

**THE CORRELATION BETWEEN SIMPLE PRESENT
TENSE MASTERY AND SPEAKING SKILL AT THE
EIGHT GRADE STUDENTS' OF MTsN 1
TAPANULI SELATAN**



Thesis

Submitted to the English Educational Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Educational (S.Pd) in English

Written By:

WAFIATUL HORIAH RAMBE

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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ABSTRAK

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Judul : Hubungan antara Penguasaan Simple Present Tense dan Kemampuan Berbicara pada Siswa Kelas VIII MTSn 1 Sipirok Tapanuli Selatan

Penelitian ini membahas tentang Hubungan antara Penguasaan Simple Present Tense dan Keterampilan Berbicara. Tujuan dari penelitian ini adalah untuk mendeskripsikan tingkat penguasaan simple present tense, mendeskripsikan keterampilan berbicara dan untuk mengetahui hubungan antara simple present tense penguasaan dan keterampilan berbicara siswa kelas VIII MTs N 1 Tapanuli Selatan. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan metode korelasional. Populasi penelitian ini adalah seluruh siswa kelas VIII MTs N 1 Tapanuli Selatan, sampelnya berjumlah 27 siswa yang diambil dengan menggunakan metode simple random sampling. Pengumpulan data dilakukan dengan menggunakan tes, untuk keterampilan berbicara digunakan tes monolog. Peneliti mengubah skor r_{xy} menjadi r tabel. Peneliti menggunakan taraf signifikansi 1% dan 5% dengan jumlah sampel sebanyak 27 orang. Pada $df = 27-2 = 25$. Peneliti menemukan skor taraf signifikan 1% sebesar 0,478 dan n 5% sebesar 0,374. Jadi, jika nilai r_{xy} lebih tinggi dari r-tabel ($r_{xy} > r_{tabel}$), maka hipotesis diterima. Artinya ada hubungan antara penguasaan simple present tense dengan keterampilan berbicara siswa kelas VIII MTs N Tapanuli Selatan..

Keywords: *Kuantitatif, Korelasi, Tata Bahasa, Berbicara*

ABSTRACT

Name : Wafiatul Horiah Rambe
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Title of Thesis : The Correlation between Simple Present Tense Mastery and Speaking Skill at Grade VIII Students' of MTSn 1 Sipirok Tapanuli Selatan

This study discussed about The Correlation between Simple Present Tense Mastery and Speaking Skill. The purpose of this research was to describe the level of simple present tense mastery, to describe speaking skill and to find out the correlation between simple present tense mastery and speaking skill. This research is descriptive quantitative research with correlational method. The population of this research is all the students at Grade VIII of MTs N 1 Tapanuli Selatan, the sampled were 27 students taken by using simple random sampling method. The data were collected by used test, for speaking skill used monologue test. The researcher consulted the score of r_{xy} into rtable. The researcher used the significant in 1% and 5% level with 27 samples. In $df = 27-2= 25$. The researcher found the score of 1% significant level is 0,478 and n 5% is 0,374. So, the score of r_{xy} is higher than r-table ($r_{xy} > r$ -table), the hypothesis is accepted. It means that there is correlation between students' simple present tense mastery and speaking skill at grade VIII MTs N Tapanuli Selatan.

Keywords: *Quantitative, Correlation, Grammar, Speaking*

خلاصة

عنوان الأطروحة: العلاقة بين إتقان زمن المضارع البسيط ومهارات التحدث لدى طلاب الصف الثامن في المدرسة المتوسطة رقم ١ تابانولي سيلاتان.

يهدف هذا البحث إلى تحديد العلاقة بين إتقان زمن المضارع البسيط ومهارات التحدث لدى طلاب المدرسة التسليوية في قرية سبالاغوندي سبيروك جنوب تابانولي. هناك نوعان من المتغيرات التي سيتم دراستها في هذا البحث، وهما زمن المضارع البسيط والتحدث. هناك عدة مشاكل يواجهها طلاب الصف الثامن في تعلم اللغة الإنجليزية، وتمثل المشاكل في شعور الطلاب بأن تعلم اللغة الإنجليزية صعب للغاية، وعدم ثقة الطلاب عند استخدام اللغة الإنجليزية وافتقار الطلاب إلى إدارة اللغة والمفردات. المشاركون في هذا البحث هم طلاب الصف الثامن في المدرسة التسليوية في قرية سبالاغوندي، جنوب تابانولي وتم أخذ البيانات أثناء عملية البحث. يستخدم هذا البحث الأساليب الكمية الوصفية مع الأساليب الارتباطية. في هذه الحالة، يواجه طلاب الصف الثامن في مدرسة تسليوية نيجيري وان جنوب تابانولي مشاكل في مهارات التحدث والتعرف على القواعد. كان مجتمع هذه الدراسة جميع طلاب الصف الثامن مدرسة الدولة الإسلامية التسليوية الأولى جنوب تابانولي، وكانت العينة ٢٧ طالباً تم أخذهم باستخدام طريقة أخذ العينات العشوائية البسيطة. تم جمع البيانات باستخدام الاختبارات، وتم استخدام المونولوج لمهارات التحدث. تحليل البيانات، استخدم الباحثون صيغة لحظة المنتج واختبار باستخدام برنامج. وبعد تحليل البيانات وجد هذا البحث أن متوسط درجات الطلاب في إتقان قواعد اللغة كان ٦٥ ومتوسط درجات إتقان اللغة ٥٥. بالإضافة إلى ذلك، فيما يتعلق بتحليل البيانات، وجد أن هناك علاقة ذات دلالة إحصائية بين زمن المضارع البسيط والإتقان والقدرة على التحدث مع درجات تكالونت أعلى من قيمة الدلالة الجدولية (٦٠٨٤ < ١٠٧١). وهذا يعني أن هناك علاقة بين إتقان زمن المضارع البسيط ومهارات التحدث لدى طلاب الصف الثامن المدرسة التسليوية، ولاية جنوب تابانولي.

الكلمات المفتاحية: إتقان زمن المضارع البسيط، مهارات التحدث

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the most essential skills in language learning. Speaking in general is the process or action of delivering messages, information or ideas in spoken language. People should be able to communicate with the others to express their opinion or argument about something and to get or to share information. We speak with other people to express our ideas, and to know others ideas well. Speaking is one of the most important skills to communicate orally to express ideas besides listening, reading, and writing.

Then, speaking become a powerful vehicle for conveying our feelings and motions for expressing our hopes, fears, illusions, and also speaking will be helpful to build up oral communication among the people from different area. It is absolutely true for students that to have a good communication, the students have to master the speaking skill. Speaking is the productive skill or oral skill which is producing utterance or speech from speaker to listener.

Besides that, all the efforts have been done by the government to improve the quality of education such as increasing the quality of the curriculum development. School has to make an effort to raise the students' ability the school has prepared equipment to support the students' activities and creativity in study. The teacher has an important role in teaching-learning process, that's beginning from managing the classroom become safe and comfortable, so the students can

focus in learning English process. Also, teacher can give task individually or groups, storytelling, and give the materials from the textbook, until the headmaster provide various of media in teaching English such as loudspeaker or in-focus and laptop. Thus, learning process is more active and interesting in the classroom.

Based on information from the English teacher in MTs N 1 Tapanuli Selatan, the condition of students' speaking skill in MTs N 1 Tapanuli Selatan especially in the VIII grade students' is still poor. Teacher said most of the students consider that the learning English is still very difficult, student do not have confidence to speak English language, students still worried about making mistake, they still lack in grammar especially in simple present tense.¹ The researcher has seen the condition and situation from the teacher statement, when the teacher explaining the materials, they still misunderstand and speak their own languages in their English class. As a result, that situation makes the students uninteractive while learning process.

There are so many factors in mastering speaking. According to Richards "speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together"² It is mean that if learners can speak accurately or fluently will help them communicate easily and explore their idea. In daily life people are expected to be able to speak English accurately, acceptably,

¹ Private Interview with Mrs.S as English teacher in MTs N Tapanuli Selatan" on September 22th, 2022 at 02:00 P.m.

² Jack Richards, "30 Years of TEFL/TESL: A Personal Reflection". Singapore: Seameo Regional Language Centre (2002).

and fluently. It requires a lot of exercise to be able to speak easily in a foreign language. As researcher can see if people who understand about grammar they will speak more fluently than the others who don't understand about grammar.” Then, Wang says “there are some factors in speaking such as cognitive factors, linguistic factors, and affective factors.”³ In Afebi’s journal there are some factors in speaking, they are listening ability, topical knowledge, feedbacks during speaking activities and from performance conditions.⁴ Basically, there are many factors in speaking but the researcher only focuses on grammar especially in simple present tense factor. In speaking, without grammar and par of grammar, we cannot express our words and with a limited knowledge about grammar anyone will also have limited understanding of what we mean and what the purpose.

Grammar refers to the structure and system of rules that allow us to structure sentence. Grammar is one of the important aspects of the language, as we know grammar also is the basic element in language and it is one of the objectives in teaching learning English. Through this element someone can communicate well, learn and think.

Brown says that the grammar is a system of rules governing the conventional arrangement and relationship of words in sentences.⁵ Researcher

³ Zhiqin Wang, “Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners,” *English Language Teaching* 7, no. 2 (2014): 110-18, <http://doi.org/10.5539/elt.v7n2> p.110.

⁴ Hendriati Afebi, “Factors Affecting Students’ Difficulties in Speaking Performance of the Tenth Grade Students of SMA Negeri 1 Tiworo Kepulauan,” *Journal off English Educaction and Teaching* 3, no. 1 (2019): 95-105, <http://ejournal.unib.ac.id> p.97.

⁵ H. douglas Brown, *Teaching by Principle an interactive Approach in Language Pedagogy*(2ndED), (New York: Longman, 1994), p. 347

interests in speaking because the wants to know and find out what are the solutions to solve the problems, or difficulties that students face in learned speaking skills. In this research the researcher assess the students' ability to grammar in conveyed something that happens in everyday life. There are aspects of some aspects of existing word clauses, sentence, active voice, passive voice, verb, and tenses. In this research, researcher tests the students' ability to make sentences use on of the tenses that is simple present tense.

