



Correlation between Students' Mastery of English Tenses and Students' Achievement in Listening Autobiography Podcast

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Abstract

This study intends to find the correlation between the students' mastery of English tenses and students' achievement in listening podcasts and specifically on autobiography podcasts. The researchers use a quantitative method to analyze the correlation between students' grammar mastery and listening podcast achievement. The population of this research is the students of the English Education Department Faculty of Teaching and Educational Science of UIN Syarif Hidayatullah that consisted of 17 students. The study conducts two tests; a grammar test and a listening podcast test. Each test is given a score of 100 if the students answer all the questions correctly. The grammar test uses a gap-filling test containing 15 questions. In the listening test, the study uses an autobiography audio of Benjamin Franklin and uses a multiple-choice test containing 10 questions. The result shows that more than half of the sample got low scores in grammar but got high scores in listening comprehension. It means by using Karl Pearson's correlation coefficient theory there is a correlation between their grammar tenses knowledge and their listening comprehension was normal positive.

Keywords

tenses, podcast, listening achievement

Introduction

Major issues that learners experience with listening comprehension, according to Bingol, et al. (quoted in [Jamaludin & Nurdiawati](#), 2021), are (1) the quality of recorded materials, (2) cultural differences, (3) accent, (4) foreign terminology, and (5) the length and speed of listening. There are some limitations to successful listening comprehension, according to Underwood (quoted in [Gilakjani & Sabouri](#), 2016). First, listeners have little influence over speech speed. Second, listeners cannot have words repeated to them, which might cause serious problems. Third, listeners may encounter a new word, which may cause them to pause and consider the meaning of the word, causing them to miss the following section of the speech. Fourth, listeners may be unaware of the context. Fifth, it's difficult for listeners to focus on the listening text. The other challenges of listening are various uses of tenses between source language and target language, like those faced by Indonesian learners ([Wahyunengsih](#), 2018). According to the study from Graham (quoted in [Jamaludin & Nurdiawati](#), 2021) limited vocabulary, poor grammar, and misreading of the listening assignment are all variables that contribute to learners' difficulties with listening comprehension. Based on the previous study we can conclude that learners in Indonesia still lack these three things; and this study will discuss furthermore about grammar tenses, increase vocabulary and build up learners' listening skills through the viral media nowadays.

To achieve listening achievement of students, an appropriate approach is needed now. One of them is using podcasts. Listening itself means the psychomotor process of receiving sound waves through the ears and transmitting nerve impulses to the brain. As [Brown](#) (1994) said, *"it does not matter whether or not the students have understood all the details of what was said. All that matters is that the students have been able to construct enough of a reasonable interpretation to make a decent effort at completing the task successfully (p.148)"*. Also, [Brown](#) (2000) stated that listening necessarily implies a complex ability of analysis to not only hearing what the speaker says but also to understand what the meaning behind that utterance. Because the information is placed in it, listening comprehension requires students to listen selectively to what the speaker says. In the context of the task, they stated, but they must be able to complete all tasks ([Hasan, Gushendra & Yonantha](#), 2017). In order to achieve students' listening comprehension level, podcasts are considered suitable because they are liked by many students based on their content. According to [Walton](#) in the EF blog, the content of podcasts is practical content, interviews, events that's been happening currently, and it's all played out in a real-time or live conversational speed and real accents. It also usually has one or more hosts engaged in discussing a certain topic from various aspects, including what's trending currently based on the thesis done by [Siahaan](#) (2021).

Podcasting is also found to be an interesting and up to date resource for classes, to encourage learners to listen to audio materials on topics they are interested in. According to [Ferriter](#) (2008) in a teaching quality blog, podcasting is needed because digital media and the tools of the 21st century are a primary tool for communicating and influencing the world. [Singer & Cohen](#) said in their blog article that podcasting has a unique contribution to storytelling and experience, which is assumed as an

autobiography podcast. This is supported by [Rogers](#) (2021) in Duke Learning Innovation blog; the thesis done by [Sari](#), (2019); [Edpuzzle](#), (2019); [Bustari, Samad, & Ahmad](#), (2017); [Ningsih](#), (2018); Yeh (2017); and [Godsey](#) (2018) in Reading Rockets article-blog. As mentioned in the data above and the research that was conducted by [Yoestara & Putri](#) (2019) podcasts do help in students listening. In this study, researchers will discuss why podcasts have become a viral medium for learning materials nowadays.

