

THE CORRELATION BETWEEN GRAMMAR MASTERY AND READING SKILL OF THE ELEVENTH GRADERS STUDENTS OF SMK KESEHATAN BHAKTI INDONESIA MEDIKA

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Abstract: This research aims to find out the correlation between grammar mastery and reading skill. The research problem in this research was stated as “Is there any correlation between grammar mastery and reading skill?” then this research has found that there is a significant correlation between the two variables. The population of this research was the the eleventh graders students of SMK Kesehatan Bhakti Indonesia Medika. The researcher used sample which consist of 30 students, with the analysis of Pearson product moment. The instrument of this research was adapted from book Deborah Phillips (2001) entitled Longman Preparation Course for the TOEFL Test: Preparation for the Computer and Paper Tests. The result of this research presented that there is a significant correlation between both of variables. Technique of analysis data in this research calculating coefficient using Pearson Product Moment in SPSS v22. The scores are known from 30 sample (N=30). The result showed the mean of grammar mastery is 83.03 and the mean of reading skill is 91.40. Based on the calculating correlation coefficient, this research has strong correlation because the correlation coefficient is .738. Analysis of data through calculating using Pearson Product Moment by SPSS v22, the data indicated that the sig (2-tailed) value .000 is lower than .05. Based on the result above, the researcher settled that there is a significant correlation between grammar mastery and reading skill of the eleventh graders students of SMK Kesehatan Bhakti Indonesia Medika. The conclusion of this research showed that grammar mastery and reading skill have a significant correlation. It means that if the students have high scores in grammar, they also have high scores in reading skill. On the contrary, if the students have low scores in grammar, they also have low scores in reading skill. So it is important for students to have grammar mastery to get good reading scores as well. The researcher provides some suggestions for the students to increase their practice and to learn grammar which is widely used in reading questions and for the future researchers to conduct similar research by adding a new variable that is vocabulary mastery and give the tests directly to the students.

Key Words: Correlation, Grammar Mastery, Reading Skill

INTRODUCTION

Grammar is one component of English that must be learned by students. Grammar is very important for English learners because it is one of the important aspects to master

communicative skills. Grammar is the sound, structure, and meaning system of language, according to Subasini and Kokilavani (2013).

Grammar exists in all languages, and each language has its own grammar. Grammar is necessary for a sentence to be meaningful and understandable to the reader. The word form and sequencing of words in a sentence are governed by grammar. In other words, in order to convey meaning, words are organized according to grammar rules. Knowing grammar can assist pupils in fully comprehending the meaning of the text. As a result, it is reasonable to conclude that the stronger a student's grammar mastery, the higher his or her reading skills.

Reading skill plays an important role in human life. Its role is realized to be very large because it opens new knowledge for individuals. The goal is to get information from what the author conveys through a text and use this information to enrich his experience and to improve his intellectual abilities.

The importance of reading skill is really realized by the government to make policies in the education system; reading as one of the four language skills that must be taught and applied to students in the classroom, especially high school students. Through reading activities, students are expected to be able to understand what they read properly and correctly. According to Cunningham in Clarke (1996), reading activities are related to word recognition and understanding. Word recognition is the process of recognizing and knowing written symbols while understanding is the process of generating or creating an understanding of words, sentences in interrelated texts.

Reading and grammar are two things that cannot be separated. Baldwin (1985) states, reading text is an interactive process of grammatical competence possessed by readers. In light of the foregoing, it is appropriate because reading comprehension is a naturally different skill to accomplish due to several critical aspects such as grammar, vocabulary, reading desire, and so on. This is in accordance with the opinion of Ur (1991) which states that grammar does not only affect "look right"; it also affects the meaning. When readers begin to read the text and to understand the text, they will use their vocabulary knowledge and structural knowledge to help them interpret the meaning of the text.