Grammar also plays important role in speaking. In mastering speaking, students have to mastering grammar first because grammar help students for speak with someone and grammar is the first step if students wants to be mastered speaking. Grammar also is an essential element in a language, because no language exists without grammar. So, that is the factor why speaking need grammar.

Based on the explanation above, the researcher was interested in conducting a research entitled "The Correlation between Simple Present Tense Mastery and Speaking Skill at Grade VIII Students of MTs N 1 Tapanuli Selatan".

B. Identification of the Problem

Based on the background above, speaking is the process or action of delivering messages, information or ideas in spoken language. Speaking is the ability to report acts, or ability to express a sequence of ideas fluently. Speaking is the important ability that people should be learned English language. The function

of speaking skill are to express an idea, someone feeling or desire, and it spontaneously by orally.

Some factors of speaking are cognitive factors includes is exploring idea, acquiring something, subtraction various aspects of world, cognitive factors, linguistic factors, and affective factors, are listening ability, topical knowledge, feedbacks during speaking activities and from performance conditions. In fact, students find it difficult to speak English fluently, students lack understanding of basic grammar, particularly the simple present tense, and students are not confident when speakin in English due to fear of making grammatical errors. From the several factors the researcher only focuses in simple present tense mastery.

C. Limitation of the Problem

This research focuses solely on one grammatical aspect that is simple present tense. Factors related of speaking skill in learning speaking such as: grammar mastery, accuracy and fluency, phonology, facility of the students, environmental factor, poor vocabulary-related factor, peer-related factor, pronunciation-related factor, personality factor, intelligence, students' motivation, interests and motivation factor.

Simple present tense is a verb to tell about things that happen continually in the present, like every day, every week or every month. There are some kind of simple present tense are verbal (with auxiliary verb do or does) and nominal

sentence (with auxiliary verb to be) in English learning that indicate speaking ability. The problem factor is to show correlation between simple present tense mastery and speaking skill.

The reason why the researcher chose simple present tense mastery based on several reasons. It found in the environment that the students who speak in English language don't understand how to arrange words and the structure of the language. The other reason simple present tense is the basic in the grammar aspect that is important for every student to learn and master. Therefore, it crucial for that the researcher look at the relationship between student' proficiency in speaking English and their mastering in simple present tense.

D. Formulation of the Problem

From the limitation above, the researcher formulates the problem in this research can be formulated as follow:

1. In what extend is the students' simple present tense mastery at Grade VIII of MTs N 1 Tapanuli Selatan?
2. In what extend is the students' speaking ability at grade VIII of MTs N 1 Tapanuli Selatan?
3. Is there any significant correlation between students' simple present tense mastery and students' speaking skill at grade VIII of MTs N 1 Tapanuli Selatan?

E. Objectives of the research

Based on the above question, the purposes of this research are:

1. To determine how is the students' simple present tense mastery at grade VIII of MTs N 1 Tapanuli Selatan.
2. To assess how is the students' speaking ability at grade VIII of MTs N 1 Tapanuli Selatan.
3. To find out the correlation between students' simple present tense mastery and students' speaking skill at grade VIII of MTs N 1 Tapanuli Selatan.

F. Significances of the study

The result of research is expected to be useful for:

1. Theoretically: the result of this research can be beneficial for other researchers or other readers as the source of their references in doing the research in the some topics or compliment previous theories related to the title in future.
2. Practically:
 - a. For the teachers: the findings will be beneficial for English teachers as reference to encourage and to streamline learning innovation in teaching grammar and speaking.
 - b. For the students: they will more active in speaking and know more grammar
 - c. For the next researcher: it can be used as addition reference for some problems especially research in grammar especially in simple present tense and speaking.

G. Definition of Operational Variable

1. Speaking Skill

Speaking is the ability to communicate ideas verbally, which is basic skill that very needed by students. Therefore, with mastering speaking skill students will gradually build their confidence to speak and communicate using English as a foreign language with other.

2. Simple Present Tense Mastery

Simple present tense mastery is the ability to a form and part of tenses that is used to express events that occur regularly, routinely, or usually done in the present. So that daily activities or routines can be expressed with this tense.

H. Outline of the Thesis

This research organized into five chapters. Every chapter is divided into subtopics to elaborate the given issues.

Chapter one consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significances of the research, definition of operational variables and outline of research.

Chapter two consists of theoretical description and relevant research. It is divided into subchapter which is consist of speaking, aspect of speaking, purpose of speaking, grammar, concepts of tense, time signal in simple present tense, the role of grammar in English language, function and uses of simple present tense,

pattern of simple present tense, purposes of grammar, kinds of grammar, and principles of teaching grammar.

Chapter three consists of methodology of the research which is divided into subchapters: place and time research, method of research, validity instrument, and technique of collecting data.

Chapter four is about the result of the research and data analyzing consist of data analysis, description of the data and threats of the research.

Chapter five is about conclusion of research, and suggestions of what where given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Description of Theory

1. Speaking Skill

a. Definition of Speaking Skill

Speaking is one of the four skills in English language. Speaking is means to talk, to give a lecture of speech, or to use voice in say something. Speaking is the process of building and sharing meaning through in verbal and symbol of variety in context. Speaking becomes to be one of the important of the four language skills. By speaking, students are able to know about the situations. Some of the experts define speaking in different ways. Speaking is the productive skill that consists of producing systematic verbal utterances to express meaning.⁶

According to Brown, “speaking is a productive skill that can be directly and empirically observed and also it can be defined as an interactive process of construct meaning that involves producing, receiving, and processing information”.⁷ While Chaney and Burke⁸ said “language is essentially speech, and speech is basically someone in daily life communication whether at school or outside”. The skill is acquired by

⁶ Nunan and David, *Practical English Language Teaching* p.48.

⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language*, (San Francisco: Longman, 2001), 140.

⁸ A.L. Chaney and T.L. Burke “Teaching Oral Communication in Grades K-“8, (Boston: Allyn & Bacon, 1998), p.13.

much repetition: primarily a euro muscular and not an intellectual process. It consists of competence in sending and receiving massages.

According to Harmer “speaking is the ability to speak fluently by using their knowledge, information and say it by on the spot. It needs the ability to assist in the management of speaking.”⁹. In addition, Kayi determined “speaking as building and sharing process of meaning through verbal and verbal symbol in variety of contexts”.¹⁰ Next, in an oral communication, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decide or interprets the message which contains information.

As far as the researcher concerned, there has been definition of speaking from the Oxford Dictionary of current English that is, “speaking is the action of conveying information or expressing ones’ thoughts and feelings in spoken languages”.¹¹ In short, the speaking skill is the ability to perform linguistics knowledge in actual communication. According to Evely¹², there are five components influence speaking: (1) grammar, (2) vocabulary, (3) pronunciation, (4) appropriated, (5) conventional.

⁹ Jeremy Harmer: Practice of English Language Teaching. (London: Longman) 2007.

¹⁰ Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, The Internet TESL Journal, Vol. XII, No 11 (Nevada: University of Nevada,2006), p.1

¹¹ A.S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*,(New York: Oxford University Press, 1995).

¹² Esjelyn.R. Evely, *English Made Easy*. (Jakarta: Kesaint Blanc, 2008), p.64

So, the researcher concludes that *speaking* is process of expressing ideas, opinion, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. The purpose of speaking is to take response and way to get the message. In addition, a good speaking will make and create a good communication.

b. The Aspect of Speaking

Actually, speaking is assumed as the most complex of linguistic skills, because it involves thinking of what is to be said while saying what has been taught. In order to be able to do this, structure and vocabularies must be chosen. Words must be put in at rapid rate and with about five to ten words ahead of the utterance. In addition, pattern and words must be chosen to fit the right situation or vocabulary.

There at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.¹³

1) Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

¹³ Fkip Ump, "The Effectiveness of Miming Game..., Shinta Ayu Utami, FKIP UMP, 2016," 2010, 5–14.

When a teacher teaches English, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say when they want to say. It means that their pronunciation should be at least sufficient for the purpose.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.

2) Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of conversation. Comprehension is the study how well students understand a language. Hornby states that comprehensions is the power of understanding an exercise aimed at improving or testing ones understanding of a language in written or spoken.

In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

3) Fluency

Wolfe-Quinter in Koizumi defines that fluency is how fast and how much a learner speaks without frequent pause because of functionless repetitions, self-corrections, and false starts in coping with

the real time processing.¹⁴ Fluency is as the quality of being capable to speak without hesitation.

4) Grammar

Grammar and speaking have a close relationship. In addition to the sound system learners must be taught by using a structure system of language. Learners must be given insight into two word order, inflection and derivation into the order meaningful features of the English language. It will help students to speak fluently.

5) Vocabulary

Hornby defines vocabulary is range of words known or used by a person in a trade, profession, etc. if students have many vocabularies, it will be easier for him to express his idea.¹⁵ Everybody who wants to speak English well, she or he has to know the ways of speaking English. Speaking is really different from the other skills. In speaking, students need to know about comprehension, fluency, pronunciation, grammar and vocabulary.

c. Purpose of Speaking

The main purpose of speaking is doing communication. To convey our idea effectively, a speaker must understand the meaning of everything

¹⁴ K. Wolfe-Quintero and K. S Inagaki: *Second Language Development in Writing: Measures of Fluency, Accuracy and Complexity*, University of Hawaii Press. 1998

¹⁵ A. S Hornby, Oxford Uni: *Oxford Advanced Learners' Dictionary*, Oxford University Press. Hlm.896 (2006)

which wants to be communicated. Someone must understand how to build the communication with the hearer. There are twelve categories about the purpose of speaking:

1. Personal – expressing personal feelings, opinions, beliefs and ideas.
2. Descriptive – describing someone or something, real or imagined.
3. Narrative – creatingg and telling stories or chroonogically sequenced events.
4. Instructive – giving instructions or providing directions design to produce an outcome.
5. Questioning – asking questions to obtain information.
6. Comparative – comparing two or more objects, people, ideas or opinions to make judgements about them.
7. Imaginative – expressing mental images of people, places, events, and objects.
8. Predictive – predicting possible future events.
9. Interpretative – exploring meanings, creating hypothetical deductionc, and objects.
10. Persuasive – changing others' opinion, attitudes, or points of view, or influencing the behavior of others in some way.
11. Explanatory – explaining, clarifying, and supporting ideas and opinions.

