

**THE CONTRIBUTION OF SIMPLE PRESENT TENSE MASTERY
TOWARD SPEAKING ABILITY OF THE SECOND YEAR
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL
AL-QASIMIYAH SOREK 1 PELALAWAN
REGENCY**



By

ICON

NIM. 10714000701

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

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Submitted to fulfill one of requirements

For bachelor degree in English education

(S. Pd.)



By

ICON

NIM. 10714000701

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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ABSTRACT

Icon (2012) : The Contribution of simple present tense Mastery Toward Speaking Ability of the Second Year Students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency

This research is aimed at finding out the contribution of simple present tense mastery toward speaking ability. The subject of this research is the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 whereas; the objects of this research are students' simple present tense mastery and their speaking ability. The population of this research is 35 students. Because the number of population is lower than 100, the writer takes all population as sample. In this case, the writer uses the total sampling technique. In collecting data, the writer used test. The test was used to find out the contribution of simple present tense mastery toward students' speaking ability. In analyzing data, the writer uses the simple regression analysis. The simple regression formula is as follows:

$$\bar{Y} = a + bX$$

Based on data analysis, done by using SPSS 17.0 version program, it can be seen that F_0 is 18.121. it is higher than F table either at 5% or 1%. At level 5%, F table is (4.13) and at level 1%, F table is (7.44). So that, the writer can conclude that H_0 is rejected and H_a is accepted. It means that there is a positive significant contribution of X toward Y (students' simple present tense mastery toward speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency). The percentage of the contribution of simple present tense mastery toward speaking ability is 35% after calculating $r^2 \cdot 100$. It means that the contribution of simple present tense mastery toward speaking ability is 35% and the rest 65% is influenced by other factors. Finally, in accordance with writer's investigation, the students' simple present tense mastery is classified into enough and the students' speaking ability is classified into good.

ABSTRAK

Icon (2012) : Kontribusi Penguasaan Simple Present Tense Terhadap Kemampuan Berbicara Siswa Kelas Dua Madrasah Aliyah Al-Qasimiyah Sorek 1 Kabupaten Pelalawan

Penelitian ini bertujuan untuk menemukan kontribusi penguasaan simple present tense terhadap kemampuan berbicara. Subyek dari penelitian ini adalah siswa kelas dua MA Al-Qaimiyah Sorek 1, sedangkan objek dari penelitian ini adalah penguasaan simple present tense dan kemampuan berbicara. Populasi dari penelitian ini adalah 35 siswa. Karena jumlah populasi kurang dari 100, Penulis mengambil semua populasi sebagai sampel. Dalam hal ini, Penulis menggunakan teknik sampel total. Dalam mengumpulkan data, Penulis menggunakan tes. Tes digunakan untuk menemukan kontribusi penguasaan simple present tense terhadap kemampuan berbicara. Dalam menganalisa data, Penulis menggunakan rumus analisis regresi sederhana. Rumus analisis regresi sederhana sebagai berikut:

$$\bar{Y} = a + bX$$

Dari analisis data, yang telah dilaksanakan dengan menggunakan program SPSS versi 17.0, dapat dilihat bahwa F hitung 18.121. Ini lebih besar dari F table baik di level 5% maupun 1%. Pada level 5%, F table yaitu 4.13 dan pada level 1%, F table yaitu 7.44. Jadi, Penulis dapat menyimpulkan bahwa H_0 ditolak dan H_a diterima. Maksudnya adalah ada kontribusi yang positif penguasaan simple present tense terhadap kemampuan berbicara siswa kelas dua Madrasah Aliyah Al-Qasimiyah Sorek 1 Kabupaten Pelalawan. Dan persentasi kontribusi penguasaan simple present tense terhadap kemampuan berbicara sebesar 35% setelah menghitung koefisien $r^2 \cdot 100$. ini berarti kontribusi penguasaan simple present tense terhadap kemampuan berbicara sebesar 35% dan sisanya 65% dipengaruhi oleh faktor lain. Akhirnya, berdasarkan penelitian Penulis, penguasaan simple present tense siswa dikategorikan cukup dan kemampuan berbicara siswa dikategorikan baik.

ملخص

إيجون (٢٠١٢) : مساهمة الاستيعاب على القواعد اللغوية إلى المقدرة الكلامية لدي طلاب الصف الثاني بالمدرسة العالية القاسمية سوريك ساتو منطقة فيلالاوان.

بناء على عدة أعراض، رأى الباحث مشكلات عديدة يطلب فيها الحل و الدراسة. الهدف من هذا البحث لمعرفة مساهمة الاستيعاب على القواعد اللغوية إلى المقدرة الكلامية.

الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية القاسمية سوريك ساتو منطقة فيلالاوان في حين أن الهدف من هذا البحث الاستيعاب على القواعد اللغوية و المقدرة الكلامية. وكان عدد الأفراد في هذا البحث بقدر ٣٥ طالبا. ثم أخذ الباحث جميع الأفراد ليكون عينة هذا البحث باستخدام جمعية العينات باعتبار أن عدد الأفراد أقل من مائة. وفي جمع البيانات المطلوبة استخدم الباحث الاختبار. ويستخدم الاختبار لمعرفة مساهمة الاستيعاب على القواعد اللغوية إلى المقدرة الكلامية. ثم في تحليل البيانات استخدم الباحث صيغة تحليل الارتداد البسيط. وتوصف هذه الصيغة:

$$\hat{Y} = a + bX$$

بناء على تحليل البيانات باستخدام البرنامج س ف س س الإصدار السابع عشر فإن F الحساب بقدر ١٨,١٢١. وأنها هذا الرقم أكبر F الجدول في مستوى الدلالة ٥ في المائة و ١ في المائة، وأن F الجدول هو ٧,٤٤. ثم استنتج الباحث أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة إذ أن في الاستيعاب على القواعد اللغوية مساهمة إيجابية للمقدرة الكلامية لدي طلاب الصف الثاني بالمدرسة العالية القاسمية سوريك ساتو منطقة فيلالاوان. وكانت النسبة من مساهمة الاستيعاب على القواعد اللغوية إلى المقدرة الكلامية بقدر ٣٥ في المائة بعد الحساب على المعامل $r^2 = ١٠٠$. وأن مساهمة الاستيعاب على القواعد اللغوية إلى المقدرة الكلامية بقدر ٣٥ في المائة و الباقي بقدر ٦٥ في المائة يؤثرها بالعوامل الأخرى.

