

**CORRELATION BETWEEN THE SECOND GRADE STUDENTS' SIMPLE PAST
TENSE MASTERY AND THEIR SPEAKING ABILITY IN RETELLING THE
STORY AT SMPN 7 PADANG**

Hilda Haryati¹, Lisa Tavriyanti¹, Ernati¹
English Department, the Faculty of Teacher Training and Education of Bung Hatta University
E-mail: Hildaharyati10@gmail.com

Abstract

This research was aimed to find out the students' simple past tense mastery and their speaking ability in retelling the story and correlation between the second grade students' simple past tense mastery and their speaking ability in retelling the story at SMPN 7 Padang. The hypothesis of the research was there is correlation between the second grade students' simple past tense mastery and their speaking ability in retelling the story at SMPN 7 Padang. The number of population member was 251 students. They were distributed into eight classes. The researcher took one class as sample by using cluster random sampling technique. The class selected was class VIII.1. After analyzing the data, the researcher found the students' simple past tense mastery was moderate. In detail, there were 6.7% students who had high ability, 70% students who had moderate ability, and 23.3% students who had low ability. The researcher also found the students' speaking ability in retelling the story was moderate. In detail, there were 13.3% students who had high ability, 63.4% students who had moderate ability, and 23.3% students who had low ability. At last, the researcher found the value of r_{counted} (.82) was higher than r_{table} (.36). It means that the correlation between simple past tense mastery and speaking ability in retelling the story was significant. So that, the alternative hypothesis was accepted. Based on the conclusion, the teacher should give more exercises about simple past tense because students' simple past tense mastery will be good, if their speaking ability in retelling the story is good.

Key words: Simple Past Tense, Speaking, Retelling the Story

A. INTRODUCTION

According to Ismail (2012:836), international communications activities should focus on the four skills (listening, speaking, reading and writing). It means that speaking is one of the important skills that should be mastered by the students besides three other skills in learning a

language. According to Ghiabi (2014:18), speaking is an oral communication which is used more by people in their social community. The purpose is to express one's ideas, thoughts and opinions to interact with others.

The goal of teaching speaking is to improve the students' communicative skills because students can express themselves and learn how to use a language. In brief, English teachers should be creative in developing their teaching learning process to create a good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exciting.

One of the techniques to improve students speaking competence is retelling story technique. According to Ghorbani (2014:400), retelling the story refers to the process where the teacher presents the story to facilitate the learners' comprehension and retelling the story is the process by which the students repeat the story that has been learned. Moreover, retelling the story is a process by which children listen or read a story to summary or retell the story in their own word. In teaching and learning process, especially in speaking class retelling story can be an alternative way to improve students speaking competence. In this technique the teacher uses narrative text to teach the students. Narrative text is an interesting text for the students, many students are familiar with this text such as cinderela, sangkuriang, etc.

Moreover, good speaking ability plays an important role to express one's ideas, thoughts and opinions to interact with others. To help students survive in global interaction, teachers have to facilitate their students to be able to gain such speaking competence using the curriculum as the guideline. Based on basic competence in syllabus curriculum 2006 (KTSP), the second grade Junior High School students in the second semester should be able to express the meaning of short functional text in form of narrative text orally by paying attention to social function, text structure and language feature to interact in their social life. It means that students should be able to retell the story that they have read.

In retelling the story orally, students should master several speaking components, such as pronunciation, grammar, vocabulary and fluency. It means that grammar is one of the important components that should be mastered by the students. In addition, grammar is essential as the rules of word to make the sentences meaningful. Based on that statement, grammar should be mastered by students to retell the story well. Grammar used in the narrative text is simple past tense. According to Caroline & Pearson (2010:7), we use the simple past tense to talk about

actions and situations which we see as complete actions in the past. It means that simple past tense refers to complete actions that occurred in the past. So that, it is crucial in this case because in retelling the story orally, they are talking about something that happened in the past. Since the purpose of the text is to tell what happened in the past, past tense should be utilized in the text. Moreover, students can use several tenses to talk about the past condition, but the simple past tense is often used dominant. In short, students should master simple past tense in retelling the story.

Based on the discussion with Mr. Syarfin, M.Pd., an English teacher at SMPN 7 Padang, students still got the low speaking ability in retelling the story. They have not achieved yet the criteria of minimal speaking achievement (KKM) in retelling the story. It is indicated by the data from the result of their daily examination of the even semester 2014. It shown that the average percentage numbers of students who have reached KKM in their final examination are just 48%, but the others did not. It means that students' speaking ability in retelling the story is low. It happened because of many factors. One of the factors is that students did not master grammar

especially simple past tense. Furthermore, Mr. Syarfin said that simple past tense should be mastered by students when they want to retell the story orally or talking about something happened in the past.