12. Informative – sharing informations with others.¹⁶

Based on curriculum 2013 (K13), there are some purposes of speaking in reviewed from kompetensi dasar in Junior High School, the purposes of speaking are divided into the following description:

- 1) Speaking makes students know a variety different ways in interrupting a conversation for the purposes asking personal, describe someone or something, question and confirming, explanation, changing topic or conversation.
- 2) Speaking makes students able to show attention in the form of appreciation and praise in conversation.
- 3) Speaking makes students able to clarify and confirming to change the conversation topics through listening and speaking.¹⁷

Based on the quotation above, it is very clear that the speaking skills require a lot of aspects that must be mastered by high school students, which means that if students does not master the aspects required in speaking required by the curriculum the teaching of speaking, his English has not been effective.¹⁸ In teaching speaking, teacher should

¹⁶ S. Kingen: *Teaching learning arts in middle schools, connecting and communicating* , New Jersey: Lawrence Erlbaum Associates, Publishers. (2000)

¹⁷ Kurikulum 2013, 2013, <http://abbaht.yolasite.com>. p.68. access on 10th August 2023 at 15.pm

¹⁸Siska Fitriyani, *Implementation of the 2013 Curriculum in teaching English* <http://repository.uin-suska.ac.id/pdf>.

be able to guide the students in a learning situation in order to enable them to master speaking because speaking is the key to communication.

2. Simple Present Tense Mastery

a. Definition of Simple Present Tense Mastery

Grammar is an important element of a language. Grammar is the systematic study and description of a language. It is a part of language that is very important to all aspects in life. All languages have own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of language to communication presuppose a grammar, it follows that all speakers and writers of a language.

In real life, “understand the nature of language, also must understand the nature of grammar, and in particular, the internalized unconscious set of rules that is part of the grammar of every language”¹⁹. According to Harmer “grammar is the description of the ways in which words can change their form and can be combined into sentences in that language”²⁰. Grammar also called organization words that combine into sentences to express thought and feeling or to express idea in writing. In teaching English as international language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly, it is fact

¹⁹ Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language* (Massachusetts: Wadsworth, a Part of Thomson Corporation), p.14.

²⁰ Jeremy Harmer, “*the Practice of...*” p. 15.

that different countries have different language and every language has a system which is called grammar.

In English grammar, tenses play an important role in sentence formation, the tense of a verb shows the time of an event or action.²¹ That's mean, by mastering a great number of grammar, the students can learn a foreign language easier. In other words, grammar mastery is a students' ability to comprehend and use the properties of words in English correctly.

Simple present tense is one of the tenses that frequently used in conversation and daily activities. It is used to describe daily activities and habits, to make general statement of fact and to express opinions. It is also the basic way to make a sentence or conversations in daily habits. Simple present tense means to expresses events, perceptions, feelings, or states that occur or exist always, usually, habitually, the exist now, have existed in the past, and probably exist in the future and in simple present tense use in an action or activity is happening or when it happens regularly

Simple present tense is used to talk things in general. According to Raymond in simple present tense people are not thinking only about now. People use it to say that something happens all the time or repeatedly, or that

²¹ Paul Joseph, *Grammar Simple Present Tense*, <http://www.englishleap.com/grammar.tense>

something is true in general. It is not important whether the action is happening at the time of speaking²².

From quotation above, it can be concluded that grammar is related to the form of words and sentences. It shows the process of language can create the structural meaning. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills. So it should be mastered by students.

b. Concepts of Tenses

Tenses, indeed, one of the basic parts of grammar by which students has to know. In teaching and learning English the teacher should make her/his students understand the tenses which are used to make them able to create a sentence because tenses are a verb form that is use data in certain time. So it should be mastered by students. However, it must be pointed out the time about that time about the action is a concept that exists in the mind of speaker, reader, or listener. According to Wishon and Burks tense in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all.²³ When we learn grammar, the tenses will be automatically correlated. According to Lado, tense is form of the verb that

²² Murphy Raymond, *English Grammar in Use – Second Edition*. United Kingdom; Cambridge University Press (1994).

²³ George E. Wishon and Julia M. Burks, *Let's Write English*, (North York: Van Nostrand Reinhold Ltd, 1980), p.192.

refers to change the time²⁴. It means that that information of the time that difference can influence form of the verb used in the sentences. In English grammar there are 16 kinds of tenses as follows:

1. Simple present tense
2. Simple past tense
3. Simple perfect tense
4. Simple continuous tense
5. Simple perfect continuous tense
6. Past continuous tense
7. Past perfect tense
8. Past perfect continuous tense
9. Simple future tense
10. Future continuous tense
11. Future perfect tense
12. Future perfect continuous tense
13. Simple past future tense
14. Past future continuous tense
15. Past future perfect tense
16. Past future perfect continuous tense²⁵

²⁴ M.J Lado, *Memahami Tenses Bahasa Inggris*, (Jkakarta: Titik Terang, 2008),p.7.

²⁵ Paul Joseph, 16 Tenses in English Grammar, <https://examplanning.com>.

All of these sentences above each of these have a present, past, future, and past future tense²⁶. It means that English grammar has sixteen kinds of tenses, but in this research the researcher will focus on simple present tense.

c. Function and Uses of Simple Present Tense

Simple present tense is one several tense which has a function to tell a fact or habitual activity. According to Azar²⁷, the simple present is to express general statements of fact and timeless truths and can be used to express habitual or everyday activity.

Table II.1
Examples and Functions of Simple Present Tense

Examples	Functions
<p>a. Water consists of hydrogen and oxygen.</p> <p>b. The average person breathes 21.600 times a day.</p> <p>c. The world is round.</p>	To express general statements of fact and timeless truths.
<p>d. I study for two hours everyday</p> <p>e. I get up at five every morning</p> <p>f. He always eats a sandwich for lunch</p>	To express habitual or everyday activity.

²⁷ Betty Schramper . *Understanding and Using English Grammar: Third Edition*, New Jersey: Prentice Hall Regents, 1989.

The use of simple present tense is to express general statements of fact or timeless truths can be seen in the example a, b, c. The fact that water consists of hydrogen and oxygen is timeless truth. Besides, the use of simple present tense to express habitual or everyday activities can be seen in the example (d), (e), and (f). Those examples show that someone usually studies for two hours, gets up at seven, and eats lunch with a sandwich. The subject does the activities everyday as a habit.

The simple present tense is often used to describe something that was true in the past, is the true in the present, and will be true in the future. The simple present tense is used to describe habitual actions. According to Hornby, the usage of simple present tense divided into five kinds:

1. To describe an activity that is actually that is actually in progress at the moment of speaking e.g. in demonstration, explanation, step by step the way to cook something.

Example: I shift the flour, salt, and baking powder into a bowl and I mix them.

2. To use in commentaries e.g. *as broadcast during a sporting event such as a football match.*
3. To use in exclamatory sentence beginning with here and there.
4. In the general statement of what was true in past time, is true now is likely to be true in future time.

5. To use for references to what was communicated in the past.²⁸

d. Pattern of Simple Present Tense

Simple present tense has two kind of sentences, there are verbal sentences and nominal sentences. A sentence can be verbal or nominal. So, what is called a predicate is not always a verb.²⁹ In a verbal sentence, after the subject is followed by the verb (v). Meanwhile, in nominal sentences, after the subject it will be accompanied by a non-verb which we usually know as an auxiliary verb or to be (auxiliary verb). These are the patterns of simple present tense:

1. With Auxiliary Verb (do/does)

Subject + Verb1(s/es) + Object + Adverb

Subject + do/does + not + Object + Adverb

Do/does + Subject + Verb1 + Object +?

2. With Auxiliary Verb (to be)

Subject + be (is, am, are) + Adjective/Noun/Adverb

Subject + be (is, am, are) + not + Adjective/Noun/Adverb

Be (is, am, are) + Subject + Adjective/Noun/Adverb + ?²⁹

e. Time Signal (Adverb) in Simple Present Tense

There are two kinds of adverbs in simple present tense:

1. Adverb of frequency

²⁸ A.S. Hornby, *Guide to Patterns and Usage in English*, (Oxford: Oxford University Press, 1975), p.82-85.

²⁹ Mark Lester, PH.D., et.al., *English Irregular Verb*, (United States: McGraw-Hill, 2010),p.6.

In adverb of frequency we can find always, ever, never, generally, commonly, normally, seldom, usually, hardly ever, etc.

2. Adverb of time

In adverb of time we can find, every day, every week, every month, today, three times a week, in the morning, at seven, twice a day, etc.³⁰

f. The Role of Grammar in English Language

Grammar plays the important role in real life. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language that is the rules of making meaning.

Grammar regardless of the country or the language, is the foundation for communication. Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible.

According to Lin, grammar is the central heart of language, and it is a tool to help learners' comprehension of the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical

³⁰ A. Faisal Rahman Ali, *Fundamental of English Grammar a Practical Grade*, (Yogyakarta: Pustaka Widyatama, 2007), p. 252.

rules.³¹ Moreover, effective grammar can help students use this knowledge as they write. Through the connection from oral language into written language, teacher can explain abstract grammatical terminology to help students to write and read with better proficiency and confidence.

Rather than teach all grammatical instructions to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication, and teachers should also be more sensitive to provide meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction.

g. Purposes of Grammar

In real life grammar is critical skill. It will help people write more compelling job applications, proposals, articles and books. In education, grammar is very important to increase students' ability in language and to have knowledge about words order and sentence.

Grammar is the structural foundation of ability to express ourselves. Grammar helps foster precision, detect ambiguity, and exploit the richness of expression available in English. Grammar serve the practical purpose of aiding both language acquisition and the improvement of language skills, especially writing. Grammar knowledge provides learners with a conscious

³¹ H. C. Lin 2010. "A Case Study: An ESL Teacher's Beliefs and Classroom Practices in Grammar Instruction". Unpublished Thesis, Kent State University, Kent, Ohio, USA.

reference point when their linguistic habits fail, acting as a crucial tool for error correction and refinement of expression.³² This explicit understanding is recognized as fostering precision, detecting ambiguity, and helping students develop a habit thinking logically and clearly.

