

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR READING COMPREHENSION ABILITY DURING ONLINE CLASS

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Abstract: The aim of this research was to find out the relationship between grammar mastery, and reading comprehension ability. The sample consisted of 29 EFL students in the third semester of English Department at the University of Islam Malang and the instrument were scores of grammar mastery and reading comprehension ability. The collected data were analyzed by Pearson Product Moment Correlation by applying IBM SPSS 20.0. The research findings showed a significant positive correlation between grammar mastery and reading comprehension ability because the significance demonstrated on the table was $0.000 < 0.05$ level of significance. Then, the coefficient correlation obtained shown on the table was 0.631. It was indicated that grammar mastery was significantly correlated with reading comprehension ability. Therefore, it was concluded that the students' grammar mastery contributed significantly to their reading comprehension ability. Based on the finding, it can be suggested that students should involve grammar when reading to get the message conveyed by the author. Besides that, the role of the lecturer is also essential to motivate students so that they can improve their grammar background knowledge.

Key Words: *Correlation, Grammar Mastery, Reading Comprehension ability*

INTRODUCTION

These days, learning English is very important. English is taught in Indonesia from elementary school to university level. Setyaningrum (2017) stated that English has become one of the foreign languages studied at every level of education in Indonesia. Teaching English at all levels of education in Indonesia can prove that understanding English is essential nowadays.

Every level of educational institution implements the curriculum for study English. English Department Faculty Teacher Training and Education of UNISMA are using *Kurikulum berbasis kompetensi selaras KKNI* for their education system. In the English Education Department Faculty Teacher Training and Education of UNISMA the students taught many subjects. The students also have learned English skills (listening, speaking, reading, and writing) and English Components (grammar, vocabulary, and pronunciation). The students are given 12 credits for Grammar courses. In semester three, this course has entered the advanced level of a grammar of English. This course focused on grammar for TOEFL. Furthermore, for the Reading course, the students take 12 credits for four semesters. Students taught reading comprehension (theme of the text, main idea, and title, the purpose of the text, conclusion, and reference) and vocabulary in Reading for TOEFL.

Grammar is one of several important components for developing language skills. The grammar used by each language is different. We must mastery the grammar of a language that we want to study to understand the context of a language.

To comprehend the essence of language, students must first grasp the nature of grammar, specifically the internalized unconscious set of rules that are part of every language's grammar (Fromkin, Rodman & Hyams, 2003). It means that by mastering grammar, students will easy to learn the context of a language. So that can be concluded that mastery of grammar is the student's ability to comprehend the meaning of the word, and they understand its use in the context of the language in English. According to Morenberg (2009), if the students have good grammar mastery, they can manage words to become meaningful sentences. The students need to mastering grammar to have excellent skills to make a clear sentence because grammar makes it possible to pronounce and write correctly. Students who can master grammar will be able to communicate with someone in any case, and reading in any context may be simple to comprehend.

While reading, it can be difficult to interpret what the author is implying in the text. Duffy (2009), defined that reading comprehension as the essence of reading because if people do not understand the message, people not reading. A reader may understand what the author intended by using reading comprehension skills and then build his understanding from the text that has been read. Comprehension in English text is not only about how to read properly it includes pronunciation accuracy. However, comprehension itself is an activity to build an understanding of the meaning of a text which can then be translated through its own language. Reading comprehension is more than simply reading English texts, it's reading with the aim of gaining a comprehensive and accurate understanding of what you're reading.

According to Grabe and Stoller (2002), reading comprehension is an ability to understand or to gain the information from a text. If students read correctly, they can understand the context of the text and be able to draw conclusions about what they have read. Reading comprehension is important in helping students develop their reading skills for this purpose.

If students want to increase their language ability, they cannot separate their English Language skills and English Language components. Reading, listening, and speaking are the four skills of English. Besides that, language components include pronunciation, vocabulary, and grammar. Grammar has an important role on reading comprehension. Grammar determines how words are arranged to form meaningful units. Grammar is concerned with the structure of sentences as well as smaller elements like as clauses, phrases, and words (Huddleston & Pullum, 2005). That statement define that by mastering grammar may be easy to understand the word, phrase, clause, even the sentence due to grammar rules. According to Septiani (2018), it is said that vocabulary knowledge and grammatical skills significantly get the desired result in reading comprehension. By understanding grammar, the reader will easy to understand the structure of the text. That is why grammar must be implementation when the reader read.

METHOD

Researcher used quantitative in researching this research. This means that researchers obtain and analyze data from students' grammar mastery scores and reading comprehension ability scores to determine the relationship between grammar mastery and reading comprehension ability in the third semester of the English Department at the University of Islam Malang. This research is a correlation study. So that, the researcher correlated two variables, they are grammar mastery as the X variable and reading comprehension ability as the Y variable on students third semester of class A at University of Islam Malang and analyzed the data by used Pearson Product Moment to analyze the correlation between two variables. applying IBM SP SS 20.0.

