THE CORRELATION BETWEEN STUDENT'S GRAMMAR MASTERY AND READING COMPREHENSION AT ELEVENTH GRADE OF SMK SMART BEKASI

KARYADI

STKIP PANCASAKTI BEKASI
karyadi.pancasakti@gmail.com

ABSTRACT

*This study focuses on correlation between mastery of structure and reading comprehension achievement. The writer tries to find out the answer to the following research problem; is there a correlation between mastery of Grammar and reading comprehension at the eleventh class of SMK SMART Bekasi? To lead the writer in collecting the data, a hypothesis is formulated for the study: there is correlation between mastery of structure and reading comprehension. The target populations were the eleventh students of SMK SMART Bekasi. Some students were involved in this research through simple random sampling; therefore, the samples were 30 students. Two types of data were collected: the students' scores of Grammar mastery and reading comprehension. The data were analyzed by using Pearson's correlation product moment preceded by using Liliefors normality test as perquisite analysis ($L_{count} < L_{table}$). The result of calculation of normality test for mastery of grammar L_{count} is 0.0261 and L_{table} is 0.0293, it means that $L_{count} < L_{table}$ and the data of mastery of grammar are considered normal. The result of reading comprehension, L_{count} is 0.0264 and L_{table} is 0.0293, it means that $L_{count} < L_{table}$ and the data of reading comprehension are considered normal. The result of calculation is 1.023. The writer finds out in r_{table} when the df = n-2 =28 with level of significance 0.05 or 5% is 0.374. It shows that $r_{count} > r_{table}$ because 1.023 > 0.374. the writers concludes that the hypothesis which says there is no correlation between mastery of grammar and reading comprehension achievement is **Rejected** and the hypothesis which says that there is a correlation between mastery of grammar and reading comprehension achievement in SMK SMART Bekasi is **Accepted**. Referring to the findings of the study, the writer makes conclusion, the students who have good mastery in grammar; they will also have a good comprehension in reading.*

Keywords : Grammar mastery, Reading comprehension

INTODUCTION

Background

Language is means of communication which is used to strengthen the relationship among the people. And it is continuously used by the people all over the world whenever they want to make communication one another. In addition, language has five functions*;" expression, information, exploration, persuasion, entertainment"* (Michel, 1967, 8:51). Mastering a language means capable in using it with those above functions. *Informative function which represents receptive and productive competence is the most natural and essential one,* (Wardhaugh, 1972:2).

Acquiring language means learning how the principle of language acquisitions applies to a particular language of which the value is

appropriate for each parameter. Each principle of language that is proposed is a substantive claim about the mind of the speaker and the nature acquisition.

Meanwhile, reading is used to broaden student's knowledge of global international world; reading is also the best way to fulfill the need. Through reading, students know about another country, the language and the culture, as stated by Harahap (2005:20) that:

"Reading plays important role in getting information, sciences, technology, and improving and broadening our knowledge and views. By having adequate and good reading skill someone will find faster and more information, science, knowledge than someone whose skill reading is poor".

According to the statement above, everybody should regularly do such reading activity in order to enrich the information, sciences, and technology from many different sources. Since reading is very important, it is given to the students at school started from elementary school until university.

Grammar is predicted as one of the difficult sections of the English speeches for mostly students. Generally in Indonesia, schools make use of textbooks to transform the knowledge for students. Many books are taken from many different publishers to improve and enrich students' knowledge. The material selection is very important in developing learners' grammatical skills. The teachers should be able to differentiate the proper materials that have integrated skill for learners. Besides that, the material should be suitable for students' comfort and familiarity, language level, interest and relevance. This problem needs a solution soon. If it isn't done

quickly, we wonder there will be a useless time for our world education.

Definition Of Reading Comprehension

Reading

According to *Oxford Learner's Pocket Dictionary* explains that reading is a way in which something is understood. Therefore, through getting accustomed to reading a lot, the students will deeply understand the text they are reading and they will get much more information from the text.