Accurate grammar structure acts as a “bridge” to receiving and transferring ideas, ensuring that the intended message is the one that is successfully understood. The fundamental purpose of grammar, as a field of study, is to provide the underlying structure necessary for clear and effective communication.³³ Grammar allows speakers and writers organize words into meaningful phrases, clauses, and sentences.

h. Principles for Teaching Grammar

Recognizing what students need in learning process is important for a teacher. Process in transferring knowledge will not simply succeed if he cannot see his students’ learning absorbing capability toward the material taught and teaching portion should be given. According to Reppen, there are twelve principles for teaching grammar:

- 1) Identify the grammar resources learners need
- 2) Teach an awareness of the nature of texts
- 3) Develop awareness of differences between speaking and writing

³² Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught,” *International Journal of Teaching and Education* III, no. 3 (2020), <https://doi.org/10.20472/te.2020.3.3.002>.

³³ David Crystal, “In Word and Deed,” *TES Teacher*, 2004.

- 4) Use corpora to explore texts
- 5) Using a variety of teaching approaches
- 6) Provide opportunities for guided noticing
- 7) Provide opportunities for meaningful communicative practice
- 8) Provide opportunities for students to produce stretched output
- 9) Make links between grammar and vocabulary
- 10) Use students errors to informs instruction
- 11) Integrate grammar with the four skills
- 12) Use internet and technology resources³⁴

In other journal, there are some principles of teaching grammar;

1. Teach in a target language, making input comprehensible
2. Contextualize grammar instruction using social issues, real life cultural situations, and connections to other disciplines.
3. Provide feedback (self-checking exercises, pattern of errors)³⁵

These principles can apply in a variation way and variation types of course. In other words, the variation principle in teaching about grammar is effective to help students in English learning process.

B. Review of Related Findings

There were several researchers which have done some research that related to this research, as follow:

³⁴ Randi Reppen , *twelve principles of teaching grammar*, Northern Arizona University.P.3.

³⁵ Rob Batstone and Rod Ellis, *Principle Grammar Teaching*, university of Auckland, Private Bag, Auckland 92019, New Zealand.

Amelia found there is a correlation between mastering grammar and speaking skills of fifth semester students of Unimush Makassar. This can be proved from the result of the product moment correlation that the value of r_{xy} was 0.61 us greater than the significance, either at the leave; of 0, 5% or 4%. ³⁶

Yasinta found there is a correlation between students' grammar mastery and students' speaking skill. The significant value of the correlation between the two variables was 0.306, which is categorized as low correlation³⁷ it means that there is low correlation between students' grammar mastery and students' speaking skill. The low correlation happened because some of the students who had high level of speaking are in the low level grammar.

Based on Hidayat research', he found there is a positive correlation of students' grammar mastery and sand their speaking accuracy. Because by seeing the result of the data calculation in the previous chapter where alternative hypothesis (Ha) is consequently accepted, it means that the hypothesis is accepted the students' grammar mastery had correlation with their speaking accuracy.³⁸

The last is based on Fitria on her research', there was positive correlation between simple present tense mastery and their ability in speaking skill. Based on the result of the data calculation, null hypothesis (H_0) was not

³⁶ Puspa Amelia, "The Correlation between Students' Grammar Ability and Students' Speaking Skill at Unimush Makassar. <https://digilibadmin.unimush.ac.id.hlm.38>

³⁷ Safira Yasinta, "The Correlation between Students' Grammar Mastery and Students' Speaking Skills at University of Muhammadiyah Yogyakarta. <https://repository.ums.ac.id>

³⁸ Sarip Hidayatullah, "The Correlation between Students' Grammar Mastery and Their Speaking Accuracy at Grade X of SMAN 01 Lemong Pesisir Barat in 2016/2017.

accepted and alternative hypothesis (H_a) was accepted. That the writer's assumption was revealed, it means that the hypothesis is accepted that the students' simple present tense mastery had correlation with speaking skill.³⁹

Based on the several findings above, the researcher finds some similarities and differents between each research to this research. Beside the similarities that related to the field of correlation in grammar and speaking, this research was specifically in the other or different field and time of research of those research.

C. Conceptual Framework

Grammar is a sentence structure. By using the correct structure, a sentence will be perfect. In real life, it is impossible to learn English without grammar. Moreover, the sentence is built by grammar structure. The correct grammar structure that start form the basic tenses like simple present tense can develop the students' speaking ability.

Speaking is how the students give in oral which simple way. In speaking that act as the spoken and the direct communication between speaker and listener, grammar acts as a rules to avoid the ambiguity and leading to the appropriate understanding in communication. Simple present tenses as the basic grammar tense observed as the relation aspect to build the speaking skill of the students.

³⁹ Evi Fitria, "The Correlation between Students' Simple Present Tense Mastery and their Ability in Speaking Skill at the First Semester of the Eighth Grade of SMPN 1 Karya Penggawa Pesisir Barat in 2016/2017 Academic Year"

Based on the literature review and related theories above, the conceptual framework need to be figured to explain the appropriate picture between the grammar simple present tense mastery usage in speaking or communication skill of the students. Here is the conceptual framework related to this research:

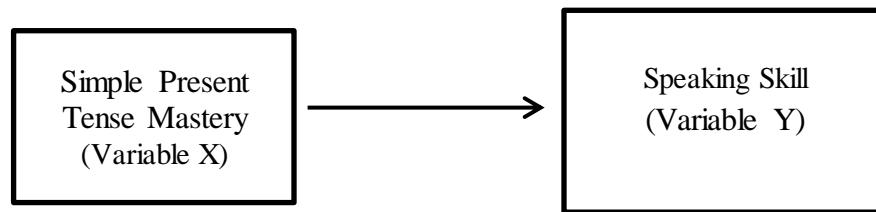


Figure II. 1 The Correlation between Students' Simple Present Tense Mastery and Students' Speaking Skill

D. Hypothesis

Hypothesis is a tentative answer or prediction for the result of the research that we show. Based on explanation above, the hypothesis of this research is:

“There is a significant correlation between students' simple present tense and students' speaking skill at Grade VIII of MTs N 1 Tapanuli Selatan”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is at MTs N 1 Tapanuli Selatan, this school location in Desa Sialagundi. The subject of this research is the Grade VIII MTs N 1 Tapanuli Selatan. The schedule of this research is from May 2022 until – Desember 2023.

B. Research Method

The kind of this research is quantitative research. Quantitative research deals with the research done by the numeral or statistical calculation to examined the result or hypothesis. Quantitative research used in this research was the correlational research. Which, the correlational research deals with the observation and description of the correlation or relation between two or more variables. This research was used correlational procedure to describe the correlation between students' speaking skill and students' simple present tense mastery at Grade VIII of MTs N 1 Tapanuli Selatan.

C. Population and Sample

a. Population

Based on Shukla population refers to the set or group of all the units

on which is the findings of the research are to be applied⁴⁰. Population is refers to the all elements that become the areas of the research. Arikunto also stated that population is a set of collection of all elements possessing one or more attributes of interests⁴¹. The population of this research is the eighth grade students of MTs N 1 Tapanuli Selatan which has five classes and there are 128 students and can be seen from table as follow:

Table III.1

The population of VIII Grade Students of MTs N 1 Tapanuli Selatan

No	Class	Total
1	VIII-1	25 Students
2	VIII-2	26 Students
3	VIII-3	26 Students
4	VIII-4	24 Students
5	VIII-5	27 Students
TOTAL		128 Students

b. Sample

Sample is small number of person or things which are representative to the character of entire population and if the population is smaller than 100 students, it is better to taken all, but if the students higher than 100 the

⁴⁰ Shukla, “Concept of Population and Sample”, (Gujarat University, 2020), p. 1, <https://www.researchgate.net/publication/346426707>

⁴¹ Suharsimi Arikunto, *Procedure penelitian: Suatu Pendekatan Praktek*, Cet.12,(Jakarta: PT. RinekaCipta,2002),p.10

researcher can take between 10%-15% or 20% -25% or more⁴². Since the population is more than 100, it is taken a class at the sample by using random sampling. So, the sample that used in this research is 27 students of grade VIII MTs N 1 Tapanuli Selatan.

D. Definition of the Operational Variable

Based on the title of this research, this research consists of two variables, so that the definition of variable as follows:

a. Speaking Skill (Variable X)

Speaking skill is the students can express the meaning of short or long transactional, interpersonal and personal conversation in order to interact with the surrounding in oral which simple way.

b. Simple Present Tense Mastery (Variable Y)

Simple present tense is part of the grammar which is the systematic study and description of a language. It is described the event in the present time and the common truth that is usually spoken in daily.

E. Instrument of Collecting Data

In collecting the in this research, the researcher use two instruments they are the multiple choice test and the oral test, which is related to the variables. The instruments are explains bellow:

⁴² Gay and Peter Airasan, *Educational Research: Competencies for Analysis and Applications-6thed*, (Prentice Hall Inc: New Jersey, 2000), p.321.

a. Test

A test it is a first method. It is an instrument a states of technique, procedure, or item that requires performance on the part of test taker.⁴³ This research used multiple choice tests. According to Brown “multiple choice items which may on the surface appear to be simple items to construct.”⁴⁴ It means multiple choice tests are suitable to get data about simple present tense. In this research the question consisted of 25 items, the credit of items was 4 scores for each items. So, maximum score of test was 100.

