The Correlation Between Students' Speaking Ability and Their Tenses Mastery

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Abstract
The study aimed to find out the correlation between students' speaking ability and their tenses mastery. This study was conducted at Abu Huroiroh Dormitory Sunan Drajat Islamic Boarding School. This study employed correlational method. The population of this study was 146 students and the sample was 30 students of Abu Huroiroh Dormitory. The samples were picked randomly using random sampling method. There were two instruments in this study, oral test and tenses test. The oral test was used to find out the students' grammar and fluency. Meanwhile, the tenses test was used to find out the students' mastery in simple present, simple past, and simple future. This study found out that the mean score of students' speaking ability was categorized as fair (62) while the mean score of the students' tenses mastery was categorized as poor (44). The correlation rate from both variable (rxy) was 0,683 and it was categorized in 'substantial' level. also, the rxy (0,683) was bigger than r table (0,374). it could be concluded that there was positive and significance correlation between students' speaking ability and their tenses mastery.
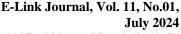
Keywords: *correlation, speaking, tenses.*

INTRODUCTION

Speaking is very important in the learning of language, especially in second language. Regardless of the important of speaking, speaking has been neglected in various places of formal study because of some reason like the pressure on grammar. Speaking was rarely tested due to the matter in measuring it objectively and the length of time used to do the speaking test (Leong & Ahmadi, 2017).

There are five types of classroom speaking performance. There are intensive, imitative, interactive, responsive, and extensive. The speaking performance that is used in this research is interactive task. Interactive task is the complex version of responsive task. It can includes both transactional language and interpersonal exchange. Speaking skill can be assess through six category, there are vocabulary, fluency, comprehension, pronunciation, grammar, and task (Brown, 2021).

The category that boost more chance to increase the ability of speaking is the correct use of grammar. Grammar is the important part in English learning. Learning it is something that must be done for the success of teaching and learning process. Grammar is the set of rule
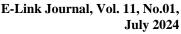
that allows language speakers to connect linguistics form become something that has some meaning (Berry, 2018). Grammar plays a significant role in English as it includes all of the skills of language such as reading, speaking, listening, and writing. Grammar helps students to increase the ability in learning language because grammar is the language system that supports students to comprehend more about language.

The structure of grammar exists in a language spontaneously so that it becomes a structure for building the basic units of communication, namely sentences. As a result, people who do not understand grammar cannot communicate properly. This is why grammar should not be considered as an obstacle in language learning. Crystal states that "Grammar is the structural foundation of the ability to express idea. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English" (Crystal, 2010).

Tenses are the key point in English learning, because tenses can make it easier for students to arrange sentence properly, especially in the proper use of verb. A tense is a grammatical device for expressing events or actions in a particular time (Freeman & Murcia, 2016). There are three tenses that often used in academic purpose and literature work, they are simple present, simple past, and simple future (Alzuhairy, 2016).

In case of speaking, tenses has the crucial role. Tenses help students to produce the phrases grammatically correct. The students will not have a good speaking even though they know what they want to say if they do not master grammar, especially in tenses. Learning tenses can make the students avoid misunderstanding in speaking and will make the listeners understand easily.

The previous study about correlation has been taken from article by Fakhruddin (2021) with the title *"The Correlation between Grammar and Speaking Skill of Undergraduate Students"*. The result of this study shows that the correlation coefficient between both variables is 0,46 (moderate). It shows that there is positive correlation between grammar and speaking skill. Another previous study is conducted by Saputra (2021) with the title *"The Correlation between Grammar Competency and Speaking Ability of the Eighth Grade Students in SMPN 1 Palu "*. The research found out that the r value is 0,407 ($r > 0,361$) and $p = 0,023$ ($p < 0,05$). It shows that there is a positive and significant correlation between students' grammar competency and their speaking ability. Meanwhile, Zuhri (2017) in his study *"The*

Correlation Between Students' Interest in Speaking and Their Speaking Score" states that There is a positive correlation between students' interest in speaking and their speaking score.

RESEARCH METHOD

The design of this study is correlational method. It is aimed to find out the correlation between students' speaking ability and their tenses mastery. It presents the description about correlation between students' speaking ability and their tenses mastery. This study employs oral test and tenses test. Oral test is aimed to find out the students' speaking ability. Meanwhile, tenses test is aimed to find out the students' tenses mastery.