Reading is a process of conception of meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to concept meaning. The research indicates that effective and expert readers are strategic (Baker & Brown, 1984a, 1984b). This means that they have purposes for their reading and adjust their reading to each purpose and for each reading task. Strategic readers use a variety if strategies and skills as they concept meaning (Paris, Wasik, & Turner, 1991)

Jennifer (2003) adds: *"Reading is also a complex process in that proficient readers give to the text as much as they take. They make meaning from the text by using their prior knowledge and experience".* According to the statement mentioned, we know that reading is one of the processes that is acquired by people to search the knowledge and experience they never got before.

In addition, in education world, reading is very fundamental activity to do. It is one of the students' basic learning activities. Since we entered the school at the first time, we must've had skill in reading without thinking that we

couldn't continue our activity in school. That's why reading is important and essential part to get success in language study.

The sentences in reading include the words and are combined with other words. The combination of words that becomes sentences in reading has meaning to understand. People also want to communicate to other ones not directly through words by words, since it is very difficult to understand and the word has no meaning without words which are combined by other words become sentences that people can use in communication. Blackwell (1996:1) stated:

"Reading is the process by which we identify individual words from their printed and written forms, and by which we combine these words into simple ideas or propositions in order to be able to form a mental model of the text based upon inferences that take us beyond the information given."

Process of reading is one of the readers' activities to increase their sciences and to develop their abilities in understanding reading material to face next future life and also reading is one basic activity in reading process. Suwaryono (1989:1) stated: *"Membaca adalah salah satu keterampilan yang berkaitan erat dengan keterampilan dasar terpenting pada manusia, yaitu berbahasa."*

Reading Comprehension

What is exactly reading comprehension? If we say that student is 'good comprehension', we mean that he can read accurately and efficiently, so in getting the maximum information from a text with the minimum misunderstanding. We may also mean (though this is not quite the same) that he is able to show his understanding by re-expressing the content of the text, for instance by writing sentences or paragraphs in answering the questions, or by summarizing the text. Swan (1975:1)

Grellet (1982:3) says: *"reading comprehension is understanding written text means getting the required information from it as efficiently as possible."*

Everyone reads with some kind of purpose in mind; generally speaking, the purpose is either to enjoy or to obtain information of the texts. Greenal & Swan (1986:3) explain: *"effective reading means being able to read accurately and efficiently and to understand as much of the passage as you need in order to achieve your purpose".* It may also be necessary to reproduce the content of the passage in some ways or orders, such as discussing its main ideas or writing summary.

Definition of Grammar

Grammar

According to Merriam Webster's School Dictionary (1994:907) explains, *grammar is something made up of interdependent parts in a definite pattern of organization.*

Why do we study grammar?

Studying English grammar is very essential for the students who want to deepen their English knowledge or ability. By studying English grammatical composition, the students will be also more capable of making sentences structurally. Besides that, they'll also be able to analyze the sentences accurately and correctly. Hence, Chomsky (1980a, p. 59), says:

THE CORRELATION BETWEEN STUDENT'S GRAMMAR MASTERY AND READING COMPREHENSION AT ELEVENTH GRADE OF SMK SMART BEKASI

"By 'grammatical competence' I mean the cognitive state that encompasses all those aspects of form and meaning and their relation, including underlying structures that enter into that relation, which are properly assigned to the specific subsystem of the human mind that relates representation of form and meaning."

The grammar of competence describes language in the mind, distinct from the use of language, which depends upon the situation, the intentions of the participants, and other factors.

In conclusion, mastering grammar is very crucial, and in this study, the writer assumes that students' mastery in grammatical study would have correlation with students' achievement in reading comprehension. There are some advantages of this research; for instance, we probably know the positive and negative correlation in mastering grammar and reading comprehension, we can also use the best method of teaching grammar in reading.

In this study, the writer tries to analyze the correlation between students' grammar mastery and their achievement in reading comprehension.

The writer chooses the topic to find out whether or not there is a correlation between students' mastery in grammar and their reading comprehension.