Table III. 2
The Specification of Test for Simple Present Tense

No	Indicators	Numbers of Item	Item	Scores	Total scores
1.	Verbal sentences (do/does)	1, 2, 3, 4, 5, 24	6	4	24
2.	Nominal sentences (to be)	6, 7, 8, 9, 10	5	4	20
3.	Adverb of frequency	11, 12, 13, 14, 15	5	4	20
4.	Adverb of time	16, 17, 18, 19, 20	5	4	20
5.	Including simple present tense	21, 22, 23, 25	4	4	16
Total			25		100

⁴³ Brown, *Language Assessment Principle and Classroom Practice* (America: Longman, 2004),p.3

⁴⁴ H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (San Francisco: Longman,2003),p.67

b. Speaking Test

In this research, the researcher use monologue speaking that is about their daily activity from wake up until sleep at night to do the test. Brown define test best a method test best on method of measuring a persons' ability: knowledge or performance in a giving domain.⁴⁵

The use of oral test is to improve students speaking, measuring students' abilities in speaking. Huges formulates that there are five elements should be measured in speaking test, namely: accent, grammar, vocabulary, fluency and comprehension⁴⁶. The indicators of speaking test can be seen in the table below:

Table III. 3
Indicator of Speaking Test

Aspects	Criterions	Score
Accent	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding.	2
	Marked “foreign accent” and occasional mispronunciation which do not inference with understanding.	3
	No conspicuous mispronunciations, but would not be taken for a native speaker.	4
	Grammar apparently as accurate and	5

⁴⁵ H. Doughlas Brown, *Language Assessment Principle and Classroom Practice* (San Fransisco: Longman, 2004)p.3.

⁴⁶ Arthur Huges, *Testing for Language Teachers* (USA: Cambridge University 1 Press, p.111.

Aspects	Criterions	Score
	extensive as that of an educated native speaker	
Grammar	Grammar almost entirely inaccurate phrases.	1
	Constant errors showing control of very few major patterns and frequently preventing communication.	2
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	Occasional and showing imperfect control of some patterns but no weakness that causes misunderstanding.	4
	Few errors, with no pattern of failure.	5
Vocabulary	Vocabulary inadequate for even the simplest conversations.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).	2
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
	Professional vocabulary broad and precious; general vocabulary adequate to cope with complex practical problems and variation social situations.	5
	Speech is so halting and fragmentary that conversation is virtually impossible.	1
	Speech is very slow and uneven except for short or routine sentences.	2
	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3

Aspects	Criterions	Score
	Speech is occasionally hesitant, with some unevenness caused by groping for words.	4
	Speech is effortless and smooth, but perceptibly non-active in speech and evenness.	5
Performance	Understand too little for the simplest type of conversation.	1
	Understand only slow, very simple speech on common social and tourstic topics, requires contant repetition and rephrasing.	2
	Understand careful, some what simplified speech when engaged in adialogue, but requires occasional repetition conversation or rephrasing.	3
	Understand quite well, normal educated speec when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	5
	Understand everything and both formal collaquiial speech to be expected of and educated native speaker.	25
total		100

F. Validity and Reliability of Instrument

1. Validity

Validity is very important in all forms of research and all types of tests and measures and is good though in terms of degree. A good test should have a validity. Sugiono state “validity is a characteristic of the

good test⁴⁷. This research used test and validated by the teacher of one of English department lecturer UIN Padangsidimpuan.

2. Reliability

Reliability means the result of the test has similarity. An instrument of the research must be reliable. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because of good. So, this research use SPSS to reliable the instruments such as normality and homogeneity that using SPSS.

G. Techniques of Data Collection

The way to collect data in this research is through testing. The techniques that use in collecting data as follow bellow:

1. Test for speaking ability data

The researcher will use the test for collecting data as follow:

1) The researcher give the instruction and script of speaking test for students.

2) The researcher give chance or time for students to read it first.

3) The researcher ask the students to do the test.

4) The researcher ask the students to tell what the students write on the test in front of the class.

5) The researcher give score for each performance of students.

2. Multiple choice tests for students' grammar mastery

⁴⁷ Sugiono, P.81

The researcher uses multiple choice to collect the data. In this section, the researcher will give the test to students. And ask students to answer directly. Then the researcher will collect all the tests after students finish it.

H. Technique of Data Analysis

In correlation of research, the most suitable analysis is using the statistical process. It means that all the data is collect and analyze by using statistical process.

To know of the variable X and Y, it can be define with the formula:

$$KP = \text{Define Correlation}$$

Where:

$$KP = \text{Define Correlation}$$

$$R = \text{Coefficient Variable}$$

Then, the researcher analyzed the data. The technique of data analysis will be used by using quantitative data; it will be presented in statistic formula. The statistic formula which used by researcher is correlation of product moment.

$$r_{xy} = \frac{N \ xy - x \ y}{\sqrt{N \ x^2 - (x^2) \ N \ y^2 - (y^2)}}$$

The explanation:

R_{xy} = The Point of index correlation between variable X and Y

N = Number of Sample

X = The Scores of Variable X

Y = The Scores of Variable Y

XY = Product X and Y

Furthermore, for the test significant, with the formula below:

$$t_{hitung} = \frac{r n - 2}{1 - r^2}$$

Description:

t = value of t_{test} ko

r = coefficient of product

n = number of sample⁴⁸

In addition, to know the criteria of the score as follow:

Table III. 4
Criteria Score Interpretation⁴⁹

No	Product Moment	Interpretation
1.	0.00 - 0.20	Very low
2.	0.20 – 0.40	Low
3.	0.40 – 0.70	Enough
4.	0.70 – 0.90	High
5.	0.90 – 100	Very High

The calculation in this research showed that the hypothesis accepted and the calculation of product moment showed the criteria “very high” with result of 0.916.

⁴⁸Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p.44.

⁴⁹Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2000), p.180.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

Based on the research conducted on Mei 2023 until June 2023 in MTs N

1 Tapanuli Selatan, the researcher got the data needed to be analyzed in this chapter. In analyzing the data, 27 eighth graders at MTs N 1 Tapanuli Selatan were used as samples in the study. Two variables used in this study, namely: simple present tense mastery and speaking ability. The following is a summary of the data received for each variable, which has been assigned a score as follows:

1. Simple Present Tense Mastery

In this part, the researcher collected the data in the form of simple present tense mastery for eighth graders at MTs N 1 Tapanuli Selatan in the academic year 2023/2024. In this research, the researcher presents 25 questions of multiple choices. For each number get 4 scores if the answers has true. So that, the students score drawn as table below:

After calculating the scores, it was found that the highest score on the test was 88, and the lowest possible score was 52. To complete this research, it was needed for the researcher to calculate the mean score was 60, 4, the median score was 65, and the mode was 60. Where mean was the score which represent the general value that was achieved by the students.

Meanwhile, median was the score in the middle of the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the table below:

Table IV. 1
The Resume of Variable Score Simple Present Tense Mastery

No	Statistics	Variable X
1.	High Scores	88
2.	Low Scores	52
3.	Range	36
4.	Interval	7
5.	Mean Score	60
6.	Median Score	65
7.	Mode	72
8.	Standart Deviation	65

From the table above, the researcher got high score score was 88, low score was 52, mean score was 60, median score was 65 and mode score was 72.

Table presented the conclusion of the result from students' answer. It showed:

Table IV. 2
The conclusion of the result from students' answer

Interval	Mid Point	Frequency	Percentage
52-59	56.5	8	29.62%
60-67	64.5	1	3.71%

68-75	72.5	13	48.14%
76-83	80.5	2	7.40%
84-91	88.5	3	11.11%
		27	100%

Based on the table above, it was known that the variable revelation of simple present tense mastery showed that the respondent in interval 52-59 were 8 students (29,62%), interval 60-67 were 1 students (3,71%), interval 68-75 were 13 students (48,14%), interval 76-83 were 2 students (7,40%), interval 84-91 were 3 students (11,11%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

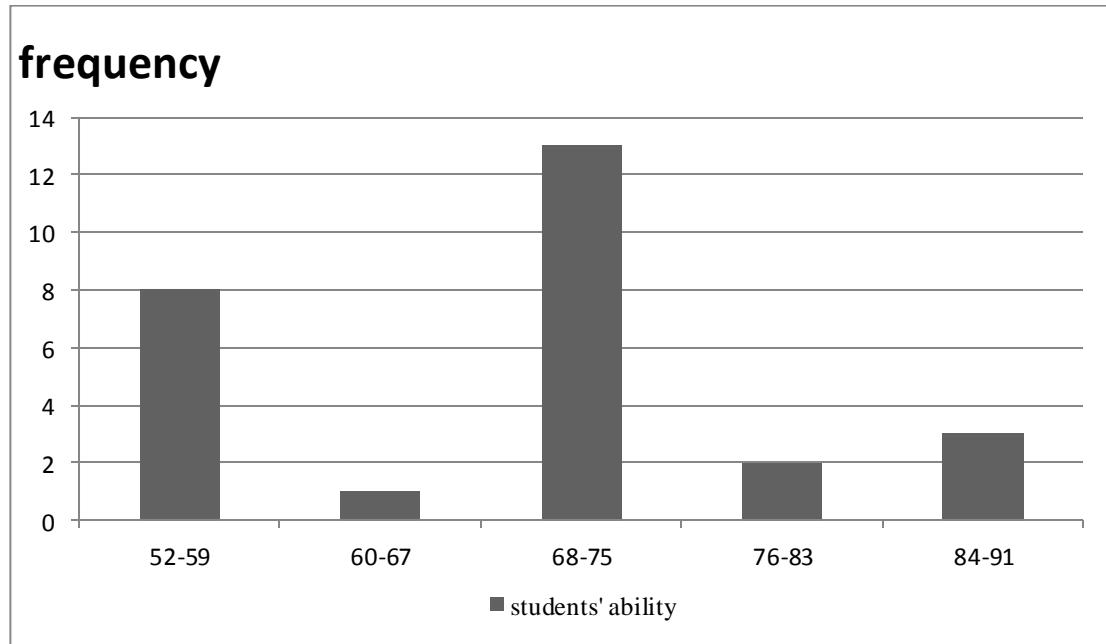


Figure IV. 1: Description Data of Students' Simple Present Tense Mastery

By looking at the above histogram, it can be said that the curve was normal. The degree of students' (respondent) in agreement of simple present tense mastery were the highest at the middle position.