وفي نهاية الدراسة، فإن مساهمة الاستيعاب على القواعد اللغوية إلى المقدرة الكلامية على المستوى جيد.

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Praise belong to Allah Almighty; the lord of the universe by His guidance and His blessing, the writer has completed this academic requirement and then the writer says peaces be upon him to Prophet Muhammad.

This thesis is written and intended to submit in partial of the requirements for the bachelor degree in English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “The Contribution of Grammar Mastery toward Speaking Ability of the Second Year Students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency” is written by Icon, NIM. 10714000701.

The writer realizes that there are still many weaknesses on this project paper. Therefore, construction and suggestion are needed very much to improve this thesis. Next, the writer would like to express his gratitude and sincere thanks to:

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Finally, the writer realizes that this project paper is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah almighty the lord of the universe bless them all. Amin

Pekanbaru, January 2nd 2012
The Writer,

Icon

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CHAPTER I INTRODUCTION

A. The Background of the Problem

In Senior High school level, speaking is one of the important skills in teaching-learning English, because a purpose of someone in learning language is to make him/her able to communicate the language, especially in a language classroom. As Brown¹ says, “communicative competence is the goal of language classroom.” So, it can be concluded that English classroom goal is to produce learners who are able to communicate or speak English well.

It is the same tone as the basic competence of School-Based Curriculum Syllabus at the Second Year Students of Senior High School, especially in speaking skill² the basic competence refers to the students’ ability to express the meaning in monolog texts accurately, fluently, and contextually which use oral language in the text forms; *report, narrative, and analytical exposition*.

In relation to paragraph above, According to Harris³ (in Mardiansyah), there are five components of speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension. In this research, the writer only focuses on grammar. There are many elements of grammar in which one of them is simple present tense. Simple present tense is learnt by the students of the second year of senior high school when they learn the text report. The existence of grammar

¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (California: San Fransisco State University, 1994), pp. 217

² School-Based Curriculum Syllabus at the Second Year Students of Senior High School (2009), pp.3

³ Mardiansyah. The Correlation between Student’ Vocabulary Mastery and their Speaking Ability at the First Year of SMUN 1 Kuantan Hilir Kuansing. Pekanbaru: Unpublished (2009), pp.

included simple present tense, in the process of teaching and learning English is very important, especially for the speaking skill. Mastering grammar in speaking is able to help the students in arranging the sentences in speaking. Moreover, sentences, information, and messages with good grammatical forms will be an arrangement easily understood by the readers. Richards⁴ describes that there are two good reasons for teaching carefully selected points of grammar. Both of them are comprehensibility and acceptability. Knowing how to build and also use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences.

Islamic Senior High School Al-Qasimiyah Sorek 1 in Pelalawan regency is one of Islamic senior high schools where English should be studied as an obligatory subject. The students are taught English twice a week, two hours in one meeting. The condition of the English teacher in that school is good, because she graduated from English department. Actually, at the very least, they have studied English about 8 years; 3 years in Elementary School, 3 years in Junior High School, and 2 years in Senior High School. Moreover, they also study simple present tense in their reading texts. This possibility describes that ideally, the second year students of Islamic Senior High School Al-Qasimiyah are able to speak English well. In short, they do not have problem with the use of grammar in their speaking English, but in fact, the writer found several problems as long as

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (USA: Cambridge University Press, 2002), pp. 151

his preliminary study. The students' speaking ability is still far from the target of the basic competence of School-Based Curriculum Syllabus in speaking that refers to the students' ability to express the meaning in monolog texts accurately, fluently, and contextually which use oral language in the text forms; *report, narrative, and analytical exposition*. The problems of the students can be seen in the following phenomena⁵:

1. Some of the students are not able to pronounce English accurately.
2. Some of the students are not able to speak English fluently.
3. Some of the students are not able to speak English grammatically.
4. Some of the students have lack vocabulary

Based on the phenomena above, considering the importance of the simple present tense in speaking for the Senior High School students at the second year of MA Al-Qasimiyah Sorek 1 Pelalawan Regency, the writer is interested in conducting a research, entitled: **“THE CONTRIBUTION OF SIMPLE PRESENT TENSE MASTERY TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL AL-QASIMIYAH SOREK 1 PELALAWAN REGENCY”**

B. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is very clear that most of the students at the second year of Islamic Senior High School Al-Qasimiyah Sorek

⁵ Interview Data from English Teacher of Islamic Senior High School Al-Qasimiyah Sorek

Satu still get some problems in their speaking ability. To make this research clearer, the problems will be identified as follows:

1. Why are not some of the students able to pronounce English accurately?
2. Why are not some of the students able to speak English fluently?
3. Why are not some of the students able to speak English grammatically?
4. Why do some of the students have lack vocabulary?

2. The Limitation of the Problem

Because the problems are quite broad, the writer limits the problems of the research only to find out the contribution of the students' simple present tense mastery toward their speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, thus, the research questions are formulated in the following questions:

1. How is the students' simple present tense mastery of the second year of Islamic Senior High School Al-Qasimiyah?
2. How is the students' speaking ability of the second year of Islamic Senior High School Al-Qasimiyah?
3. Is there any significant contribution of simple present tense mastery toward speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1?

C. Reason for Choosing the Title

The reason why the writer is interested in carrying out the research on the topic above is based on several considerations:

1. The writer is interested to conduct this research because mastering simple present tense will help students to speak well.
2. The topic is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the writer is concerned, this research title has never been investigated by any other researcher yet.