Grammar tenses are one of the important components in learning English. By understanding the use of grammar tenses, it will help us understand all aspects of English, especially listening to the podcast. [Horvathova](#) (2014) stated that there are also skill-related strategies, such as vocabulary or grammar learning, that cut across all four skill-areas learners must learn new words or grammar structures to understand what they hear, while others are required for speaking or writing. Receptive strategies—aural reception (listening) and visual reception (reading)—involve identifying the context and world knowledge relevant to it, and activating what are thought to be appropriate schemata in the process. Productive strategies—oral production (speaking) and written production (writing)—involve mobilizing resources, balancing different competencies—exploiting strengths and downplaying weaknesses—to achieve success. According to Schulman (1999), background knowledge and prior knowledge are commonly used interchangeably. "Learners construct meaning based on prior knowledge." Any new learning must connect with what learners already know in some way; learners construct their sense of the world by applying their old understanding to new experiences and ideas (p. 12)", ([Hasan, Gushendra & Yonantha](#), 2017).

Based on the statement above, it can be seen that grammar tenses are basic things that students must understand to solve a question in English. According to [Kessler & McDonald](#) (2008), grammar makes communication possible, and without the shared conventions of grammar, without the structure it creates and the patterns it plots, we could not speak to one another across time and space. People find sentences meaningful because of something going on in their brains ([Jackendoff](#), 2002). There are three tenses which are past, present, and future. In each of them, it has four more parts which makes it difficult for students to learn grammar even when they begin to write. As a result, frequent and intensive practice is required to master these twelve tenses ([Jamaludin & Nurdiawati](#), 2021). Tenses is one of the hardest or confusing topics, which is also proved by various research papers ([Komala](#), 2014; [Utami](#), 2016; [Marwati](#), 2019; [Auliya](#), 2007; [Setiawan](#), 2008; [Bahreis](#), 2019); the result of tenses error is not low but considerably high.

Based on the data above, the study intended to know how the achievement of the students in grammar tenses and listening to podcasts; and finding the correlation between the mastery of English tenses, listening to podcasts, and specifically on autobiography podcasts. As said on [Giovanelli](#) (2015), "The use of visual and spatial representations as ways of enabling students to understand grammatical features." The writers intend to have this as a possible answer to the teachers, learners, and those in the same field to have new views. The study is conducted in UIN Syarif Hidayatullah Jakarta on the students of the 5th semester from an English Education Department.

Method

The researchers used a quantitative method because the method was appropriate with the paper that analyzes the correlation between students' grammar mastery and their listening podcast achievement. The result of this research was explained based on the fact.

This research had two variables which consist of two independent variables. The first independent variable was the students' grammar mastery, and the second independent variable was the students' listening achievement. The population of the study was the students of the English Education Department Faculty of Teaching and Educational Science of UIN Syarif Hidayatullah which consisted of 17 students.

The researchers conducted two tests; grammar test and listening podcast test, and then analyzed the tests to get their validity and reliability. Each test was given a score of 100 if the students answered all the questions correctly. To measure students' grammar ability, the researchers use a gap-filling test where the question from English Grammar Online 4U (ego4u) is presented in the form of a sentence. The test contains 15 questions, and in each question, there are deleted words. The deletion words are made to test students' knowledge in tenses. The test questions scored depend on the difficulty of the tense; for the simple present and past tense in positive form with correct answers as 4, the simple present and past tenses in negative form with correct answers as 8, and the future tenses with correct answers as 10. If the question consists of two tenses and only has 1 correct answer, the score will be divided by two. In the listening test, the researchers conduct an autobiography audio of Benjamin Franklin, and use a multiple-choice test. The test contains 10 questions about the audio of Benjamin Franklin's autobiography. The test items scored either correct or incorrect, with correct answers as 10 and incorrect 0.

After getting all the scores from both tests, these scores will be entered into the correlation formula according to Karl Pearson. Karl Pearson's correlation coefficient is defined by $r(x,y)$ following

$$r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \cdot \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Table 1. Karl Pearson's correlation coefficient

Value of 'r'	Status of correlation linear between variables
$r = + 1$	Perfect clear Positive Correlation
$0.75 \leq r < 1$	y High level Positive Correlation
$0.50 \leq r < 0.75$	y Normal Positive Correlation
$0 < r < 0.50$	y Low level Positive Correlation

Value of 'r'	Status of correlation linear between variables
$r = 0$	y Absence of correlation
$-0.50 < r < 0$	y Low level negative correlation
$-0.75 < r \leq -0.50$	y Normal negative correlation
$-1 < r \leq -0.75$	y High level of negative correlation
$r = -1$	y Perfect clear negative correlation

Results & Discussion

The grammar knowledge of the tenses was tested by a gap-filling test which consisted of 15 items, and the sample shows various scores. The highest score was 88, and the lowest score was 9. The mean was 39.76. The grammar score is categorized by defining the high, moderate, and low score limits. If they were higher to 79 as high, if they were between 50-79 as moderate and low if they were lower or equal to 49.

