

THE CORRELATION BETWEEN GRAMMAR MASTERY AND READING COMPREHENSION AT TENTH GRADE OF MAN 2 JEMBER IN 2020/2021 ACADEMIC YEAR

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Abstract

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This study Elaborate the correlation between grammar mastery and reading comprehension with the population 60 students at tenth grade of MAN 2 Jember in 2020/2021 academic year. The aims of this study to know the correlation between grammar mastery and reading comprehension. The objectiv of this research is to find out whether or not a correlation between students grammar mastery and their reading comprehension. The instrument of this reserach was the form of grammar mastery test and redaing comprehension test. The research used the correlation quantitative method and the data collected were analyzed using Microsoft Excel program. The result of this research was there is a significant correlation between grammar mastery and reading comprehension with a correlation coefficient 0,378; r-table is 0,254. It means that r- count more than r-table or 0,378>0,254. So can be concluded there is relationship between grammar mastery and reading comprehension can be concluded in the category low.

Keywords: *Correlation, Grammar Mastery, Reading Comprehension.*

INTRODUCTION

Grammar is one of English components that should be learned by the students. In Indonesia, learners have learned grammar since they were in junior high school. In grammar, students are learning many roles of language, one of them is tense. Greenbaum, S. and Nelson, G (2002) states tense is category of grammar that refers to time which is signaled by the form of verb. In grammar, tenses has many pattern that depend on the situation and condition that happened. For example, when talk about daily activity it uses simple present tense. In reality, many students are difficult to understanding grammar. In term

of grammar mastery, mostly the students were lack of understanding the grammar skill. Jufrizal and Refnita (2013) argue that most learners difficult, confusing, and boring when learning grammar. Most of them are still confused in using appropriate pattern in sentence based on the situation.

Reading comprehension is one of the activities which is crucial to enrich knowledge and understanding the meaning of the text. According to Alderson (2000) clearly defines that reading comprehension is an activity of comprehending which involves one's knowledge of word. It means that reading is how to

understand of the text to get information through a process of transferring ideas. Based on the Curriculum 2013 in Senior High School there are some kinds of the text are expected to be able to comprehend such as recount text, descriptive, narrative, report, and procedure text. In this case, the text will be learning in the tenth grade students of Senior High School is descriptive text. Besides that, the students also supposed to master four aspects in reading comprehension namely, word comprehension, paragraph comprehension, sentence comprehension, and text comprehension.

Unfortunately, not all students easy to understand reading text. Most of them have difficulties in reading comprehension. The problem can be affected by many factor related to the component of reading comprehension such as, prior knowledge, grammar mastery, and vocabulary mastery. In addition, prior knowledge helps learners to comprehend reading material and constructs meaning (Nozen et al., 2017; Vecca 2002).

Reading and grammar are two things that cannot be separated. When the readers begin to read and comprehend text, they will use their vocabulary knowledge and structure knowledge to help them interpret the meaning. Veit (1986) defines grammar is a language knowledge. With grammar, learners will easy to know when the text is happened and also the meaning of the text. Based on Rodney Huddleston and Geoffrey K. Pullum (2005) grammar deals with the sentence form and the smaller units, such as clauses, phrases, and word. It means by knowing grammar will make it easier for students to understand word, clauses, and phrases. Grammar also to be the important language elements

because by understanding the structure of the text the students will easy to know how to put the word into sentence and produce a new sentence. therefore, based on this explanation the interesting title to conduct the research is The Correlation between Students Grammar Mastery and Reading Comprehension at Tenth Grade of MAN 2 Jember.

METHOD

This research was correlation research. Correlation is a research that intends to find the correlation between two variables (Arikunto, 2010). Those two variables in this research are grammar mastery and reading comprehension. In other word, this research was determined the relationship between grammar mastery and reading comprehension. The research was conducted at MAN 2 Jember. The population in this research is all of the tenth grade of Man 2 Jember with total number of students was 400 students. The sample of the research was three of eleven classes. Sample was a part of population on the research subject, as the representative taken by using certain ways. In addition, if the population less than 100 person, the whole population can be taken as the subject. However, if the population more than 100 person, it can be taken only 10-15% or 20-25% of the population as the subject (Arikunto, 2010). In this research the sample was chosen by using random sampling. So every class has opportunity to be chosen to be sample of the research. The way for taking the sample by lottery, so the writer take X IPA 1, X IPS 2, and X AGAMA 2 that consisted of 60 students as respondents. The data collecting technique in this research were grammar

mastery test and reading comprehension test.

Grammar mastery and reading comprehension test was implemented to the students by online test. To distributes the tests used Google form. The tests of grammar mastery and reading comprehension is multiple choice, which consisted of 30 items from each variables. While each item has options namely; a, b, c, and d. When the answer is correct the score is one and when the answer is wrog the score is 0.

The instrument of collecting data in this research was test. According Tavakoli in Kaswand and Suprijadi (2013) states that instrument is any device whichin used to collect the data. Instrument can be presented by wwitten, audio or visual format. The objective test was given to try out the students to know whether the test is valid and reliable or not. Because of COVID -19 pandemic, this tests was given to the students only once to find out the validity and reliability.

