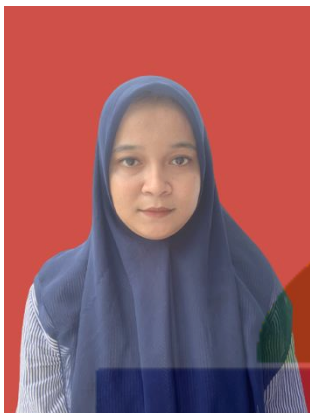
Suardi Tahir

**APPENDIX. 3 RESEARCH DOCUMENTATION**





## CURRICULUM VITAE



Reski Sahada was born in Pinrang on October 8, 1998, she is the second child in her family from the couple's father, Sahada's mother, Hasma, who is a Bugis tribe who lives permanently in Pinrang Regency. He spent his education in kindergarten (TK) at TK ADDARIYAH DDI Tanreassona in 2004-2005, after that he continued his elementary school education (SD) at SD 87 Tanreassona in 2005-2011, then finally took his first high school education (SMP) at Mts. Pinrang State in 2011-2014, then continued his education at MAN Pinrang in 2014-2017. then the author finally got the opportunity to continue his education at a higher level at IAIN Parepare and recorded as an alumni of undergraduate study program (S1) students in the Tarbiyah department and the adab of the English education study program.