2. Speaking Skill

After researcher collected the data of speaking skill that used speaking test to get the result of speaking skill. So, that the result of students' score has seen in the table below:

Table IV. 3
The Resume Score of Variable Speaking Mastery

No	Statistics	Variable Y
1	High Score	85
2	Low Score	50
3	Range	35
4	Interval	7
5	Mean Score	62
6	Median Score	55
7	Mode	65
8	Standart Deviation	60

Table IV.5 presented the conclusions of the result from students' answer. Based on the calculating of mean score, it was 62. It means that the students speaking skill was enough predicate. To know the revelation of data was done to group the variable score of speaking mastery which the total 5 classes and interval 7.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follow:

Table IV. 4
The conclusion of the result from students' answer

Interval	Mid Point	Frequency	Percentage
50-57	34.5	8	29.62%
58-65	62.5	14	51.85%
66-73	70.5	2	7.41%
74-81	78.5	2	7.41%
82-89	86.5	1	3.70%
			100%

Based on the table above, it was known that the variable revelation of speaking skill showed that the respondent an interval 50-57 were 8 students (29,62%), interval 58-65 were 14 students (51,85%), interval 66-73 were 2 students (7,41%), interval 74-81 were 2 students (7,41%), interval 82-89 were 2 students (3,70%).

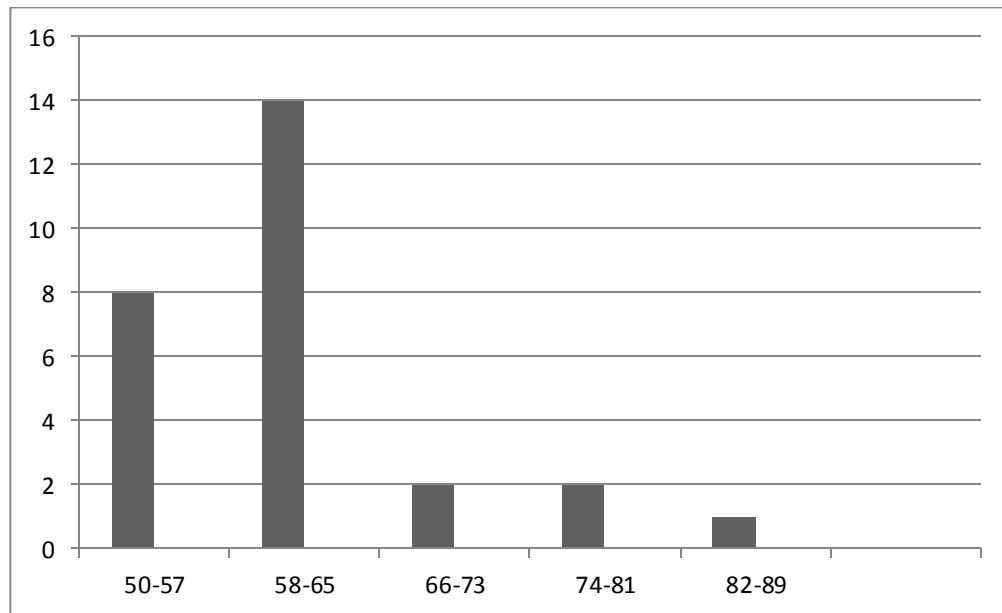


Figure IV. 2: Description Data of Students' Speaking Skill

By looking at the above histogram, it can be said that the curve was normal..

B. Testing of Hypothesis

1. Normality Test

After getting the resume score of variable X and variable Y, the data were analyzed by using Shapiro-wilk formula to know the data was normal or not. Normally test was as the requirement of test before testing hypothesis.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	VAR00002	Statistic	Df	Sig.	Statistic	df	Sig.
VAR00001	50.00	.367	5	.026	.684	5	.006

55.00	.385	3	.	.750	3	<.001
60.00	.358	6	.016	.823	6	.094
65.00	.327	8	.012	.810	8	.037
70.00	.260	2	.			
80.00	.	2	.			

a. Lilliefors Significance Correction

b. VAR00001 is constant when VAR00002 = 85,00. It has been omitted.

2. Hypothesis Testing

Hypothesis testing aims to determine the correlation between simple present tense mastery and speaking skill at the VIII grade students of MTs N 1 Tapanuli Selatan by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below:

Based on the result to analyze the hypothesis, researcher used product moment formula by using SPSS, can be seen on the table below:

$$N = 27$$

$$X = 1.804$$

$$Y = 1.665$$

$$X^2 = 116.228$$

$$Y^2 = 103.200$$

$$XY = 114.560$$

By using the value above, calculated the value of correlation between variable X and Y:

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \\
 &= \frac{27.114.560 - (1.804)(1.665)}{\sqrt{27.116.228 - (1.804)^2}(27.103.200 - (1.665)^2}} \\
 &= \frac{3.093.120 - 3.003.660}{\sqrt{(3.138.156 - 3.254.416)(2.786.400 - 2.772.225)}} \\
 &= \frac{894.460}{\sqrt{1.647.985.500}} \\
 &= \frac{89.460}{1.283.738} \\
 &= 0, 693
 \end{aligned}$$

Based on the result to analyze the hypothesis, researcher used product moment formula by using SPSS, can be seen on the table below:

Correlations

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.693**
	Sig. (2-tailed)		<.001
	N	27	27

VAR00002	Pearson Correlation	.693 ^{**}	1
	Sig. (2-tailed)	<.001	
	N	27	27

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

Based on the result of calculation using SPSS, it was obtained that a correlation coefficient $r_{xy} = 0,916$. The result showed that there was a significant correlation between simple present tense mastery and speaking skill at the eighth grade students of MTs N 1 Tapanuli Selatan. It had been written in the table of coefficient correlation interpretation.

Table IV. 5
The Criteria Score Correlation of Variable X and Y

NO	The Value	Degree
1.	Between 0.00-0.20	Very low
2.	Between 0.21-0.40	Low
3.	Between 0.41-0.70	Enough
4.	Between 0.71-0.80	High
5.	Between 0.91-1.00	Very high

H_a : there is a significant correlation between simple present tense mastery and speaking skill at grade VIII students of MTs N 1 Tapanuli Selatan.

So, based on the calculation between variable X and Y by r_{xy} , the researcher got 0,916. Then, the researcher has to test the hypothesis "there is a significant correlation between simple present tense mastery and speaking skill at grade VIII students of MTs N 1 Tapanuli Selatan". After that, the

researcher known that the correlation between students' simple present tense mastery and speaking skill at grade VIII MTs N 1 Tapanuli Selatan is categorized into strong correlation.

To look for the contribution of variable X and Y as follows:

KP : the score of determine coefficient

r : the score of the coefficient correlation

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

: $(0.693)^2 \times 100\%$

: $0.480249 \times 100\%$

: 48.02%

Based on X variable (simple present tense mastery) and Y variable (speaking mastery), the result of contribution was 48.02%. The contribution variable has KP 48.02% and 36.92% influenced by other variable.

Testing the truth of significant correlation, used the formulate

$$\begin{aligned}
 t_{\text{count}} &= \frac{r\sqrt{n-2}}{1-r^2} \\
 &= \frac{0.693\sqrt{25}}{1-0.480249} \\
 &= \frac{0.693.5}{0.307} \\
 &= \frac{0.693.(\sqrt{25})}{0.519751}
 \end{aligned}$$

$$= 0.693 \times 6.9354$$

$$= 4.806$$

The value of the df is 25 degree of the freedom. After looking the result df on 5% significant 1.701. After looking the result df on 5% significant 1.701. So, t_{count} higher than t_{table} or $= 4.806 > 1.701$. It means that there was any significantly correlation between students' simple present tense mastery and students' speaking skill at grade VIII MTs N 1 Tapanuli Selatan. So, it can be stated that the hypothesis was accepted.

C. The Discussion of the Result

After did the research, the researcher found that the correlation between simple present tense mastery and speaking skill at Grade VIII students of MTs N 1 Tapanuli Selatan is in high correlation. The researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said there was no research that was exactly the same as the title of this study, namely "The Correlation between simple present tense mastery and speaking skill". Besides the calculation in this research showed that the hypothesis accepted and the calculation of product moment showed the criteria "very high" with result of 0.916. So, the researcher compared with the other research one by one the variable of this research, such as:

First, the research done by Fakhruddin Zam Zam, he concluded that there is a correlation between mastering grammar and speaking skills of third

semester students of English Education Study Program at IAIN Palu. The result was $r_{count} > r_{table}$ ($0.423 > 0.250$) which means the hypothesis was accepted.⁵⁰

The second is done by Ardiani, she concluded the data by used test, for speaking ability used monologue test and for vocabulary test used multiple choice. From the result of the data analysis, the researcher used product moment formula. After analyzing the data, the researcher found that mean score of variable X was 78.62 and mean score of variable Y was 76.21. Besides that, the researcher found that $t_{count} = 25.9$ and $dk = N-21 = 29-2 = 27$ and t_{table} on significant $1\% = 0.487$. So, $t_{count} > t_{table}$ ($25.9 > 0.487$), the result showed that there was correlation between two variables in very high correlation.⁵¹

The last is by Ngilma, she found that after calculating her research, the correlation value is 0, 821, indicating that the variables X and Y have a perfect or extremely high correlation level. The r-table was 0.361 when the number of response was 35, and the significance level was 5%. As the result, r-count is more than r-table value of 0.821.0.361. As a result, the alternative hypothesis is accepted, while the null hypothesis is rejected. So, there was a strong correlation.⁵²

⁵⁰ Fakhruddin, "The Correlation between Grammar and Speaking Skill of Undergraduate Students at IAIN Palu, "Journal of English Department". Vol 10 November 2021.

⁵¹ Ardiani "The Correlation between Vocabulary Mastery and Speaking Skill at the fourth semester of TBI-1 English Department UIN Padangsidimpuan". English Electronic theses UIN Padangsidimpuan

⁵² Siti Zangimatul Ngilma "The Correlation between Students Grammar Mastery and Speaking Achievement at MAN 1 Ponorogo. Etheses.iainponorogo.ac.id

Above all the other researcher that research in the field of correlation in grammar and speaking skill. Besides in the terms of similarities this research differentiate with those other research by the place and time this research conducted. This research examined the higher criteria of correlation between grammar and speaking skill. This research made the specific examination in the simple present tense in order to define grammatical features that appears in daily speaking or communication.