Problem identification

The problems that possibly appear from the background are as follows:

1. Mastering grammar can influence the student's reading comprehension.
2. The students who master grammar have a better achievement compared to those who don't understand it in reading.
3. Translating skill influence reading comprehension achievement.
4. There is a correlation between discipline in learning reading and reading comprehension achievement.
5. Thinking capability has correlation with reading comprehension achievement.
6. Learning condition can influence reading comprehension achievement.
7. There is correlation between students' mastery in grammar and their achievement in reading comprehension.

Limitation of the Study

Due to the time constraint, the research only focuses on the following:

1. The writer focuses on the discussion of students' grammar mastery and their reading comprehension achievement.
2. The two variables (*students' grammar mastery and students' reading comprehension*) are described in a perspective correlation.
3. The study is limited for the grammar mastery which has close relation to the reading text given for eleventh grade students of SMK *SMK SMART Bekasi*.

Formulation of the Problem

According to the background and identification of the problem, the writer formulates the study. *"Is there a correlation between students' grammar mastery and students' reading comprehension at eleventh grade of SMK SMART Bekasi?"*

The Aim of the Problem

THE CORRELATION BETWEEN STUDENT'S GRAMMAR MASTERY AND READING COMPREHENSION AT ELEVENTH GRADE OF SMK SMART BEKASI

Based on the identification and formulation of the problem, the aim of the problem is to find out that there is *a correlation between students' grammar mastery and students' reading comprehension at eleventh grade of SMK SMART Bekasi.*

Framework of Thought

Students' success in English subject especially in language structure is very much required, and how far students understand grammatical composition which will be studied in this research is extremely needed as well. If the students understand the grammatical structure, they will be much easier in understanding reading comprehension passages.

Research Hypothesis

As theoretical framework and framework of thought mentioned, so the hypothesis;

1. Null hypothesis (Ho)
   There is no correlation between mastering grammar and reading comprehension.
2. Alternative hypothesis (H$_a$)
   There is positive correlation between mastering grammar and reading comprehension.

RESEARCH METHODOLOGY

Conceptual and Operational Definition

1. Conceptual Definition

a. Mastering grammar is the ability to distinguish, identify and use the verb, auxiliary verb in positive, negative and interrogative sentences in relation with the past, present, and future time, and to describe an action, event or condition that occurs in the past, present, or future.

b. Reading comprehension is the ability in understanding, knowing the main idea and getting new information of the reading passage.

2. Operational Definition

a. Understanding grammar is student's score which is taken by measuring the student's ability to choose words in simple present, past and future form from the sentences by adding prefixes or suffixes.

b. Reading comprehension is the student's ability in 1) understanding the main idea, 2) answering WH-question, 3) understanding the contents of the texts.

Population and Sample

a. Population

Population in this research is all students of the eleventh grade of *SMK SMART Bekasi.*

b. Sample

The writer used simple sampling technique; there were 2 classes in that school. The sample were taken by drawing the number of students' attendance list of both classes, the numbers appeared were become the samples of the research.

Research Methodology

The purpose of the study is to find if there is a correlation between grammar mastery and reading comprehension

achievement or not. The method required in such study is descriptive with ex-post facto design; this statement is supported by West and Kahn in Dadan (2003:21):

"Descriptive research what is describing, recording, analyzing, and interpreting condition that exist. It involves some types of comparison or contras and attempts to discover relationship between existing no manipulated variables. Descriptive research studies include document or content analysis, case studies, community studies, ethnographic studies, ex-post facto or explanatory observational research."

In the research, variable in an experiment is very required, such as having stated by Fred. N. Kerlingert : *"All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments)."*

Besides that, in order the researchers can easily understand what they are researching; they have to categorize the variables, as also stated by Kerlingert: *"They must define the variables they use in hypothesis so that the hypothesis can be tested. They do this by using are as known as operational definition."*

Based on the explanation above, the writer concludes that the data of the students' mastery in grammar are as the independent variable; namely, the variable that causes or influences the problem being researched, and the data of reading comprehension achievement are as the dependent variable; namely, the variable which is as the effect of the problem researched.