D. The Objective and the Significance of the Research

1. The Objectives of the Research

Based on the formulation of the problem, objectives of the research are:

1. To find out how the students' simple present tense mastery of the second year of Islamic Senior High School Al-Qasimiyah is.
2. To find out how the students' ability in speaking of the second year of Islamic Senior High School Al-Qasimiyah is.
3. To find out whether there is a significant contribution of students' grammar simple present tense mastery toward their speaking ability of the second year of Islamic Senior High School Al-Qasimiyah or not.

2. The Significance of the Research

The research is very important because it will contribute and carry out the following necessities, they are:

1. To fulfill one of requirements to complete his undergraduate degree program at the English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
2. Theoretically, the writer can get information from this research that can be very useful to enlarge his knowledge, especially the existence of simple present tense in speaking.
3. To provide some information to the students as well as the English teacher related to their weakness in understanding simple present tense in speaking, so they will find solutions in order to master it.

E. The Definition of the Terms

To avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms comprised in this research as follows:

1. Contribution

Contribution is an action or a service that helps to cause or increase something (Hornby)⁶. In this research, Contribution means a study how the

⁶ AS. Hornby. *Oxford Advanced Learners Dictionary*. (Oxford: Oxford University Press. 2000), pp. 285

contribution of simple present tense mastery toward students' speaking ability of the second year of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

2. Simple Present Tense

According to Azar⁷, simple present tense is used for events or situations that exist always, usually, or habitually in the past, present and future.

3. Mastery

Mastery means a great knowledge about or understanding of particular thing (Hornby)⁸. In this research, Mastery means the students' knowledge about simple present tense of the second year of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

4. Ability

Ability is the fact that somebody or something is able to do something (Hornby)⁹. In this research, ability means skill how to speak English well.

5. Speaking Ability

According to Collin (in Mardiansyah)¹⁰, speaking ability is the capacity in activity of giving and talking correctly. In this research this term means the ability of the students of the second year of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency in using simple present tense in speaking English.

⁷ Betty Schrampter Azar. *Understanding and Using English Grammar*. (Prentice Hall: New Jersey, 1989), pp. 3

⁸ AS. Hornby. *Op. Cit.* p. 822

⁹ Ibid, p. 2

¹⁰ Mardiansyah. *Op. Cit.* p. 4

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Language

In communication, someone needs language. Without a language, communication can not run well. English is a language that is taught in each level of school in Indonesia included second year of senior high school. According to the Syllabus for second year students of Senior high school, the standard competence of learning English refers to the capability of using and comprehending sentence as well as understanding various texts (genre) with identifying the language characteristics of each genre¹. It is supported by School-Based Curriculum syllabus of second year students of Senior High School (2006)² that the students should be able to express the meaning in monolog text or essay which use various written language accurately, fluently, and contextually in the text form; report, narrative, and analytical exposition. It means that the teaching and learning english in Indonesia is done through text. there are some skills that should be mastered by the students at the end of learning english. According to Brown (1994:127)³ there are four skills that the students should master them at the end of their learning process, they are listening, speaking, reading and writing. It

¹ School-Based Curriculum Syllabus for the Second Year Students of Senior High School (2006) p.7

² *Ibid*

³ H. Douglas Brown. *Principles of Language Learning and Teaching, Second Edition*. (San Fransisco: State University, 1994), pp. 127

is the same tone as school based curriculum that states that in educational level, there are four skills that should be taught and one of them is speaking.

2. The Nature of Speaking

As stated before, there are four skills that should be mastered by the students in English learning in which one of them is speaking. Speaking is one of language skills which as a tool of communication and is the most important factor in teaching language. Besides, speaking is the activity of presenting thoughts or ideas in spoken language. Speaking is one of the important skills in teaching-learning English, because a purpose of someone in learning language is to make him/her able to communicate the language, especially in a language classroom. As Brown⁴ says, “communicative competence is the goal of language classroom.” So, it can be concluded that English classroom goal is to produce learners who are able to communicate or speak English well. It is also the same tone as the basic competence of School-Based Curriculum Syllabus at the Second Year Students of Senior High School, especially in speaking skill⁵ the basic competence refers to the students’ ability to express the meaning in monolog texts accurately, fluently, and contextually which use oral language in the text forms; *report, narrative, and analytical exposition*.

In speaking, someone needs a language. The language is to make the communication with other people run well. From language, the people can get

⁴ H. Douglas Brown, *Op.Cit.* p. 217

⁵ School-Based Curriculum Syllabus at the Second Year Students of Senior High School (2009), pp.3

what he or she means. Then, to produce speaking, there are some necessary elements:⁶

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English.
2. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey the meaning.
3. Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.
4. Negotiation language: effective speaking benefits from the negotiatory language that someone uses to seek clarification and to show the structure of what he or she is saying.

Besides, to be successful in communication, improving speaking ability is much needed for whomever because the aim of speaking is to make the students able to use the language being learned. Therefore, the language learners need to recognize that speaking involves three areas of knowledge:⁷

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

⁶ Jeremy Harmer. *The Practice of English Language Teaching*, (Harlow: Pearson education, 2001), pp.269

⁷ Kalayo Hasibuan, Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp.101

2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Besides the areas above, to make speaking accurate, there are some components that influence speaking. According to Harris⁸ (in Mardiansyah), there are five components of speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension.

1. Pronunciation

According to Richards⁹, pronunciation is the way a certain sound or sounds are produced. Pronunciation is necessary in speaking since it has sounds that express meanings.

2. Vocabulary

According to Richards¹⁰, vocabulary is a core component of language proficiency and provides mark of the basis for how well learners speak, listen, and write without an extensive strategy for acquiring new vocabulary, learners often achieve less for their speaking. Based on this theory, it can be concluded that

⁸ Mardiansyah. Op. Cit. p. 24

⁹ Jack C. Richards and Richard Schmidt. *Dictionary of Language Teaching and Applied Linguistic*. (London:Longman, 2002), pp. 429

¹⁰ Jack C. Richards and Willy A. *Op. Cit.* p. 255

vocabulary is an important aspect of speaking. If someone has many vocabularies she/he will be good in speaking.

