

**THE CORRELATION BETWEEN GRAMMAR MASTERY AND
READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH
GRADERS AT SMP NEGERI 13 PALEMBANG**

A Thesis by

Eka Septiani

Students Number: 06011381320019

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Approved by,

Advisor 1,



Prof. Chuzaimah D. Diem, MLS, ED.D

NIP. 194803171976022001

Advisor 2,



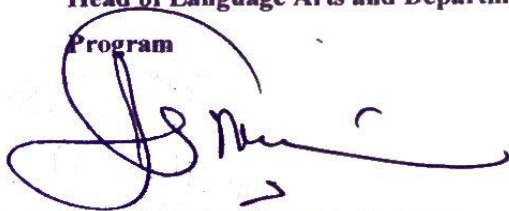
Drs. M. Yunus M.Ed

NIP. 195401271986031001

Certified by,

Head of Language Arts and Department

Program



Dr. Didi Suhendi, S.Pd., M.Hum

NIP. 196910221994031001

Head of English Education Study



Hariswan Putra Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

DECLARATION

I, the undersigned,

Name : Eka Septiani
Student's Number : 06011381320019
Study Program : English Education

Certify that data thesis entitled “The Correlation between Grammar Mastery and Reading Comprehension Achievement of The Eighth Graders of SMP Negeri 13 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, April 24th, 2018

The Undersigned,



Eka Septiani

06011381320019

20 September 1995

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Eka Septiani

Student Number: 06011381320019

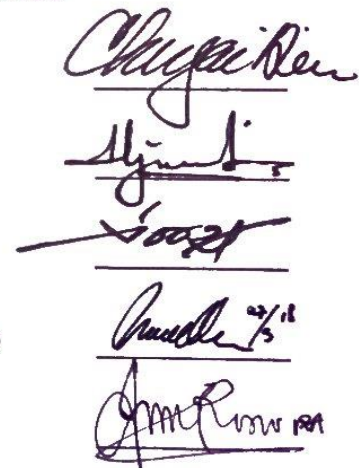
**This thesis was defended by the writer in final program examination and was approved
by the final examination committee on:**

Day : Saturday

Date : March 24th, 2018

EXAMINATION COMMITTEE APPROVAL:

- 1. Chairperson : Prof. Chuzaimah D. Diem, MLS., Ed.D**
- 2. Secretary : Drs. M. Yunus M.Ed**
- 3. Member : Drs. Soni Mirizon, M.A. Ed.D**
- 4. Member : Machdalena Vianty, M.Ed., M.Pd., Ed.D**
- 5. Member : Ida Rosmalina, S.Pd., M.Pd**



Palembang, March 2018

Certified by,

Head of English Education Study Program



Hariswan Putera Jaya S.P.d.,M.Pd

NIP.197408022002121001

DEDICATION AND MOTTO

Dedication:

This Thesis is dedicated to:

- 1. My beloved parents, my father (Sumardi, S.Pd), my mother (Titi Koryati, S.Pd) and my sister Hanin Wafiyah. Thanks a lot for your support, love, pray, and motivation during my study. I'm very grateful to have you in my life.**
- 2. Thank you so much Bayu Rudiansyah, S.T., for your support, motivations and all the things you have given to me.**

Moto:

Surely there is ease after hardship. (Qs.94:6)

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Palembang, March , 2018

The Writer,

Eka Septiani

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**The Correlation between Grammar Mastery and Reading Comprehension
Achievement of The Eighth Graders of SMP Negeri 13 Palembang**

ABSTRACT

The objectives of the study were to find out whether or not: (1) there was a significant correlation between grammar mastery and reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang; (2) there was a significant contribution between grammar mastery and reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang. Correlational research design was used in this study. The writer applied total sampling and 120 eighth graders of SMP Negeri 13 Palembang were chosen as the sample. The instruments of the study were grammar and reading comprehension tests. Pearson product moment correlation coefficient and linear regression were used in analyzing the data by using SPSS 22. It was found that there was a strong positive correlation between grammar mastery and reading comprehension in which r -obtained 0.739 was higher than r -table 0.1793. Furthermore, the regression analysis showed that there was significant contribution of grammar mastery toward reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang and the contribution was 54.7%.

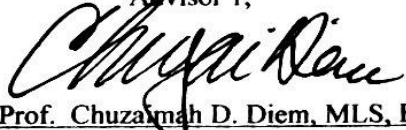
Keywords: grammar mastery, reading comprehension, eighth graders.

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Eka Septiani
Student's Number : 06011381320019

Approved by,

Advisor 1,


Prof. Chuzalmah D. Diem, MLS, ED.D

NIP. 194803171976022001

Advisor 2,


Drs. M. Yunus, M.Ed.