A simple systematic representation shows a correlation between the independent variable (X) = grammar mastery and the dependent variable (Y) = reading comprehension.
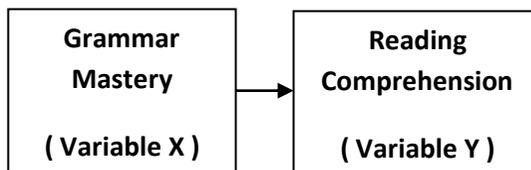
a. Independent Variable (X) :
   In the forms of multiple-choice questions that are given to students about mastering grammar.
b. Dependent Variable (Y) :
   In the forms of multiple-choice questions that are given to students about reading comprehension.

Collecting Data

The technique that the writer uses is primer data. Primer data are data which are collected and analyzed by the writer directly from the object (Supranto, 1996:16). The data are collected after the writer gives both tests.

Data Analysis

After the data collected were considered valid and reliable, the next step is conducting a data analysis.

THE CORRELATION BETWEEN STUDENT'S GRAMMAR MASTERY AND READING COMPREHENSION AT ELEVENTH GRADE OF SMK SMART BEKASI

To examine two variables, the writer uses formula of correlation product moment with significant level **0,05**, Sugiyono (2002:212).

Technique of Data Interpretation

Anas (1992 : 181) states the technique of data interpretation such as follows:

1. Make Alternative Hypothesis (Ha) and Null Hypothesis (Ho)
   Ha : There is significant correlation between two variables, X and Y.
   Ho : There is no significant correlation between two variables, X and Y.
2. Test the hypothesis by comparing score "r" which is gotten from calculations and "r_{table}" of product moment. The first step is to find the degree of freedom. The formulation is as follow:
   df   = n – 2
   df   = degree of freedom
   n   = number of students

Statistic Hypothesis

Mastering grammar and reading comprehension achievement. The hypothesis, if Ho is refused and H_1 is accepted, there is a correlation between those two variables. Yet, if Ho is accepted and H_1 is refused, there is no correlation between those two variables.

Table 4.1
The Result of The Research

r xy	r_{table}	
	df = 28	0.05
1.023	>	0.374

Note : Ho is refused and Ha is accepted.

RESEARCH FINDINGS AND INTERPRETATION

Data Description

The result of the research is as follow:

Table 4.2
Research Hypothesis

Data Description	Variable X	Variable Y
Median	27.47	25,9
Numbers of Sample	30	30
Score Range	4 – 8.5	4.5 – 9
Total Score	186.5	193.8
Average	6.2	6.5
Standard Deviation	1.109	1.238
Square Deviation	35.75	44.54

The conclusion:

There is positive relationship between *mastery of grammar and reading comprehension achievement.*

The Result of Research Interpretation

Based on the data analysis that "r" is 1.023 and r_{table} with level significance 0.05 or 5% is 0.37. Therefore, r_{count} > r_{table} or 1.023 > 0.374. It means that Ho which stated there is no correlation between mastery of grammar and reading comprehension at the eleventh grade of SMK Bani Saleh Bekasi is refused. On the other hand, research hypothesis (Ha) which states there is correlation between mastery of grammar and reading comprehension achievement at the eleventh grade of SMK Bani Saleh Bekasi is accepted.

The Correlation between Mastery of Grammar and Reading Comprehension Achievement

This section would describe the correlation between mastery of grammar and reading comprehension achievement at the eleventh grade of *SMK SMART Bekasi*. The data had been analyzed by using "r" product moment. It was found that "r" product moment analysis of the correlation between mastery of grammar and reading comprehension achievement of the eleventh grade of *SMK SMART Bekasi* is 1.023.

The writer found in rtable when df = (n-2) = 28, with level of significance 0.05 or 5% is 0.374. It shows that r_{count} > r_{table} because 1.023 > 0.374. The writer concludes that there is correlation between mastery of grammar and reading comprehension achievement. So the hypothesis of the study: there is correlation between mastery of grammar and reading comprehension achievement at the eleventh grade of *SMK SMART Bekasi* is accepted.