3. Grammar

One of the important aspects that supports speaking in English is grammar. Grammar is an essential language instruction to be learned. Richards¹¹ says that “if you knew the grammatical rules of the language you would be able to use it for communication”. It means that grammar plays an important role in speaking. By mastering grammar, someone will be able and easy in arrange the sentence based on the correct formula and usage. And if someone master the role of grammar, she/he will be able to use language for communication either written or spoken form.

4. Fluency

Fluency (also called volubility and loquaciousness) is the property of a person or of a system that delivers information quickly and with expertise. Fluency indicates the quality of being able to speak or write a language, especially a foreign language, easily and well (Hornby)¹².

5. Comprehension

Since speaking is an activity of reproducing words orally in which there is a process of exchanging ideas between a speaker and a listener, it is important to have comprehension as the nest component of speaking. If the listener cannot comprehend or understand what the speaker says, there must be misunderstanding

¹¹ Jack C. Richards and Willy A. Renandya, *ibid.* pp. 145

¹² AS. Hornby. *Op. Cit.* pp. 516

for what the speaker means. Richards¹³ says that comprehension is the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions.

3. The Concept of Simple Present Tense

Tenses are a part of grammar. According to Richard¹⁴, tense is the relationship between the form of the verb and the time of the action or state it describes. There are some tenses in English in which one of them is Simple Present tense. Simple Present tense is introduced to the second year students of senior high school in their English teaching-learning process. This tense is also one of grammar feature of text monolog report¹⁵. Besides, there are also some texts which use simple present tense such as descriptive and procedure text. Report text is one kind of text which is learnt at the second year of senior high school. So, when the students are studying about report text, they are also introduced with simple present tense. Simple present tense is the basic tense in english. In English, verbs may be in the past or present. However, the present tense form of the verb is also used in:

- a) Timeless expressions: *The sun rises in the east.*
- b) For future events: *I am leaving next Monday.*

¹³ Jack C. Richards and Richard Schmidt. *Op. Cit.* pp. 99

¹⁴ Jack C. Richards and Richard Schmidt. *Op. Cit.* p. 545

¹⁵ School-Based Curriculum Syllabus at the Second Year Students of Senior High School (2009) , pp.7

c) Past events for dramatic effect: *Suddenly she collapses on the floor.*

The existence of tenses in speaking is very crucial, it can be seen in the need of tense in speaking. Tense is the first basically component of grammar to ease us in speaking correctly. Therefore, ability in using tenses indicates one of ability in speaking skill. According to Thomson¹⁶, the main use of the simple present is to express habitual actions. The patterns of simple present tense are:

Non Predicate/ Linking Verb Sentences:

Positive : Subject + to be (is/am/are) + Object/Compliment

Negative : Subject + to be (is/am/are) + NOT + Object/Compliment

Interrogative : To be (is/am/are) + Subject + Object/Compliment

For example:

I am a university student (positive)

We are not university student (negative)

Are you a university student? (Interrogative)

To be 'am' is used for subject I, to be 'is' is used for subject He, She, It, Jhoni and the singular subject and to be 'are' is used for subject We, you, They and the plural subjects.

Predicate/ Non Linking Verb Sentences:

Positive : Subject + Verb1 + Object/Compliment

Negative : Subject + Do/Does + NOT + Verb1 + Object/Compliment

Interrogative : Do/Does + Subject + Verb1 + O /compliment

For example:

¹⁶ A. J. Thomson and A. V. Martinet. *A Practical English Grammar*. (New York: Oxford University Press, 1986) p. 159

They read books in the library (positive)

They do not read books in the library (negative)

Do they read books in the library (interrogative)

“Does” is used for subject He, She, It and singular subjects while “Do” is used for subjects We, you, I, They and plural subjects.

(Thomson¹⁷)

The Additional s/es

In the verb of simple present tense, the verb must be added by s or es for the singular subject (He, She, It and singular noun. The way in adding s or es is as follows¹⁸:

1. Add ‘es’ if the verb ends in s, x, sh, ch, o , z. example:

Wash washes

Catch catches

Pass passes

Fix fixes

Buzz buzzes

2. If the verb ends in a consonant ‘y’, change the y to ‘i’ and add ‘es’. Example:

Study studies

Fly flies

3. If the verb before y has a vowel, we just add ‘s’ after y. example:

Play plays

Buy buys

¹⁷ A. J. Thomson and A. V. Martinet. *Loc. Cit.*

¹⁸ Geoffrey Leech and Jan Svartvik. *A Communicative Grammar of English.* (Cambridge: University Pres. 2008), pp.271-272

Adverbs of frequency which are used for simple present tense are always, usually, often, sometimes and seldom.

4. The Influence of Simple Present Tense Mastery toward Speaking Ability

As a productive skill, speaking provides students large opportunity to practice their English through speaking production. They must be able to develop their ideas and convey their intended meaning as clear as possible in speaking form. Therefore, they also have to master the components of speaking. There are some factors that influence speaking ability. One of them is grammar mastery. Grammar is one of components that should be understood by the students in order to be able to speak English. There are many elements of grammar. One of them is simple present tense. According to Robert¹⁹, simple present tense is used to describe an action which goes on every day or in general. It means that simple present tense is a tense that is always used in communication. And also a tense that should be mastered by the students if they want to be able in arrange the sentences. Warriner²⁰ (in Mardiansyah) states that communication will run smoothly if its grammar can be understood. Simple present tense is one of the elements of grammar. Knowing much about grammar is very important. It will help students construct their sentences in speaking. A correct sentence often depends on the students' ability to correctly identify the grammar. Brown²¹ states that "Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence". He also says that:

¹⁹ Robert J, Dixon. *Test and Drill in English Grammar*. (New York:Regent Publishing Company, 1957) p. 19

²⁰ Mardiansyah. *Op. Cit.* p. 26

²¹ H. Douglas Brown . *Op. Cit.* p. 348

Grammatical competence is necessary for communication to take place, but not sufficient to account to all production in language. Grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structures of language themselves, but those forms are literally meaningless without a second dimension, that of meaning/semantics, and a third dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, sentence structures, modifiers, phrases, clause, etc.).....