The data analyzed technique used to determine the correlation between students grammar mastery and their reading comprehension. Then describe the data from each of the variables, both independent variable and dependent variable. Displaying data through Chart, table, or graphs. To know the correlation between grammar mastery and reading comprehension in this reserach used Person Product Moment formula to compute the interval data from both variables. Microsoft Excel program was used to do the statistical test. The criteria of hypothesis is in the following, if r -counted is higher than r -table it means that the hipotesis of this reserch was accepted. in other word, there is a significant correlation between

two variables. But if r -counted is lower than r -table, it means that the hypothesis of the reserach was rejected. Definitely, there is no correlation both of variables.

RESULT AND DISCUSSION

This section is present the finding on correlation between grammar mastery and reading comprehension.

1. The Students' Grammar Mastery

The distribution of students' grammar mastery score is presented below:

Table 1. Data distribution frequency value of grammar mastery test.

No	Score	Category	Number of Students	Percentage
1	30 – 49	Very Less	13	22%
2	49 – 59	Less	11	18%
3	60 – 70	Enough	20	33%
4	71 – 81	Good	12	20%
5	82 – 100	Very Good	4	7%
Total			60	100%

The table showed the level of student's grammar mastery with 60 respondents. There were 13 students (22%) in very less level, 6 students (11%) in less level, 20 students (33%) in enough level, 12 students (20%) in good level, and 4 students (7%) in very good level. From all of the data presented in table 4.3, it can be conclude that the tenth grade of MAN 2 Jember have enough level in grammar mastery test because 33% students or 20 students of 60 students got a score between 60 - 70. So it can be concluded that the highest percentage of students score is at the enough level.

2. The Students' Reading Comprehension

Table 2. Data Distribution Frequency Value of Reading Comprehension Test

No	Score	Category	Number of Students	Percentage
1	30 – 49	Very Less	6	10%
2	49 – 59	Less	11	18%
3	60 – 70	Enough	18	30%
4	71 – 81	Good	8	13%
5	82 – 100	Very Good	17	28%
	Total		60	100%

The table showed the level of student's reading comprehension with 60 respondents. There were 6 students (10%) in very less level, 11 students (18%) in less level, 18 students (30%) in enough level, 8 students (13%) in good level, and 17 students (28%) in very good level. From all of the data presented in table 4.4, it can be conclude that tenth grade of MAN 2 Jember have enough level in reading comprehension test because 30% students or 18 students of 60 students got a score between 60 - 70. So it can be concluded that the highest percentage of students score is at a enough level.

In order to know the coefficient correlation between grammar mastery and reading comprehension. In this reserach was calculated the data by using Person Product Moment formula in Microsoft Excel. Based on the calculation, found that the coefficient correlation between grammar mastery and reading comprehension is 0,378 and the degree of freedom (DF) = 60. The table of significant shows if DF value is 60, the table of significant of 5% is 0,254.

Table 3. Result of Correlation between Grammar Mastery and Reading Comprehension.

	Grammar Mastery	Reading Comprehension
Grammar Mastery	1	
Reading Comprehension	0,378	1

Based on the data calculation by Microsoft Excel program was gotten the score of $r_{xy} = 0,378$. This value is consulted by r-table of 5% = 0,254 and the result is $0,378 > 0,254$. It means that r-count higher than –table. So, can be

concluded that there is a correlation between grammar mastery and reading comprehension. Based on the classification categories of correlation, the correlation between grammar mastery and reading comprehension in the category of low.

Based on the result of analysis using Person Product Moment Formula calculated using Microsoft Excel program, the coefficient correlation between grammar mastery and reading comprehension was 0,378 and the degree of freedom (Df) = 60. The table of significant shows if Df value is 60, the table of significant of 5% is 0,254. So for the r-count is compared with the r-table. If r- count is same or higher than r- table. It means that there is correlation between variable X and Y but, if r- count lower than r-table so there is no correlation both of them.

The value of coefficient correlation is obtained 0,378 which is higher than r- table or $0,378 > 0,254$. It means that there is a correlation between student's grammar mastery and their reading comprehension at tenth grade of MAN 2 Jember. If students have a good ability in grammar mastery, they will also have good ability in understanding text. In this research the correlation between grammar mastery and reading comprehension is a weak correlation because based on the criteria coefficient of correlation by Arikunto (2013) the value of coefficient correlation 0,378 were included in a weak category of correlation. This happened because there were possible factors in a worse performance in the grammar mastery test and reading comprehension test. For the grammar mastery test, might the students have low comprehension about sentence structure and have limited time in doing test. As for reading

comprehension, they might don't understand with the meaning of words, they have low motivation to read, etc. According Dongbo (2012) found that vocabulary knowledge related significantly to reading comprehension; grammatical knowledge showed a weak contribution to reading comprehension after controlling for the effect of vocabulary knowledge.

The result of this research was supported by some researchers. Based on the previous study by Choirunnisa (2017), mentions that there is low correlation between student's grammar mastery and their reading comprehension. Choirunnisa was conduct the same research but they collecting the data using documentation of students grammar score from the lecturer and reading comprehension test. In this research, the researcher collecting the data using grammar mastery and reading comprehension test. In reading comprehension Choirunnisa focused on recount text and in this research focused on descriptive text, but it has the same result.

CONCLUSION

After conducting the research and analyzing the data using Microsoft Excel Program. The result of analysis showed that there is a positive correlation between students grammar mastery and their reading comprehension at MAN 2 Jember in the 2020/2021 academic year although the correlation is weak.

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