This study has two variables, they are "X" variable and "Y" variable. Those variables are "*X*" variable in this study is students' speaking ability. Where the X_1 is the students' grammar and the X_2 is the students' fluency, And "Y" variable in this study is students' tenses mastery. Where the Y_1 is the completing sentence score and the Y_2 is the multiple choices score. This study is conducted at Sunan Drajat Islamic School. The study population is taken from Abu Huroiroh Dormitory's students of Sunan Drajat Islamic Boarding School. The numbers of population at the Abu Huroiroh Dormitory are 146 students. The population is taken because of the background of Abu Huroiroh Dormitory as an English Dormitory. The students study English every night. Also, in this dormitory, English area is enforced.

Random sampling technique is used in this study. This method of sampling is used in order to gives every students the same opportunity to choose. The sample of this research is 30 students from 146 students at the Abu Huroiroh Dormitory of Sunan Drajat Islamic Boarding School. The instrument is a tool that is used to get information. In this study, The writer uses oral test to specify the students' ability in speaking. The students are given one out of five topics (sport, religion, mobile game, school, music) to be described. The students' voices are recorded as a data in order to know the detail about the students' speaking ability.

Tenses test is used to specify the level of students' tenses mastery. The test consists of 10 questions about completing sentence and 10 questions about multiple choices. In oral test, The writer examines each student face to face for 3 until 5 minutes. The student is in front of the writer. The students are given one out of five topics (sport, religion, mobile game, school, music) and are asked to describe it. The students are gathered in one room. The writer gives the worksheet to the students. The students are given 30 minutes to answer the test. The writer

collects the students' worksheet.

FINDINGS AND DISCUSSION

Speaking is the communication by voice that is used in habitual activity. Speaking is usually used for giving information, notion, and thought to one another. It means, by using speaking, people can interact each other to gain some goals and agreement (Brown, 2020). The students' speaking score of Abu Huroiroh students had been determined. The mean score can be seen in the following table:

Table 1 the mean score of students' speaking score

Sample	Mean Score	Classification
30	62	Fair

The table above showed that the mean score of students' speaking score of Abu Huroiroh students was 62 and it categorized as "Fair" where 62 was in between 51 – 75 based on the standard classification. It could be concluded that the students' speaking ability of Abu Huroiroh students is categorized as "Fair".

Based on the obtained data of the students' speaking score, the frequencies and percentages were distributed in the following table:

Table 2 The Frequencies and Percentages of Students' Speaking Score

No.	Score	Classification	Frequency	Percentage
1.	76 – 100	Good	6	20%
2.	51 – 75	Fair	14	46,7%
3.	26 – 50	Poor	10	33,3%
4.	0 – 25	Very Poor	0	0%
			30	100%

From the table above, it could be concluded that there were 6 students (20%) categorized as Good, 14 students (46,7%) categorized as Fair, 10 students (33,3%) categorized as Poor, and no one (0%) was categorized as Very Poor. That meant most of the students were categorized as Fair in speaking ability.

A tense was a grammatical device for expressing events or actions in a particular time (Freeman & Murcia, 2016). Tense was the using and changing of verbs depending on the matter of activity (Fahrudin, 2010). The students' tenses score have been determined. The mean score could be seen in following table:

Table 3 Mean Score of Students' Tenses Score

Sample	Mean Score	Classification
30	44	Poor

From the table above, it showed that the mean score of students' tenses score of Abu Huroiroh students is 44 and it categorized as "Poor" where 44 is in between 26 – 50 based on the standard classification. It could be concluded that the students' tenses mastery of Abu Huroiroh students is categorized as "Poor".

Based on the obtained data of students' tenses score, the frequencies and percentages were distributed as follows:

Table. 4 The Frequencies and Percentages of Students' Tenses Score

No.	Score	Classification	Frequency	Percentage
1.	76 – 100	Good	2	6,7%
2.	51 – 75	Fair	6	20%
3.	26 – 50	Poor	18	60%
4.	0 – 25	Very Poor	4	13,3%
			30	100%

From the table above, it showed that there were 2 students (6,7%) categorized as Good, 6 students (20%) categorized as Fair, 18 students (60%) classified as Poor, and 4 students (13,3%) categorized as Very Poor. That meant most of the students were categorized as Poor in tenses mastery.