Based on the quotations above, it is very clear that knowing and mastering the grammar especially simple present tense will improve students' achievements in speaking. Students should study about simple present tense in order to be able in arranging the sentence. Based on the explanations above, there is a contribution of the students' simple present tense mastery toward their speaking ability. It will be proved at the end of this research.

B. The Relevant Research

In 2009, Suprihatin conducted a research entitled "The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at The Second Year of Senior High School of Al-Kautsar Sail Pekanbaru". In his correlational research, He found that the students'tenses mastery is categorized into enough and the students' performance in writing narrative is categorized into good. And after analyzing the data by using r product moment formula, he found that there is a significant contribution of tenses mastery toward students' performance in writing narrative paragraph. The contribution is 53%.

In 2009, Mardiansyah conducted a research entitled "The Correlation between Students' vocabulary Mastery and Their speaking Ability at the first Year of SMUN 1 Kuantan Hilir Kuansing". From his correlational research, he

found that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be seen from the result analysed by using SPSS 11,5 for windows. The conclusion is that there is a significant correlation between students' vocabulary mastery and their speaking ability at the first year students of SMUN 1 Kuantan hilir Kuansing.

C. The Operational Concept

The operational concept is a concept as a guidance that is used to avoid misunderstanding used scientifically in this research. There are two variables used in this research. They are:

Variable X is students' simple present tense mastery, and variable Y is the students' speaking ability.

Variable X is independent variable:

1. The students are able to identify the appropriate verb form for first singular and plural person as subject.
2. The students are able to identify the appropriate verb form for second singular and plural person as subject.
3. The students are able to identify the appropriate verb form for third singular and plural person as subject.
4. The students are able to identify the appropriate be form.

Variable Y is dependent variable:

1. The students are able to express their ideas with good pronunciation.
2. The students can express their ideas fluently.

3. The students are able to express their ideas with good grammar.
4. The students can express their ideas with appropriate vocabularies.
5. The students are able to express their ideas with good comprehension.

To analyze the data of speaking, the writer uses the categories proposed by hughes²², as follow:

ACCENT/PRONUNCIATION

Score	Requirement
6	Native pronunciation, with no trace of “foreign accent”.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding.
3	“foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible

GRAMMAR

Score	Requirement
6	No more than two errors during the interview
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding

²² Arthur, Hughes. *Testing for Language Teachers*. (London: Cambridge university press, 2003), pp. 131-132

3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate phrases

VOCABULARY

Score	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
2	Vocabulary limited to basic personal and survival areas
1	Vocabulary inadequate for even the simplest conversation

FLUENCY

Score	Requirement
6	Speech on all professional and general topics as effortless and smooth as a native speaker's
5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
3	Speech is frequently hesitant and jerky; sentences may be left

	uncompleted
2	Speech is very slow and uneven expect for short or routine sentences
1	Speech is so halting and fragmentary that conversation is virtually impossible

COMPREHENSION

Score	Requirement
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker
5	Understands everything in normal educated conversation expect for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing.
1	Understand too little for the simplest type of conversation

D. The Assumptions and The Hypothesis

1. The Assumptions

- a. The students' simple present tense mastery and their speaking ability are various.
- b. The students have different ways in learning grammar

2. The Hypotheses

Ho: There is no significant contribution of students' simple present tense mastery toward their speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek Satu.

Ha: There is a significant contribution of students' simple present tense mastery toward their speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek Satu.

CHAPTER III RESEARCH METHOD

A. The Research Design

The research is correlational research which is focused on a prediction study. According to Gay¹, if two variables are highly related, score on one variable can be used to predict score on the other variable. The variable used to predict is called the predictor, and the variable that is predicted is called the criterion. In this research, the predictor is the students' simple present tense mastery and the criterion is the second is the students' speaking ability.

B. The Location and the Time of the Research

The research was conducted at the second year students of Islamic Senior High School Al-Qasimiyah Sorek Satu of Pelalawan Regency. Maximally, this research was conducted from March 2011.

C. The Subject and the Object of the Research

1. The subject of the research

The subject of the research is the second year students of Islamic Senior High School Al-Qasimiyah Sorek Satu of Pelalawan Regency

2. The object of the research

The object of the research is the students' simple present tense mastery and their speaking ability.

¹ L.R. Gay and Peter Airasian. *Educational Research; Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice Hall. 2000), pp. 332

D. The population and the Sample of the Research

The population of the research is the second year students of Islamic Senior High School Al-Qasimiyah Sorek Satu of Pelalawan Regency. There are two classes of the second year students. Class A consists of 18 students and class B consists of 17 students. Thus, the total number of population is 35 students. Because the number of population is less than 100, then the writer takes all of population as samples. Suharsimi Arikunto² states that if the amount of the subject is lower than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. The sampling technique of the research is total sampling technique.

E. The Technique of Data Collection

The kinds of instruments used to collect the data needed in this research was test. To collect the data from the sample , the writer used the following tests.

1. True or false items form which they have to decide whether the sentences are true or false. This test was used to measure the students' simple present tense mastery.
2. The writer distributes the speaking tests to the sample based on the topic given. There are four topics. The students only choose one of them. The writer provides about two minutes to the students to speak in English based on the topic they choose.

² Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*. (Jakarta: Rineka Cipta, 2006), pp. 134

3. To measure the reliability and validity of the test, the writer used reliability and validity test.

F. The Technique of Data Analysis

In order to find out whether there is a significant contribution of students' simple present tense mastery toward their speaking ability, the data were analyzed statistically. In analyzing the data, the writer used the simple regression analysis technique as follows:

$$\bar{Y} = a + bX$$

And to find a and b the formula is:

$$a = \frac{\sum Y - b \sum X}{N} = \bar{Y} - b\bar{X}$$

$$b = \frac{N \cdot (\sum XY) - \sum X \sum Y}{N \cdot \sum X^2 - (\sum X)^2}$$

The regression analysis considers F_{cal} and F_{table} , statically hypothesis are:

1. H_a Is accepted if $F_{cal} \geq F_{table}$ or there is a significant contribution of the students' simple present tense mastery toward their speaking ability.
2. H_o Is accepted if $F_{cal} < F_{table}$ or there is no significant contribution of the students' simple present tense mastery toward their speaking ability.