Table 2. Grammar Test Score Distribution

Category	Number of students	Percentage
Low	13	76.5%
Moderate	3	17.7%
High	1	5.8%

Based on the established criteria, there were 13 students or 76.5% of the whole sample who scored less than 50, while there were 3 students (17.7%) who were found to get moderate scores, and 1 student (5.8%) scored higher than 79. Meanwhile, the listening test was tested by a multiple-choice test, and the result of the listening autobiography podcasts showed various scores, the highest score was 90, the lowest score was 30 and the mean was 62.35.

Table 3. Listening Test Score Distribution

Category	Number of students	Percentage
Low	5	29.5%
Moderate	8	47%
High	4	23.5%

Based table 3, there were only 4 students or 23.5 % of the whole sample who got high scores, 8 students (47%) got moderate scores, and 5 students (29.5%) got low scores.

The table below shows the detailed score of every participant and shows the correlation between students' listening podcasts and grammar.

Table 4. Correlation Coefficient Grammar and Listening

Student	Listening Podcast	Grammar
1	90	43
2	70	72
3	40	15
4	60	79
5	90	88
6	40	18
7	70	49
8	70	30
9	30	22
10	80	54
11	70	16
12	80	48
13	40	49
14	60	19
15	60	30
16	70	35
17	40	9

Correlation formula according to Karl Pearson

$$r_{xy} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \cdot \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

The researchers proceeded to calculate the r value using Pearson Product Moment formula using SPSS. It was discovered that the significance level is 0,0637. It means the null hypothesis is accepted and the alternative hypothesis is rejected because the significance level is more than 0.05. Furthermore, the coefficient correlation between listening podcast autobiography achievement and grammar mastery of fifth semesters

of UIN Syarif Hidayatullah Jakarta English education department students. To interpret the correlation strength that the value represents, it was referred to the correlation criteria based on the table 1 above, the r value of the result is 0.637 the correlation can be categorized as **normal positive** correlation which starts from 0.50 to 0.75. It can be concluded that there is correlation between students' mastery in grammar knowledge and their achievement in listening to the autobiography podcast was normal.

The result of the study revealed that there is a significant correlation between students' grammar mastery and their achievement in listening to podcasts. "Students are addressing listening comprehension as an important skill to learn, so they are content and will learn to listen to the instructor." (Agustiana, 2019). Therefore, due to difficulties with listening comprehension, students are unconcerned about being confronted with listening difficulties. From the results obtained, it can also be concluded that listening to podcasts does necessarily increase the score in working on grammar tenses. [Istanto & Indrianti](#) (2011) also has proven that podcasts improve students' listening skills and grammar knowledge. Fear of choosing the wrong answer and self-limiting make students hesitate to determine the right answer in structural grammar, especially tenses. As Sloan stated (2005) claims that podcasts are one of the innovative ways of broadcasting through the internet that can be used for transferring digital audio content automatically to mobile phones. Regarding to its usage in classroom teaching contexts, several scholars have offered some point of views and reasons for including Podcasts in language learning classrooms ([Facer & Abdous](#), 2009). Research done by [Ningsih](#) (2018) showed that podcasts do help in listening, which means it shows positive results. Research by [Utami](#) (2016) suggests using different methods in teaching English (tenses), which is why podcasts are used as a method for teaching or learning English (tenses). Therefore, the use of podcasts in teaching grammar tenses has begun to be introduced to students as an appropriate approach today. It has been proven to have a positive impact on increasing students' skills and confidence in structured grammar tenses.

Conclusion

There are 17 participants from the 5th semester majoring in the English Education Department which showed that the majority of the students have difficulties in tenses. Whereas in listening, the majority of them showed good results. With what is shown in the result, there is a positive correlation between grammar tenses and listening. The more familiar students are with podcasts or daily conversations from natives, the higher the level of mastery of students towards grammar tenses. The writers assume that using podcasts as a method to help study, improve or learn tenses is a possible way.

This research could be used as a consideration for teachers to pay more attention to how well students use the tenses and use various media such as podcasts to teach grammar to make it more fun so the students can enjoy the learning process. Further researchers should find out more about students' abilities in listening to autobiography podcasts and their correlation to grammar using different frameworks and designs.

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