Table. 5 Mean Score of Variable X and Variable Y

Variable	Mean Score
Speaking Ability (X)	62
Tenses Mastery (Y)	44

The table above shows that the mean score of variable X (62) is higher than the mean score of variable Y (44). The purpose of this study was to find out whether there was a correlation between speaking skill and tenses mastery in the students of Abu Huroiroh Dormitory Sunan Drajat Islamic Boarding School. From the obtained data, the writer classified

the samples into 3 groups. There were students with the higher speaking score than the tenses score, the students with the same category from both speaking and tenses score, and the students with the higher tenses score than speaking score. It could be concluded that most of the samples had higher speaking score than tenses score. meanwhile, only a student had tenses score higher than speaking score. The statement above showed that there were positive correlation between students' speaking ability and their tenses mastery.

The pearson product moment formula is used to compute the data to find out the correlation between both variable X and variable Y. based on the data of students' speaking skill and their tenses mastery, the correlation between both variables can be seen in the following table:

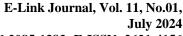**Table 6 The Correlation Between Both Variable X and Variable Y**

Sample	Mean score of X	Mean score of Y	Rxy
30	62	44	0,683

From the data above, it can be seen that the rxy = 0,683 that classified as "substantial" because the rxy is in between 0,60 – 0,80. It could be concluded that there was substantial correlation between variable X and Y. it meant that there was positive and substantial correlation between speaking ability and tenses mastery of the students of Abu Huroiroh Dormitory. By using the table of degree of freedom (df) = N – nr = 30 – 2 = 28, by comparing to the rtable product moment, it showed that the table of significant of 5% = 0,374 and 1% = 0,478. That means rxy is bigger than rtable or 0,374 < 0,683 > 0,478. It could be concluded that there was significant correlation between students' speaking ability (X) and their tenses mastery (Y) at Abu Huroiroh Dormitory students. So this study accepted alternative hypothesis (Ha) and rejected null hypothesis (Ho).

CONCLUSION AND SUGGESTION

Conclusion

The data analysis that was showed by this study proved that there was significant and positive correlation between students' speaking ability and their tenses mastery at Abu Huroiroh Dormitory students. The students' speaking ability mean score was 62 where 90 was the highest score which was achieved by 4 students and the lowest score was 40 which was achieved by 6 students. That meant the students' speaking ability was classified as fair.

Meanwhile, the students' tenses mastery mean score was 44 where 80 was the highest score which was achieved by 2 students and the lowest score was 20 which was achieved by a student. That meant the students' tenses mastery was classified as poor.

The obtained data showed that there were 16 students that had the speaking score higher than the tenses score and 13 students had both score in the same category. The statement above showed that there were positive correlation between students' speaking ability and their tenses mastery. Although, there was, surprisingly, a student that had tenses score higher than speaking score. It could be concluded that the students who had higher speaking score, they had better tenses score than the students who had lower speaking score.

The result of the coefficient correlation (rxy) was 0,68 by using the table of degree of freedom (df) = N – nr = 30 – 2 = 28. By comparing to the rtable product moment, it showed that the table of significant of 5% = 0,374 and 1% = 0,478. That means rxy is bigger than rtable or 0,347 < 0,683 > 0,478. It could be concluded that there was the significant correlation between students' speaking ability (X) and their tenses mastery (Y) at Abu Huroiroh Dormitory students.

Based on the data analysis, the writer concluded that this study accepted alternative hypothesis (Ha) and rejected the null hypothesis (Ho). The writer then concluded that this study answered the problem of the study "is there any correlation between the students' speaking ability and their tenses mastery at Abu Huroiroh Dormitory students?". The answer was there was significant correlation between the students' speaking ability and their tenses mastery at Abu Huroiroh Dormitory students.

Through the result of evaluation based on expert's judgment. The evaluation was done through content validity judgment and quality judgment. It was judged by two experts, of English-Indonesian expert and an Indonesian-Balinese expert. This evaluation test is based on several aspects, including content and design, navigation and menu, technical procedure, and voice text. The validity judgment results were analyzed using the Gregory formula, while the quality judgment was analyzed using Nurkancana and Suhartana theory. It was concluded that instructional media in the form of multilingual thematic dictionary is very decent media with excellent quality.
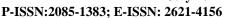
Suggestion

From the conclusion above, the writer would like to offer suggestions for consideration in the implementation of teaching and learning activities to improve speaking and tenses ability.To the English teacher/mentor, The teacher should explain in detail about speaking and tenses material and gives the students more exercise to help them improve their knowledge about speaking and tenses. To the students, The students should practice more in speaking to make them more fluent. Also, they should do more exercise in tenses material. To the next researcher, The next researcher who interested in conducting research related to this study, they can use this study as their research literature.

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