CHAPTER IV
DATA PRESENTATION AND ANALYSIS

A. The Description of the Research Variables

The data of the research are the scores of students' simple present tense test (the score of variable X-test) and the scores of students' speaking test (the score of variable Y-test). Before the tests are given, the writer had tried out of grammar test to 30 students in order to know the item difficulties of the simple present tense test. After the writer gave a try out, then the writer distributed the test of simple present tense. It was about 25 items. However, the test for variable Y refers to "students' speaking ability". The test consists of four topics which are familiar to the students. The students' speaking ability was evaluated by concerning five components; vocabulary, grammar, pronunciation, fluency and comprehension. Each component has its own score.

Table IV.1
THE CLASSIFICATION OF STUDENTS' SCORE

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono (in Samsu Duha)¹

- a. Students' simple present tense mastery test consists of 25 items
- b. Speaking ability test consists of four topics. In this term, the data are acquired from the scores of the students' speaking test.

¹ Samsu Duha. The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at the Second Year of Senior High School of Al-kautsar Sail Pekanbaru. Pekanbaru: Unpublished (2009), pp. 54

B. The Data Presentation

The data of the research are the scores of the students' simple present tense test and the students' speaking test. The data were collected through the following procedures:

1. At the tryout, the writer gave 25 items of simple present tense to 30 students. They were calculated to know the item difficulties of simple present tense test.
2. The simple present tense test was given to 35 students as the sample of this research.
3. The speaking test was done by giving students four topics. The students choose one topic and tell about it orally. The voice of the students is recorded.
4. The writer used two raters to evaluate the students' speaking ability.
5. The writer added the scores from the raters and divided it.

1. Students' Simple Present Tense

The following table is the description of students' grammar simple present tense scores.

Table IV.2

STUDENTS' SCORE OF SIMPLE PRESENT TENSE MASTERY

STUDENTS	SCORE	CATEGORY	STUDENTS	SCORE	CATEGORY
Students 1	60	Enough	Students 19	56	Enough
Students 2	80	Very Good	Students 20	64	Enough
Students 3	80	Very Good	Students 21	44	Fail
Students 4	60	Enough	Students 22	44	Fail
Students 5	52	Enough	Students 23	48	Less
Students 6	48	Less	Students 24	64	Enough
Students 7	44	Fail	Students 25	64	Enough
Students 8	60	Enough	Students 26	76	Good
Students 9	64	Enough	Students 27	60	Enough
Students 10	80	Very Good	Students 28	92	Very good
Students 11	68	Good	Students 29	52	Fail
Students 12	48	Less	Students 30	64	Enough
Students 13	60	Enough	Students 31	64	Enough
Students 14	60	Enough	Students 32	48	Less
Students 15	44	Less	Students 33	52	Less
Students 16	40	Fail	Students 34	60	Enough
Students 17	52	Less	Students 35	64	Enough
Students 18	48	Less			

Table IV.3

PERCENTAGE OF SIMPLE PRESENT TENSE MASTERY SCORE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Very Good	4	11.428 %
2	Good	2	5.714 %
3	Enough	16	45.714 %
4	Less	8	22.857 %
5	Fail	5	14.285 %
	Total	35	100%

From the table above, it can be seen the students' simple present tense mastery in answering the true or false test. It can be categorized into very good, good, enough, less, and fail. It can be seen that the students who got very good category are 4 students (11.428%), the students who got good category are 2

students (5.714%), while for enough category, there are 16 students (45.714%), the students who got less category are 8 (22.857%), and there are 5 (14.285%) who got fail.

Besides the classification above, the writer tried to find out the distribution of the students' frequency of simple present tense score by using descriptive statistic by using SPSS 17.0 version. It can be seen in the following table:

Table IV.4

THE DISTRIBUTION OF FREQUENCY OF STUDENTS' SIMPLE PRESENT TENSE TEST SCORE

Score (X)	Frequency	Percentage %
40.00	1	2.9
44.00	4	11.4
48.00	5	14.3
52.00	4	11.4
56.00	1	2.9
60.00	7	20.0
64.00	7	20.0
68.00	1	2.9
76.00	1	2.9
80.00	3	8.6
92.00	1	2.9
Total	35	100.0

Based on the table above, it can be seen that there was 1 student got score 40 (2.9%), 4 students got score 44 (11.4%), 5 students got score 48 (14.3%), 4 students got score 52 (11.4%), 1 student got score 56 (2.9%), 7 students got score

60 (20.0%), 7 students got score 64 (20.0%), 1 student got score 68 (52.9%), 1 student got score 76 (2.9%), 3 students got score 80 (8.6%). And 1 student got score 92 (2.9%). The highest frequency was 7 at the score 60 and 64 (20.0%). The total frequency was 35.

2. Students' Speaking Ability

The following table is the description of students' speaking ability test scores.