Based on phenomena above, the researcher wants to know whether there is a correlation between students' simple past tense mastery and their speaking ability in retelling the story. So that, the researcher is interested in writing the research entitled "Correlation between Students' Simple Past Tense Mastery and their Speaking Ability in Retelling the story".

The main purpose of this research is to find out the correlation between the second grade students' simple past tense mastery and their speaking ability in retelling the story. In specific, the purposes of this research were as follow:

1. To find out the second grade students' simple past tense mastery at SMPN 7 Padang.
2. To find out the second grade students' speaking ability in retelling the story at SMPN 7 Padang.
3. To find out the correlation between the second grade students' simple past tense mastery and their speaking ability in retelling the story at SMP N 7 Padang.

B. RESEARCH METHOD

This research was a correlation research. According to Creswell (2012:336), correlation designs provide an opportunity for you to predict scores and explain the relationship among variables. It means that in correlation designs, investigator use the correlation statistical to describe or measure the degree of association (relationship) between two or more variables or sets of score.

This research tried to find out the correlation between students' simple past tense mastery and their speaking ability in retelling the story of the second year students at SMPN 7 Padang.

The population of this research was all of the second grade students at SMPN 7 Padang. The total number of population member were 251 students. They were divided in to eight classes; class VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, and VIII.8. The sample is chosen by using cluster random sampling.

To collect the data of this research, the researcher used grammar test to measure students' simple past tense mastery and speaking test to measure students' speaking ability in retelling the story. The kind of grammar test that was used by the researcher was multiple choice test. It consists of 30

items for the try out test and 24 items for the real test. They were 12 items for positive form (6 items for verbal form and 6 items for nominal form), 12 items for negative form (6 items for verbal and 6 items for nominal). The researcher gave 30 minutes for students to do the test. The researcher used speaking test in a kind of retelling the story to find out the students' speaking ability. In this test, students were asked to retell one of the topics provided, the topics were: the story of the smartest parrot, the little puppy, the story of rabbit and bear and the story of ugly duckling (14). They should retell the story by considering a good content, grammar, pronunciation and appropriate use of words. The researcher gave 3 minutes for each of students to retell the story.

In gathering data, the researcher used two techniques; the technique of gathering data on the students' simple past tense mastery and the technique of gathering data on speaking ability in retelling the story.

To collect the data on students' simple past tense mastery, the researcher used multiple choice test. The researcher analyzed each answer sheet and gave scores by the following steps:

1. The researcher distributed the test to the students.

2. The researcher collected the students' answer.
3. The researcher gave 1 score for the correct answer and zero for the wrong one.
4. The researcher counted the total score of each student. The highest possible score was 24 and the lowest one was 0.

The researcher gathered the data of students' speaking ability in retelling the story by giving the speaking test to the students because the researcher wanted to know the students' speaking ability in retelling the story. There were several steps that the researcher could do in gathering the data. They are as follow:

1. The researcher gave instruction to the students to do the test clearly.
2. The researcher gave 3 minutes to the students to retell the story orally.
3. The researcher recorded students' speaking.
4. The researcher gave the record of students' speaking to the second scorer.
5. The researcher and second scorer gave the score by evaluating the grammatical, vocabulary, fluency, content and pronunciation based on

same criteria that is suggested by Brown (2010:212-2013).

In analyzing data, the researcher followed the following steps:

1. The researcher found the total score of each aspect (grammar test and speaking test).
2. The researcher Calculated Mean (M) of each aspect (grammar test and speaking test by using formula suggested by arikunto (2008:264).
3. The researcher Calculated the percentage of students who get low, moderate, and high ability of each aspect.
4. The researcher Classified the students' ability in to high, moderate, and low of each aspect
5. The researcher Calculated the percentage of students who get low, moderate, and high ability of each aspect.
6. The researcher correlated the students' total scores of grammar test and speaking test by using Pearson Product Moment Formula as follows :

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

C. FINDING AND DISCUSSION

FINDING

The data of this research were collected by using two kinds of instruments. The first instruments was grammar test to measure students' simple past mastery and speaking test to measure students' speaking ability in retelling the story. The description and analysis of the data are explained in the following explanation.