The previous study was conducted by Andini, et.al (2017), Universitas Riau, entitled "*The Correlation between Grammar Mastery and Reading Comprehension of The Second Grade Students of SMPN 12 Pekanbaru.*" Based on the research shows that there is

a significant and positive relationship between grammar mastery and reading comprehension of second grade students at SMPN 12 Pekanbaru which indicates a medium correlation. The sample used was 37 students using cluster random sampling technique. The instruments in this study were grammar test and reading skill test.

Another previous study was conducted by Mabruroh, Hepy. H. (2021). Muhammadiyah University of Jember, in the title "*The Correlation between Grammar Mastery and Reading Comprehension at Tenth Grade of Man 2 Jember the Academic Year 2020/2021.*" The population were 60 students at tenth grade of MAN 2 Jember in 2020/2021 academic year and the instruments were the form of grammar mastery test and reading comprehension test. The results of this research was there is a significant correlation between grammar mastery and reading comprehension which indicates in category low.

From the examples provided, the researcher argues that students with high grammar mastery are expected to have higher reading skills than those with lower levels of grammar comprehension. Thus, students who have a high level of grammar mastery will have a higher reading skill score than those who have a lower level of grammar mastery. Based on the reasons above, the researcher is excited to find out whether there will be a positive correlation between their mastery of grammar and their reading skills as students. In terms of subject accessibility, researchers tend to choose eleventh graders at SMK Kesehatan Bhakti Indonesia Medika. Therefore, the researcher aims to further explore and choose the topic to be raised as " The Correlation between Grammar Mastery and Reading Skills of The Eleventh Graders Students of SMK Kesehatan Bhakti Indonesia Medika".

METHOD

This study is quantitative research, the researcher used a correlation research design. The research was designed to know the degree of correlation between grammar mastery and reading skills in the the eleventh graders of SMK Kesehatan Bhakti Indonesia Medika or not. The researcher compared two variables in this study: grammar mastery as an independent variable and reading skill as a dependent variable for the the eleventh graders of SMK Kesehatan Bhakti Indonesia Medika. To find out the degree of correlation, the researcher used Person Product Moment (Mistar, 2013:20)

The population of this research is the the eleventh graders of SMK Kesehatan Bhakti Indonesia Medika. Which there were two classes with each class containing 15

students. So the total population in this study amounted to 30 students. From these two classes a total is 30 students, were taken as samples from this study to produce quality research.

To collect the data, the researcher used a test for grammar mastery and reading skills. In this study, the researcher adopted the question from a book entitled Longman Preparation Course for the TOEFL Test: Preparation for the Computer and Paper Tests by Deborah Philips (2001). The test contains 30 questions for grammar mastery and 30 questions for reading skills. All questions are multiple-choice, so the students must choose one of the answer options provided.

The researcher gave the students grammar and reading tests. Before doing the test, the researcher explained the way to answer the test to avoid misunderstanding. The researcher gave 60 minutes to read the text and then answer the test. Next, the researcher analyzed the score from the grammar mastery test and reading skill test to determine the correlation between student grammar mastery and reading skills.

To find out the correlation between students' grammar mastery and their reading skills, the researcher used a correlation formula by Pearson Product Moment Correlation Formula Test. The researcher used IBM SPSS 22 to make easy in calculating correlation. Based on Mistar (2013) in his book "Statistic for ELT Studies" to interpret the result of SPSS as follows.

Table 1 The correlation between two variables of the following categories

Size	Explanation
Very High (very strong)	$(0.80 < r)$
High (Strong)	$(0.60 < r \leq 0.80)$
Moderate	$(0.40 < r \leq 0.60)$
Low (Weak)	$(0.20 < r \leq 0.40)$
Very Low (Very Weak)	$(r \leq 0.20)$

FINDINGS AND DISCUSSIONS

In the results of the statistical computation, the researcher collected the data from 30 participants, the the eleventh graders students of SMK Kesehatan Bhakti Indonesia Medika. The researcher presented the data through IBM SPSS 22.

The grammar mastery test and the reading skill test that the researcher used was adapted from a book entitled Longman Preparation Course for the TOEFL Test by Deborah Philips (2001). The researcher conducted the grammar test to know students' grammar performance and the reading test to know students' reading skill performance.