Based on the explanation above, there were similarities between the result of this research and related findings such instrument, technique of data analysis, formula, and hypothesis was accepted. So, far exactly there is no research that the same title with this research. It was proved that this research about simple present tense mastery and speaking skill was rather different with the other research. In other words, it was supported by this research and it was proved by this research and it was proved by testing hypothesis of the research. This fact can be seen from $t_{count} > t_{table}$ ($4.806 > 1.701$).

So, it is clearly simple present tense mastery has the significant correlation to students' speaking skill. Based on the findings of this research, it can be concluded that the simple present tense mastery have significantly influence the simple present tense result.

D. Threats of the Research

There are some aspects that could threat for this research, as follow:

1. This research did not know how serious the students were in answering the test.
2. This research did know whether students concentrate or not when they are answering the test.
3. This research does not saw the measuring honest aspects of the students in answering the test until possibility the students cheat or guess.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research comes to describe data as follow:

1. Students simple present tense mastery at grade VIII students of MTs N 1 Tapanuli Selatan was “good” getting mean score were 67.
2. Students speaking skill at grade VIII students of MTs N 1 Tapanuli Selatan was “enough” by getting mean score were 55.
3. There was a significant correlation between simple present tense mastery and speaking skill at grade VIII students of MTs N 1 Tapanuli Selatan. Based on result of calculating data, the hypothesis of H_a was accepted whereas H_o was rejected. The calculating of product moment by getting correlation coefficient $r_{xy} =$. The significant correlation level was done by looking r_{table} on significant level 5% was 0,423.

B. Suggestion

Here, the researcher gives information as follows:

- a. The headmaster of MTs N 1 Tapanuli Selatan was hoped to support all English teacher to teach well and provide facilities involves with learning English.
- b. The English teacher should give a positive stimulus to increase students speaking skill and also as reference in teaching English.

c. The researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence. In order to motivate readers more critics and consider whatever they read and the researcher hopes to another researcher to do the research with the same title with this research namely "The Correlation between Simple Present Tense Mastery and Speaking Skill at Grade VIII Students of MTs N 1 Tapanuli Selatan".

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Mts Negeri 1 Tapanuli Selatan	: 2012-2015
SMA Negeri 3 Padangsidimpuan	: 2016-2018
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan	: 2018-2024

Research Test

A. Simple present tense test

Answer these questions correctly!

1. He.... in an office.
 - a. Works
 - b. Work
 - c. Worked
 - d. Working
2. She.... fish in the market.
 - a. Sell
 - b. Sold
 - c. Sells
 - d. Selling
3. We.... after sick people.
 - a. Look
 - b. Looks
 - c. Looking
 - d. Looked
4. They.... at hotel for two days
 - a. Staying
 - b. Stayed
 - c. Stay
 - d. Stays
5. I am a postman. I.... a letter.
 - a. Delivers
 - b. Delivery
 - c. Deliver
 - d. Delivered
6. She can teach people to have a good skill in international language. She....
 - a. Is an officer
 - b. Are nurse
 - c. Is a teacher
 - d. Are teacher

7. They.... my lecturer. They teach us in a university.
 - a. Going
 - b. Are
 - c. Is
 - d. To be
8. She.... six years old. So she tells liar.
 - a. Isn't
 - b. Aren't
 - c. Not are
 - d. Wasn't
9. Ali works as firefighter. He has so many close friends there. They.... Ahmad, Hasan, and Rahesh.
 - a. Is
 - b. Was
 - c. Were
 - d. Are
10. My parents tell me to go to bed earlier. Tomorrow....eid mubarok for every moslem in this world.
 - a. Were
 - b. In
 - c. Is
 - d. Are
11. Indonesia.... celebrate independences day in august.
 - a. Seldom
 - b. Hardly ever
 - c. Sometimes
 - d. Always
12. The workers.... be late for work because they wake up earlier in the morning.
 - a. Seldom
 - b. Were
 - c. So
 - d. Is
13. How.... do you do exercise? At least once a week.
 - a. Usually
 - b. Sometimes

- c. Never
- d. Often

14. Risky....drink coffee in the morning. That is why he feels sleepy in classroom.

- a. Ever
- b. Do not
- c. Like
- d. Never

15. We....see each other because of our different routines.

- a. Always
- b. Every time
- c. Love
- d. Hardly ever

16. My mother always cook.... and prepare our breakfast on the table.

- a. In the night
- b. Afternoon
- c. Every morning
- d. Rice and dish

17. Moslem have to pray.... a day as an obligation.

- a. Three times
- b. Five times
- c. Four times
- d. Two times

18. I always go to school.... except on Sunday.

- a. Every morning
- b. Every time
- c. Every week
- d. Every day

19. My father have to pray jum'ah....

- a. Every week
- b. Every day
- c. Every month
- d. Every year

20. Ridho cannot come.... He will come tomorrow.

- a. This week
- b. This year
- c. This month

d. This day

21. Which one is include to the simple present tense below?

- a. I am going to go to Jakarta next week
- b. My sister gave me some money because I helped her
- c. There are so many beautiful flowers in front of my house
- d. They was shocked because something happened lastnight

22. Arrange the sentence to become a good sentence!

Aunt Zainab - some – always – chocolate – under – hides – pillow – candies – her – under

- a. Aunt Zainab hides always some chocolate candies under her pillow
- b. Aunt Zainab under her pillow always hides some chocolate candies
- c. Some chocolate candies always hides under her pillow aunt Zainab
- d. Aunt Zainab always hides some chocolate candies under her pillow

23. Below are the following sentences included too the simple present tense, except....

- a. My brother never stays up until late night
- b. Miss Siti often speaks too fast when she is in classroom
- c. Her parents told her to wearing a long dress
- d. We always want to spend time with our beloved family

24. Do you think that being a good people important for our life?

- a. Yes. I do
- b. Yes, you do
- c. Yes, I think so
- d. No, I think

25. Arrange the sentence to become a good sentence!

I – driving – a car – but – love – my father – allow – doesn’t – me – use – to – it

- a. My father doesn’t allow me use it but I love to driving a car
- b. I driving a car to love it but my father doesn’t allow me to use
- c. I love driving a car but my father doesn’t allow me to use it
- d. My father allow me to driving a car but I doesn’t love use it

B. Speaking test

Please test your daily routine activity from wake up until go to bed by using simple present tense!

No	Indicators of Speaking	Score
1.	Accent (5)	
2.	Grammar (5)	
3.	Vocabulary (5)	
4.	Fluency (5)	
5.	Performance (5)	
Maximal Score: $25 \times 4 = 100$		

Note:

20 – 40 = Weak

40 – 60 = Average

60 – 80 = Good

80 - 100 = Very Good

The Answers

1. A	21. C
2. C	22. D
3. A	23. C
4. C	24. A
5. C	25. C
6. C	
7. B	
8. A	
9. D	
10. C	
11. D	
12. A	
13. D	
14. D	
15. D	
16. C	
17. B	
18. D	
19. A	
20. D	

No	Statistics	Variable Y
1	High Score	85
2	Low Score	50
3	Range	35
4	Interval	7
5	Mean Score	62
6	Median Score	55
7	Mode	65
8	Standart Deviation	60

No	Statistics	Variable X
1.	High Scores	88
2.	Low Scores	52
3.	Range	36
4.	Interval	7
5.	Mean Score	60
6.	Median Score	65
7.	Mode	72
8.	Standart Deviation	65

Scores of Students' Speaking

No	Initial Name	P	V	G	F	C	5 x score
1.	WYP	2	3	3	2	2	60
2.	AMN	2	3	3	3	3	70
3.	MAYH	2	3	3	2	2	60
4.	SLP	2	3	3	3	2	65
5.	AFGS	2	3	3	2	2	60
6.	HAS	3	3	3	3	4	80
7.	MFH	2	3	3	3	2	65
8.	IT	2	3	3	3	2	65
9.	RSP	2	3	3	3	2	65
10.	UAF	2	3	3	2	2	60
11.	LHS	2	2	2	2	2	50
12.	SMP	2	3	2	2	2	55
13.	N	2	2	2	2	2	50
14.	SN	2	3	2	2	2	55
15.	MZ	2	3	3	3	2	65
16.	AUAH	3	3	3	3	4	80
17.	A	3	3	3	4	4	85
18.	HK	2	2	2	2	2	50
19.	AAS	2	3	2	2	2	55
20.	MRTS	2	3	3	3	3	70
21.	ASWN	2	3	3	2	2	60
22.	MA	2	2	2	2	2	50
23.	JNT	2	3	3	3	2	65
24.	MYH	2	3	3	3	2	65
25.	IQ	2	2	2	2	2	50
26.	NA	2	3	3	3	2	65
27.	AR	2	3	3	2	2	60

Transcript of Speaking

A:

I wake up at 05.00 a.m in the morning, then I clean my bedroom and pray subuh. Then, I take a bath and have some breakfast, I go to school by bus. In the school I do cleaning and ceremony every Monday, then I reading, and I study. Then I go home, I pray zuhur and take a lunch then clean home. At night I pray maghrib and isya, I do my homework then I have dinner with my family and I sleep at 22.00 p.m

AUAH

I wake up at 06.00 a.m. in the morning. I take a bath and I go to school at 07.00 a.m. I back from school at 14.00 p.m. after that I eat lunch and play football in the field with my friends. Then I back to home and take a bath. I pray maghrib and eat dinner then I sleep at 09.00 p.m.

HAS

I wake up at 09.00 a.m. in the morning. Then, I have breakfast at 09.00 a.m. until 09.00 a.m. I take a bath at 09.00 a.m. until 10.00 a.m. I play video game at 10.00 a.m. until 15.00 p.m. then I play football at 15.00 p.m. until 18.00 p.m. I take a bath at 18.00 p.m. until 19.00 p.m. I dinner at 19.00 p.m. until 20.00 p.m. I and Yunus play free fire fame and I sleep at 21.00 p.m.