Research Limitation

There are some limitations during the writer was doing the research. These are such as material, sample, and analysis method.

1. Material

The writer realizes that the material is very limited. For instance, in structure, the writer only discusses about three tenses; namely, past tense, simple present tense. And for reading comprehension, the writer could not find a better text that can be included in the test.

2. Population and Sample

Populations are only limited in one school. Sample is only one class. The writer has no bravery to give general conclusion about the result of the research.

3. Analysis Method

To calculate the research, the writer uses excel program from the computer. The writer hopes the data will be accurate and dependable.

CONCLUSION, SUGGESTION, AND IMPLICATION

Conclusion

In the previous chapter, it's found that there is a correlation between mastery of grammar and reading comprehension achievement. It's shown in the correlation product moment analysis. The writer found it in r_{table} when the df = 28 (n – 2) with level of significance 0.05 or 5% is 0.374. It shows that r_{count} > r_{table} because 1.023 > 0.374. The writer concludes that there is a correlation between mastery of grammar and reading comprehension achievement in *SMK SMART Bekasi*, is **accepted**.

Suggestion

Based on the conclusion above, there is a correlation between mastery of grammar and reading comprehension achievement in *SMK SMART Bekasi* and the writer to the upcoming researcher:

1. Because of the limitation of the material, the writer suggest the next researcher use more materials and better reading texts.
2. As the limitation of the research, the writer suggests the next researcher apply in a wider ring of level population.
3. The need giving motivation to the respondents before they answer the test. It is expected that the test can give the optimal result.

Implication

Learning grammar is very important, mainly for tenses. Language is not complete without rules of tenses. Many people make use of them to have the English conversation with others more perfect. Besides that, if the people always pay more attention to the grammatical composition in their daily speaking, they will be considered more educative. In addition, students are also expected to understand some articles about someone's experiences, stories, autobiographies, and histories.

REFERENCE

Dadan, *Correlation between students' learning style and their achievement*, UPI Bandung, Unpublished Paper, 2003.

Eugene. J. Hall, *Building English Sentences*, Binarupa Aksara, 1993 p.26.

Francois Grellet (1981), Developing Reading Skill, Cambridge University Press.

Geofrey N. Leech, *Meaning and The English Verb,* Longman 1971. p.9.

Grammatical Tense, http//en.wikipedia.org/wiki/grammatical_tense.

Halimah, 2000. *Language Learning Strategy and Students' Achievement*. UPI Bandung, Unpublished Thesis.

Harahap A. *Kesalahan Umum Penggunaan Tenses*, Jakarta, majalah WIDYA Oktober 1998/ No. 37 Tahun V.

Harahap A. *Kiat meningkatkan kemampuan Membaca*, Majalah WIDYA Desember 1995/No 123 Tahun XII.

Harjono Sutinah, Prof., Dr., Prinsip-Prisip Pengajaran Bahasa, (Metodologi Membaca).

Jacobs R. A, *English syntax*, England, Oxford University Press, 1993.

Longman Dictionary (1987).

M. Ngalim Purwanto (1996), Evaluasi Pengajaran.

Simon Greenall & Michael Swan, *Effective Reading*, Cambridge, Cambridge University Press, 1986.

Sukirah Kustaryo, *Reading Technique for College Stuidents*, Depdikbud, Jakarta 1988, p.2.

Sudjana dan Ibrahim, **Penelitian dan Penilaian Pendidikan**, Sinar Baru, Bandung, 1969, p.56.

Sugiyono, **Statistika Untuk Penelitian**, C.V. ALFABETA, Bandung, 2002.

Supranto, Statistik Teori dan Aplikasi, Erlangga, Jakarta, 1989, p.

Tarigan, Henry G., Prof., Dr., (1997). Membaca Sebagai Suatu Ketrampilan Berbahasa, Bandung Angkasa.

Swan. M, *Inside Meaning*, Cambridge University Press, Cambridg, 1979.