The data of students' simple past tense mastery were collected by using grammar test in the form of multiple choice test. Based on the result of the data analysis, the researcher found the highest score of students' grammar test was 24 and the lowest score was 8. Then, the researcher calculated the Mean and Standard Deviation. The result of the calculation showed that Mean was 17.2 and Standard Deviation was 4.3. The result also showed that 3 students (10%) had high ability, 21 students (70%) had moderate ability, and 6 students (20%) had low ability.

Data on students speaking ability was collected by using speaking test in a kind of retelling the story, the researcher gave 3 minutes for students to retell the story in front of the class. Based on the result of data analysis, the researcher found the highest score of speaking test was 92.5

and the lowest score of speaking test was 37.5. Then, the researcher calculated the Mean and Standard Deviation. The result of data analysis demonstrated that Mean was 70.7 and Standard Deviation was 14.7 (see Appendix 20), after calculating the Mean and Standard Deviation the researcher classified students who got high, moderate and low ability. The result was showed that 4 students (13.3%) had high ability, 19 students (63.4%) who had moderate ability, and 7 students (23.3%) had low ability.

To find out the correlation between the second grade students' simple past tense mastery and their speaking ability in retelling the story at SMPN 7 Padang, the researcher used Pearson product moment formula. From the data analysis, it was found the value of r was 0.84 (see appendix 24). Then, the researcher compared the value of r -counted and r -table at the level significance 95% ($\alpha=0.05$) and the degree of freedom ($df=30-2$). If r -counted is higher than r -table, the coefficient correlation of two variables: simple past tense and speaking ability in retelling the story will be significance. It was found that r_{counted} (0.84) was higher than r_{table} (0.36). Based on statements above, the researcher concluded that there was significance correlation between the second grade students' simple

past tense mastery and their speaking ability in retelling the story. It means that if students' simple past tense mastery is well, their speaking ability in retelling the story will be better.

DISCUSSION

1. Based on the data from grammar test, the data analysis showed that there were 21 students (70%) from 30 students who had moderate simple past tense mastery. It means that most of them were still confused about simple past tense.
2. Based on the result of the data from speaking test, there were 19 students (63.4%) from 30 students who had moderate speaking ability. It means that more than half of students had moderate speaking ability in retelling the story. It happened because they did not master speaking components especially grammar.
3. Based on the result of testing hypothesis and the result of data analysis, the correlation between students' simple past tense mastery and their speaking ability in retelling the story was positive significant. It was found that the value r_{counted} was 0.84. It means that two variables had high correlation. Relating to this, it could be interpreted that an increasing grade in simple past tense mastery has relationship with an increasing grade in speaking ability

in retelling the story. Based on the statements above, the researcher concluded that if students' simple past mastery is good, their speaking ability in retelling the story will be good.

D. CONCLUSION AND SUGGESTION

CONCLUSIONS

Based on finding as already discussed in the previous chapter, the researcher points out the following conclusion:

1. There was positive significant correlation between the second grade students' simple past tense mastery and their ability in retelling the story at SMPN 7 Padang. It was provided by the value of r_{counted} is higher than r_{table} . It can be concluded that the grade of students' simple past tense mastery can influence the grade of their speaking ability in retelling the story. Moreover, if students' simple past tense mastery is good, their speaking ability in retelling the story will be good.
2. There were 21 Students (70%) from 30 students who had moderate simple past tense mastery. It means that more than half of the second grade students at SMPN 7 Padang had moderate simple past tense mastery.

3. There were 19 Students (63.4%) from 30 students who had moderate speaking ability in retelling the story. It means that more than half of the second grade students' at SMPN 7 Padang had moderate speaking ability in retelling of the story.

SUGGESTIONS

This research gives the suggestion for the teacher and the students as follow:

1. For the Teacher, since the result of the data shown that the second grade students' simple past tense mastery and their speaking ability in retelling the story was moderate, so the teacher should improve the students' simple past tense mastery with giving more exercises about simple past tense. In order, if the students' simple past tense mastery is good, their speaking ability in retelling the story will be good.
2. For the students, since the result of the data shown that the second grade students' simple past tense mastery and their speaking ability in retelling the story was moderate, so the students should master simple past tense well and do more exercises about simple past tense because if students' simple past tense mastery is good, their speaking ability in retelling the story will be good.

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Sman 1 Tampeh Dalmasraya.
Padang: Bung Hatta University.