TABLE IV.5
STUDENTS' SCORE IN SPEAKING TEST

STUDENT NUM	SCORE		FINAL SCORE	CATEGORY
	RATER 1	RATER 2		
STUDENT 1	65	75	70	Good
STUDENT 2	80	90	85	Very Good
STUDENT 3	75	80	77.5 (78)	Good
STUDENT 4	70	80	75	Good
STUDENT 5	60	65	62.5 (63)	Enough
STUDENT 6	60	65	62.5 (63)	Enough
STUDENT 7	60	60	60	Enough
STUDENT 8	60	70	65	Enough
STUDENT 9	80	75	77.5 (78)	Good
STUDENT 10	75	85	80	Very Good
STUDENT 11	80	80	80	Very Good
STUDENT 12	75	75	75	Good
STUDENT 13	80	90	85	Very Good
STUDENT 14	85	75	80	Very Good
STUDENT 15	85	75	80	Very Good
STUDENT 16	65	70	67.5 (68)	Good
STUDENT 17	75	80	77.5 (78)	Good
STUDENT 18	65	75	70	Good
STUDENT 19	65	70	67.5 (68)	Good
STUDENT 20	55	65	60	Enough
STUDENT 21	60	70	65	Enough
STUDENT 22	60	70	65	Enough
STUDENT 23	65	75	70	Good
STUDENT 24	65	75	70	Good
STUDENT 25	70	75	72.5 (73)	Good
STUDENT 26	90	90	90	Very Good
STUDENT 27	85	90	87.5 (88)	Very Good
STUDENT 28	85	95	90	Very Good
STUDENT 29	65	70	67.5 (68)	Good
STUDENT 30	80	80	80	Very Good
STUDENT 31	80	85	82.5 (83)	Very Good
STUDENT 32	80	75	77.5 (78)	Good
STUDENT 33	55	60	57.5 (58)	Enough
STUDENT 34	65	70	67.5 (68)	Good
STUDENT 35	65	75	70	Good

* $\geq .5 = 1$, $< .5 = 0$

To determine the final score, the writer uses the following formula:

$$\text{Final Score} = \frac{\text{score of rater 1} + \text{score of rater 2}}{2}$$

To make clearer about the percentage of students' speaking ability, it can be seen in the following table:

Table IV.6

PERCENTAGE OF SPEAKING ABILITY SCORE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Very Good	11	31.43 %
2	Good	16	45.71 %
3	Enough	8	22.88 %
4	Less	0	0 %
5	Fail	0	0 %
	Total	35	100%

To make clearer about the distribution frequency of students' ability in speaking, it can be seen in the following table:

Table IV.7

**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' SPEAKING
TEST SCORES**

Score	Frequency	Percentage (%)
58.00	1	2.9
60.00	2	5.7
63.00	2	5.7
65.00	3	8.6
68.00	4	11.4
70.00	5	14.3
73.00	1	2.9
75.00	2	5.7
78.00	4	11.4
80.00	5	14.3
83.00	1	2.9
85.00	2	5.7
88.00	1	2.9
90.00	2	5.7
Total	35	100 %

Based on the table above, it can be seen that there was 1 student who got score 58 (2.9%), 2 students got score 60 (5.7%), 2 students got score 63 (5.7%), 3 students got score 65 (8.6%), 4 students got score 68 (11.4%), 5 students got score 70 (14.3%), 1 student got score 73 (2.9%), 2 students got score 75 (5.7%), 4 students got score 78 (11.4%), 5 students got score 80 (14.3%), 1 student got score 83 (2.9%), 2 students got score 85 (5.7%), 1 student got score 88 (2.9%), and 2 students got score 90 (5.7%). The highest frequency was 5 at the score 70 (14.3%) and 80 (14.3%). The total frequency was 35.

3. Contribution of Students' Simple Present Tense Mastery toward Speaking Ability (X & Y)

Table IV.8

THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE	
	Simple Present Tense	Speaking Ability
Students 1	60	70
Students 2	80	85
Students 3	80	78
Students 4	60	75
Students 5	52	63
Students 6	48	63
Students 7	44	60
Students 8	60	65
Students 9	64	78
Students 10	80	80
Students 11	68	80
Students 12	48	75
Students 13	60	85
Students 14	60	80
Students 15	44	80
Students 16	40	68
Students 17	52	78
Students 18	48	70
Students 19	56	68
Students 20	64	60
Students 21	44	65
Students 22	44	65
Students 23	48	70
Students 24	64	70
Students 25	64	73
Students 26	76	90
Students 27	60	88
Students 28	92	90
Students 29	52	68
Students 30	64	80
Students 31	64	83
Students 32	48	78
Students 33	52	58
Students 34	60	68
Students 35	64	70

To know whether each item of test instrument fulfills the standard value or not, the writer analyzes the item difficulty. The standard facility value used was > 0.30 and < 0.70 (J.B. Heaton). The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value (Difficulty level)

R = the number of correct answers

N = the number of students

For example, if the item number 1 was correct answered by 12 students of 25 students, the difficulty could be calculated as follow:

$$\begin{aligned} FV &= \frac{R}{N} \\ &= \frac{12}{25} \\ &= 0.48 \end{aligned}$$

If the facility value is changed into percentage, it could be calculated $0.48 \times 100\% = 48$. So, the facility value is considered standard and could be used to get data. In other words, the item did not need changing. After doing the calculation of item difficulty at try out, the researcher found that there were five items which do not fulfill the standard facility value. They are item number 1, 10, 12, 13, 16, 21 and 22. These items need modification before they were used to get data.

This research consists of two variables namely, the independent variable (X) refers to the students' simple present tense mastery and dependent variable (Y) refers to students' speaking ability. The formulation of the problem that should be analyzed in this chapter as well as to find out the answer of the questions below:

1. How is the students' simple present tense mastery of the second year of Islamic Senior High School Al-Qasimiyah?
2. How is the students' speaking ability of the second year of Islamic Senior High School Al-Qasimiyah?
3. Is there any significant contribution of simple present tense mastery toward their speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1?

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the contribution of students' simple present tense mastery and their speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan Regency. To analyze the data, the writer used the Simple Regression formula by using SPSS 17.0 version.

1. Students' Simple Present Tense Mastery

The data of students' simple present tense scores are obtained from the result of their simple present tense test. The data can be described as follows:

Table IV.9

MEAN OF STUDENTS' SIMPLE PRESENT TENSE SCORES

Score (X)	Frequency	FX
40	1	40
44	4	176
48	5	240
52	4	208
56	1	56
60	7	420
64	7	448
68	1	68
76	1	76
80	3	240
92	1	92
Total	35	2064

To measure the mean of simple present tense mastery score, the writer uses the following formula:

$$\text{Mean} = \frac{\sum fx}{n}$$

$$= \frac{2064}{35}$$

$$= 58.971 (58.9)$$

From the calculation above, it is known that mean of simple present tense mastery score is 58.971 (58.9). Based on the table of classification of students' score by sudijana, 58.971 (58.9), it is categorized into enough. It means that the students' simple present tense mastery is categorized into **enough** level.