The sample of the research were 30 students with the minimum score of grammar mastery was 67 and the maximum score was 97. Besides, the mean of grammar mastery score was 83.03 and the standard deviation was 6.985. The lowest score of reading skill was 73, while the higher score was 100. From the data known that the mean of the score was 91.40 and the standard deviation was 5.512. The researcher used IBM SPSS v22 to calculate the data of two variables. The calculating data was indicated to know the relationship between grammar mastery and reading skill. The result of the calculation would be presented as follow.

Table 2 The Correlation between Grammar Mastery and Reading Skill

Correlations			
		Grammar	Reading
Grammar	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N	30	30
Reading	Pearson Correlation	.738**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above showed that the result of Pearson Correlation (r) was .738 at the significant level of .000. From those results, it means the r value of both coefficient variables was high (strong) seen from the table 3.1 in the previous chapter. It means all of participants who get high grammar test scores, these participants also get high reading test scores, and who get low grammar test scores, these participants also get low reading test scores. It was discovered by 30 students. The level of significant correlation between grammar mastery and reading skill is .000, which means the p-value is lower than .05. In term of testing hypothesis, the researcher' hypothesis was accepted in other word there was significant correlation between grammar mastery and reading skill.

In addition, the current research has the similarities with the previous studies conducted by Andini, et.al (2017) and Mabruroh (2021) which the results showed that there is significant correlation between grammar mastery and reading skill. However this research is also different in the level of significant as conducted by Andini, et.al (2017) which indicated a medium correlation between variables, and conducted by Mabruroh (2021) which indicated a low correlation, while this current research indicates a high correlation. Those studies mostly imply that there is correlation of grammar mastery and reading skill.

Seen at the data above, the statistical computation results showed that the relationship between grammar mastery and reading skills is significant, so it is important

for students to master grammar to get good reading scores as well. It is supported by Baldwin (1985) states that reading a text is an interactive process of the reader's grammatical competence. It is also to say that grammar makes a high contribution to students' reading comprehension as well. Regarding to the explanation above, it is reasonable because reading comprehension is naturally different skill to achieve, due to several important factors, one of which is grammar mastery.

According to Brown (2001:362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in sentence. Grammatical mistakes can lead to misunderstanding what one is saying or writing. Grammar is important for students to understand the meaning of the text that they read and to make meaning clear to readers. Without grammar, words combined with other words may not have meaning. In addition, according to Krashen (2004), he explained that one of the motivations for reading and increasing reading fluency is along with knowledge of grammar. As Shanahan (2013) states that students' reading skill is not only influenced by vocabulary background, but also grammatical complexity. This is in accordance with the opinion of Ur (1991) which states that grammar does not only affect "look right"; it also affects the meaning. Thus, if students have good mastery of grammar, they can understand a text correctly.

CONCLUSIONS AND SUGGESTIONS

This study investigates the correlation between grammar mastery and reading skill of the eleventh graders students of SMK Kesehatan Bhakti Indonesia Medika. According to the results above, grammar mastery and reading skill have a significant correlation. It can be seen to the data above, that the correlation coefficient is .738 and the significant value is .000. There is a significant correlation between grammar mastery and reading skill, and the level is high (strong) level of correlation. Then, it can be concluded that if the students have high scores in grammar, they also have high scores in reading skill. On the contrary, if the students have low scores in grammar, they also have low scores in reading skill.

Based on the finding and discussion of this correlation research, the researcher gives some suggestion for the readers, for the students and for the future researchers.

The suggestion for the students are advised to increase their practice and learn grammar which is widely used in reading questions. One of the efforts to have good reading skills is also have good grammar mastery as well.

The researcher suggests that the next researcher conducts similar research by adding a new variable that is vocabulary mastery, seeing that vocabulary also has an important role in grammar mastery and reading skill and the next researcher gives the tests directly to the students.

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Malang, August 30, 2022
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