AAS

I wake up at 05.00 a.m. in the morning. Then I pray shubuh and clean the bedroom. Then take a bath, then breakfast every morning and I go to school. I go to home then pray zuhur at 14.00 p.m. then pray ashar at 16.00 p.m. then I pray maghrib. Then I do my homework and I sleep at 22.00 a.m.

AMN

I wake up at 06.00 a.m. in the morning. Then I pray shubuh then I take a bath and I clean my bedroom. Then breakfast in the morning. And I go to school and I study. Then I go home from school and I have lunch. And I pray zuhur then I play with my friend. Then I pray ashar and I play game. In the night I eat dinner and I go sleep.

SLP

I wake up at 05.00 a.m. in the morning, clean bedroom, pray shubuh, take a bath, wear uniform, have breakfast and go to school by bus. And I go to home at 01.00 p.m. and I pray zuhur then have lunch. I help my parents, and I play handphone, I pray ashar at 16.10 p.m. and I pray maghrib at 07.03 p.m. I have dinner and I pray isya and study at 21.00 p.m. and I sleep at 22.05 p.m.

MFH

I wake up at 05.00 a.m in the morning. Then I pray subuh then I clean my bedroom. Then take a bath then breakfast and I go to school by motorcycle at 07.15 p.m. I go to home then pray zuhur at 14.00 p.m. then I play with my friends and I play ashar at 16.10 p.m. and I pray maghrib at 18.30 p.m. I do my homework and I sleep at 22.00 p.m.

IT

I wake up at 05.00 a.m. in the morning. Then I pray shubuh, then I clean my bedroom and I take a bath and we eat together in the morning. We do ceremony and I go home and clean home and I eat dinner and sleep at 22.10 p.m.

RSP

I wake up at 05.00 in the morning, then I pray shubuh. I take a bath and clean my bedroom. Then I wear uniform. Then have breakfast in the morning after that I go to school. After go to school I follow morning ceremony, after that I enter to my classroom and my friend then learn, then break at 14.00 p.m. We come back to home after tahat pray zuhur after that I study at 20.00 p.m. and go to sleep at 22.00 p.m.

Score of simple present test

No	Initial Name	Score
1	WYP	56
2	AMN	72
3	MAYH	52
4	SLP	68
5	AFGS	68
6	HAS	84
7	MFH	72
8	IT	68
9	RSP	72
10	UAF	68
11	LHS	56
12	SMP	56
13	N	52
14	SN	60
15	MZ	72
16	AUA	84
17	A	88
18	HK	52
19	AAS	56
20	MRT	76
21	ASWN	72
22	MA	56
23	JNT	72
24	MYH	76
25	IQ	56
26	NA	72
27	AR	68

Score of Speaking Skill

No	Initial Name	Score
1	WYP	60
2	AMN	70
3	MAYH	60
4	SLP	65
5	AFGS	60
6	HAS	80
7	MFH	65
8	IT	65
9	RSP	65
10	UAF	60
11	LHS	50
12	SMP	55
13	N	50
14	SN	55
15	MZ	65
16	AUAH	80
17	A	85
18	HK	50
19	AAS	55
20	MRTS	70
21	ASWN	60
22	MA	50
23	JNT	65
24	MYH	65
25	IQ	50
26	NA	65
27	AR	60

Table

Statistical of Analysis Data

No	X	Y	X ²	Y ²	XY
1	56	60	3.136	3.600	3.360
2	72	70	5.184	4.900	5.040
3	52	60	2.704	3.600	3.120
4	68	65	4.624	4.225	4.420
5	68	60	4.624	3.600	4.080
6	84	80	7.056	6.400	6.720
7	72	65	5.184	4.225	4.680
8	68	65	4.624	4.225	4.420
9	72	65	5.184	3.025	4.680
10	68	60	4.624	3.600	4.080
11	56	50	3.136	3.025	2.800
12	56	55	3.136	2.500	3.080
13	52	50	2.704	2.500	2.600
14	60	55	3.600	3.025	3.300
15	72	65	5.184	4.225	4.680
16	84	80	7.056	6.400	6.720
17	88	85	7.744	7.225	7.480
18	52	50	2.704	2.500	2.600
19	56	55	3.136	3.025	3.080
20	76	70	5.776	4.900	5.320
21	72	60	5.184	3.600	4.320
22	56	50	3.136	2.500	2.800
23	72	65	5.184	4.225	4.680
24	76	65	5.776	4.225	4.940
25	56	50	3.136	2.500	2.800
26	72	65	5.184	4.225	4.680
27	68	60	4.624	3.600	4.080
Total score	1.804	1665	116.228	103.200	114.560

$$\begin{aligned}
r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \\
&= \frac{27.114.560 - (1.804)(1.665)}{\sqrt{27.116.228 - (1.804)^2} (27.103.200 - (1.665)^2}} \\
&= \frac{3.093.120 - 3.003.660}{\sqrt{(3.138.156 - 3.254.416)(2.786.400 - 2.772.225)}} \\
&= \frac{894.460}{\sqrt{(116.260)(14175)}} \\
&= \frac{89.460}{\sqrt{1.647.985.500}} \\
&= \frac{89.460}{1.283.738} \\
&= 0.916
\end{aligned}$$

Tabel Nilai-nilai r Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081

Table 4.1**Students Multiple Choice Score of Simple Present Tense Mastery**

No	Initial Name	Score
1	WYP	56
2	AMN	72
3	MAYH	52
4	SLP	68
5	AFGS	68
6	HAS	84
7	MFH	72
8	IT	68
9	RSP	72
10	UAF	68
11	LHS	56
12	SMP	56
13	N	52
14	SN	60
15	MZ	72
16	AUA	84

17	A	88
18	HK	52
19	AAS	56
20	MRT	76
21	ASWN	72
22	MA	56
23	JNT	72
24	MYH	76
25	IQ	56
26	NA	72
27	AR	68

Table 4.4**The Result of Students' Speaking Skill Test**

No	Initial Name	Score
1	WYP	60
2	AMN	70
3	MAYH	60
4	SLP	65
5	AFGS	60
6	HAS	80
7	MFH	65
8	IT	65
9	RSP	65
10	UAF	60
11	LHS	50
12	SMP	55
13	N	50
14	SN	55
15	MZ	65
16	AUAH	80
17	A	85

18	HK	50
19	AAS	55
20	MRTS	70
21	ASWN	60
22	MA	50
23	JNT	65
24	MYH	65
25	IQ	50
26	NA	65
27	AR	60

Table 4.7

The Correlation between Students' Simple Present Tense Mastery and Speaking Ability

No	X	Y	X ²	Y ²	XY
1	56	60	3.136	3.600	3.360
2	72	70	5.184	4.900	5.040
3	52	60	2.704	3.600	3.120
4	68	65	4.624	4.225	4.420
5	68	60	4.624	3.600	4.080
6	84	80	7.056	6.400	6.720
7	72	65	5.184	4.225	4.680
8	68	65	4.624	4.225	4.420
9	72	65	5.184	3.025	4.680
10	68	60	4.624	3.600	4.080
11	56	50	3.136	3.025	2.800
12	56	55	3.136	2.500	3.080
13	52	50	2.704	2.500	2.600
14	60	55	3.600	3.025	3.300
15	72	65	5.184	4.225	4.680
16	84	80	7.056	6.400	6.720
17	88	85	7.744	7.225	7.480

18	52	50	2.704	2.500	2.600
19	56	55	3.136	3.025	3.080
20	76	70	5.776	4.900	5.320
21	72	60	5.184	3.600	4.320
22	56	50	3.136	2.500	2.800

Research Documentation









KEMENTERIAN AGAMA REPUBLIK INDONESIA
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21 Oktober 2022

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Fitri Rayani Siregar, M.Hum.
2. Zainuddin, SS., M.Hum.

(Pembimbing I)
(Pembimbing II)

Assalamu'alaikum Wr. Wb.

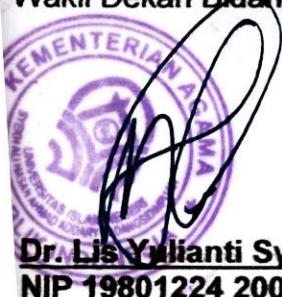
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen
bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi
Mahasiswa dibawah ini sebagai berikut:

Nama	: Wafiatul Horiah Rambe
NIM	: 18 203 00046
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Correlation between Students' Simple Present Tense Mastery and Students' Speaking Skill at Grade VIII MTSN Sipirok Tapanuli

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Dekan
Wakil Dekan Bidang Akademik



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Lampiran :
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

16 Mei 2023

Yth. Kepala MTsN Sipirok Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Wafiatul horiah Rambe

Nim : 1820300046

Fakultas : Tarbiyah Dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Kelurahan Baringin Kec. Sipirok Kabupaten Tapanuli Selatan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**The Correlation Between Student Simple Present Tense Mastery and Student Speaking Skill at Grade VIII Of MTsN Sipirok Tapanuli Selatan**"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH TSANAWIYAH NEGERI SIPIROK
Desa Sialagundi; Kecamatan Sipirok; Kode Pos 22742

SURAT BALASAN PENELITIAN

Nomor: 159 MTs.02.10./Kp.00.2/05/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 1 Tapanul selatan :

Nomor pokok sekolah nasional : 10263930

Kabupaten / Kota : Tapanuli Selatan

Provinsi : Sumatera Utara

Menerangka bahwa :

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Fakultas : Tarbiyah dan Ilmu Keguruan

Program Study : Tadris Bahasa Inggris

Alamat : Kelurahan Baringin Kec.Sipirok, Kabupaten Tapanuli Selatan

Adalah benar telah melaksanakan penelitian di MTsN 1 Tapanuli Selatan pada tanggal 24 Mei s/d 2023 dengan judul : The Correlation Between Student Simple present Tense Mastery and Student Speaking Skill at Grade VII of MTsN 1 Tapanuli Selatan ".

Demikian Surat Keterangan Penelitian ini disampaikan ,untuk dapat di gunakan sepenuhnya .

Tapanuli Selatan, 24 Mei 2023.

Kepala,

An.



SUNGULUH ATI HASIBUAN S.Ag
1972205011992032001