2. Students' Speaking Ability

To know how the students' speaking ability is, it is known by calculating mean of speaking ability score. The data can be described as follows:

Table IV.10

MEAN OF STUDENTS' SPEAKING ABILITY SCORES

Score (Y)	Frequency	FY
58.00	1	58
60.00	2	120
63.00	2	126
65.00	3	195
68.00	4	272
70.00	5	350
73.00	1	73
75.00	2	150
78.00	4	312
80.00	5	400
83.00	1	83
85.00	2	170
88.00	1	88
90.00	2	180
Total	35	2577

To measure the mean of speaking ability score, the writer uses the following formula:

$$\begin{aligned}\text{Mean} &= \frac{\sum fy}{n} \\ &= \frac{2577}{35} \\ &= 73.628 \text{ (73.6)}\end{aligned}$$

From the calculation above, it is known that mean of speaking ability score is 73.628 (73.6). Based on the table of classification of students' score by sudijana, 73.628 (73.6), it is categorized into good. It means that the students' grammar mastery is categorized into **good** level.

3. Contribution of Students' Simple Present Tense Mastery toward Speaking Ability (X & Y)

Table IV.11

THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE	
	Simple Present Tense Mastery	Speaking Ability
Students 1	60	70
Students 2	80	85
Students 3	80	78
Students 4	60	75
Students 5	52	63
Students 6	48	63
Students 7	44	60
Students 8	60	65
Students 9	64	78
Students 10	80	80
Students 11	68	80
Students 12	48	75
Students 13	60	85
Students 14	60	80
Students 15	44	80
Students 16	40	68
Students 17	52	78
Students 18	48	70
Students 19	56	68
Students 20	64	60
Students 21	44	65
Students 22	44	65
Students 23	48	70
Students 24	64	70
Students 25	64	73
Students 26	76	90
Students 27	60	88
Students 28	92	90
Students 29	52	68
Students 30	64	80
Students 31	64	83
Students 32	48	78
Students 33	52	58
Students 34	60	68
Students 35	64	70

Table IV.12
DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
X	58.9714	12.16912	35
Y	73.6286	8.79534	35

Based on the table above, it can be seen that Mean (Mx) and Standard Deviation (δ) of Variable (X) or The students' simple present tense mastery are (58.9714 and 12.16912), while the Mean (Mx) and Standard Deviation of variable (Y) or the students' ability in speaking English are (73.6286 and 8.79534). The following table will describe the contribution of simple present tense mastery toward students' speaking ability.

Table IV.13
ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	932.335	1	932.335	18.121	.000 ^a
	Residual	1697.837	33	51.450		
	Total	2630.171	34			

a. Predictors: (Constant), simple present tense

b. Dependent Variable: speaking

From the table above, it can be seen that F_o is 18.121 and df regression is 1, df residual is 33 and total df is 34. The F_o obtained is compared to F table either at 5% or 1%. At level 5%, F table is (4.13) and at level 1%, F table is (7.44). Based on F table, it can be analyzed that F_o is higher than F table either at level 5% or 1%. In other words, we can read ($4.13 < 18.121 > 7.44$). So that, the writer

can conclude that H_0 is rejected and H_a is accepted. It means that there is a positive significant contribution of X toward Y (students' simple present tense mastery toward speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency). Finally to determine the percentage of the contribution of simple present tense mastery toward speaking ability, it must be determined the r^2 (r square). To know r^2 , the writer uses calculation by using SPSS 17.0 version. It can be seen through the following table.

Table IV. 14

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595 ^a	.354	.335	7.17284

a. Predictors: (Constant), simple present tense

From the table above, it is known that r^2 (r square) is 0.354 (0.35). After that r^2 (0.35)X 100 and the result are 35. So, the writer can conclude that the contribution of simple present tense mastery toward speaking ability is 35% and the rest 65% is influenced by other factors.

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally, the research about the contribution of simple present tense mastery toward speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency, the writer comes to the conclusions as follows:

1. Mean of students' simple present tense scores is 58.971 (58.9). So, simple present tense mastery of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency is categorized into enough.
2. Mean of students' speaking ability score is 73.6286 (73.6). The speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency is categorized into good.
3. From analysis of simple regression analysis formula by using SPSS 17.0 version. it can be seen that F_o is 18.121. It is higher than F table either at 5% or 1%. At level 5%, F table is (4.13) and at level 1%, F table is (7.44). So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is a positive significant contribution of X toward Y (students' simple present tense mastery toward speaking ability of the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1 Pelalawan Regency). The percentage of the contribution of simple present tense mastery toward speaking ability is 35% after calculating $r^2 \cdot 100$. It means that the

contribution of simple present tense mastery toward speaking ability is 34% and the rest 65% is influenced by other factors.

B. Suggestion

Based on the research conclusions, the writer would like to give some suggestions especially to the teacher and to the school.

From the conclusion of the research above, it is known that there is a significant contribution of simple present tense mastery and speaking ability. Because of that, knowing about the simple present tense will help the students construct their ideas in arranging sentences, especially in speaking.

The suggestions are as follows;

1. The speaking subject should be focused on grammar especially simple present tense. in order to help the students arrange the sentences correctly
2. The teachers should make the students master simple present tense. So, they can imply it into sentences correctly.
3. By mastering simple present tense and basic speaking skill, the students of Islamic Senior High School Al-Qasimiyah Sorek 1 have prepared themselves to increase their ability in English Lesson, especially in speaking skill.
4. Teachers can encourage students' awareness of the importance of speaking in English subject.
5. Teacher makes speaking as habitual activities for students in the school.

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