The researcher held a lottery and chooses one class randomly. In the end, the class A on third of English Department at University of Islam Malang was chosen to be the samples of this research which consists of 29 students. In order to get the students' scores, the researcher used documentation analysis. The documentation used in this study was the students' final scores of grammar mastery and reading comprehension ability. The scores of grammar and reading comprehension were collected to analyze the correlation between those two variables. The grammar mastery and reading comprehension scores were obtained from the administration office after receiving a permission letter from the faculty to conduct research.

FINDING AND DISCUSSIONS

The instrument was collected through documentation of students' grammar score, and reading score. Thus, the researcher analyzed the data using SPSS 20.0 and it had a descriptive statistics as follow:

Table 4.1: Descriptive Statistics of Grammar Mastery and Reading Comprehension Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar Mastery	29	67	89	79.76	4.541
Reading Comprehension Ability	29	64	93	78.69	6.030
Valid N (listwise)	29				

Based on the table above, the mean score of grammar mastery was 79.76, with the standard deviation 4.541. It was indicated that the students got a minimum score of 67, and a maximum score of 89. It means that 5 students got the score under the mean and 24 students above the mean. While the mean score students reading comprehension ability was 78.69 with the standard deviation 6.030. It showed that the minimum score was 64, and the maximum score was 93. It means that 17 students got the score under the mean and 12 students above the mean.

The researcher computed the data using Person Product Moment Correlation IBM SPSS version 20. After computing the results of the data that was collected, the researcher began to analyze and the correlation result was discovered:

Table 4.2: Correlation between Grammar Mastery and Reading Comprehension

		Grammar Mastery	Reading Comprehension
Grammar Mastery	Pearson Correlation	1	.631**
	Sig. (2-tailed)		.000
	N	29	29
Reading Comprehension Ability	Pearson Correlation	.631**	1
	Sig. (2-tailed)	.000	
	N	29	29

The correlation between students' grammar mastery and their reading comprehension ability was represented by Pearson Correlation or the symbol r . Then, the level of significance was represented by symbol P of Sig. (2-tailed) and the number of samples was represented by N . In this research, and the researcher divided $N=29$, it means that the number of the sample was 29 students. The significance showed on the tables was 0.000. It means that students' grammar mastery and reading comprehension was significant because the significance was lower than 0.05. Then, the Pearson correlation showed on the tables was 0.631. Considering the high or low correlation between those two variables should be consulted to the interpretation level of correlation as follow:

Table 4.3: The Interpretation Level of Correlation

Product Moment (r)	Interpretation
08.00-1.00	Very High
0.60-0.80	High
0.40-0.60	Moderate
0.20-0.40	Low

0.00-0.20	Very Low
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(Mistar, 2013)

Since in this study the Pearson correlation had 0.631, the correlation between grammar mastery and reading comprehension ability was correlated at high level.

After the data were analyzed and computed to determine the hypothesis, the hypothesis needs to be tested to know whether it was accepted or rejected. The hypothesis of this study was “there is a positive significant correlation between students’ grammar mastery and their reading comprehension ability during online class of English education department students third semester of faculty of teacher training and education of Unisma”. According to the result, it can be said that the hypothesis is accepted because r_{observed} on the table was 0.631. It was indicated that the variables were correlated between two variables on interval 0.60-0.80. It was classified as a high correlation. In term of significance, the P-value of the variables were 0.000, it means that the variables were significantly correlated.

The study reveals that the students’ grammar mastery affects or at least has correlation with their reading comprehension. This statement supported by Septiani (2018), who said that vocabulary knowledge and grammatical skills play significantly in getting the desired result in reading comprehension. The result also in line with the theory by Jung (2009) which said that reading comprehension is still influenced by grammatical mastery, either directly or indirectly.

CONCLUSION AND SUGGESTIONS

Based on the results on the previous chapter, the students' grammar mastery affects their reading comprehension ability. The students who received better scores in grammar mastery also received better scores in reading comprehension ability. It means that grammar mastery is really important for students to understand the text easier. Good readers need to master in grammar to produce a readable and accurate text. Indeed, they have to more emphasis in improving grammar mastery because the result of this study showed that grammar mastery more given a high contribution to reading comprehension ability. So, the students need to more increase their grammar mastery to be better in reading comprehension ability.

Following the conclusion, some suggestions are made to improve the students' grammar mastery in order to improve their reading comprehension ability. The first suggestion is for lecturers, lecturer need to explain to students about the importance of including grammar when reading. Additionally reminds students that grammar has a significant impact on their ability to comprehend the meaning conveyed by the author. The second suggestion is for the future researcher. Since the researcher uses documentation as an instrument of this research, the researcher feels that the instrument is still weak. So that future researchers should develop this research by using other instruments in further research so that the results obtained are more complete and perfect. The final suggestion is for students, it is suggested that students practice more grammar exercises and evaluate grammar in reading texts to improve

their grammar skills. It is also expected that students analyze word order when reading in order to actually comprehend the meaning of a reading text.

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