NIP.195401271986031001

Certified by,
Head of English Education Study Program


Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

CHAPTER I

INTRODUCTION

This chapter presents (1) the background, (2) the problems of study, (3) the objective of study and (4) the significant of the study

1.1 Background

Grammar is part of a study of the form or structure and system of rules to organize the composition by the general agreement, and how the relationships with the words include the level of analysis at the level of the sentence. So it is possible for a person to learn another language beside his or her own language since grammar provides the rules that can be learned (Brown, 2001; Thornbury, 2002).

Based on the Minister of Education and Culture Regulation No. 68 of 2013 on the basic framework and structure of the junior secondary school curriculum about the implementation of Curriculum 2013, English is one of the subjects that have to be undertaken by the students. As one of the aspect of language, in this case of English, grammar is one of the essential language elements taught to support the mastery of four skills namely listening, reading, speaking and writing. It means that in order to have a good English achievement, the students must have a good grammar mastery. Automatically, the students have to master grammar in order to have a good achievement in reading as well since it is one of the skills in English.

Furthermore, Thornbury (1999) states, “Grammar is the fundamental discourse machine generator in every language in general” (p. 15). So, grammar is a part of the general study of language called linguistic. In addition, Savignon (1997) says, “Person demonstrates grammatical competence not by stating the rules, but by using rules” (p. 9). So grammar mastery can be defined as the understanding of sentence structure, sentence element, and the knowledge of application of words in a sentence to make the correct and meaningful sentences.

Related to reading, Nunan (2003) states, “Reading is a process of understanding, which readers try to unify the background knowledge of their own by combining the information that they are looking for from a reading text to develop meaning” (p. 68). So, it is easy for students to obtain overall meaning of a text. Reading is very useful for students because the more they read, the better they get at it. Reading is a great source of learning language (Pollard, 2008, p. 45). As one of the important language skills, reading should be taught intensively by the English teacher. Furthermore, reading is a form of understanding a written text and translating the symbols or writing system into students own words (Cline, Johnstone, & King, 2006). The understanding can be seen through the purpose of reading, the context, the nature of the text and the reader strategies and knowledge that students have. The ideas was given to read this context relate to the symbol and the purpose of reading text.

Comprehension is the end result of the process of reading (Paris & Hamilton, 2009; Pearson, 2010). So in this case students must have good comprehension, in order to have good reading skill. Grabe and Stoller (2002) define that reading comprehension as a process of understanding the main purpose for reading, underlying and supports the other as for the purpose of reading is more complex than the usual interpreted. Thus, the reader will get the meaning and understand a whole text more easily. Meanwhile it relates to the aim of reading, specific information. Reading helps the reader get what they want to know. In addition, reading could be categorized as the preferred skills to support the successfull in all aspects of education, referred to as the skills that most support as people interpret it in terms of language skills in general (Brown, 2000, p. 185).

The lack of Reading mastery of Indonesian students can be seen from the result of Programme for International Students Assessment (PISA) (OECD, 2015). The OECD mean score for reading is 493, while the mean score of Indonesia is only 397. Indonesia ranked in eight positions from the bottom or ranked 62 positions out of which 70 countries participate. This means Indonesia country shares the low achievers above the OECD avarage. Furthermore, as stated by Progress in International Reading Literacy study (PIRLS, 2011) it is indicated

that the average scale score in Indonesia only 428, while the counterpoint of the PIRLS scale is 500. It means that Indonesian students have a low reading average (PIRLS, 2011). Meanwhile, based on data survey of English Proficiency Index, rank of Indonesia is on the 32nd place out of 72 countries (EPI, 2016). Yet in 2017, Indonesia rank of English Proficiency Index are 39th of 80 countries (EPI, 2017). It means that English Proficiency Index of Indonesia decrease and become worse. The previous facts indicate that Indonesia has moderate English proficiency. Therefore, mastering reading as one of the important aspect language is needed by the students to overcome their problem in learning English.

Furthermore, in Indonesia students at second year of Diniyyah Puteri Padang Ujung, had difficulty in understanding various text book (Fitrawati, 2013). It was caused by several factors such as lack of vocabulary, lack of ability of recognition of grammar and teacher method of teaching reading. Seeing the fact about students' achievement above, those problems should be improved considering the importance of reading itself for students.

Based on Curriculum 2013, junior high school students in Indonesia should master 5 kinds of text, narrative, descriptive, recount, report and procedure. The second year students of junior high school must learn descriptive text. According to Zumarkhin (2005) descriptive text is used to describe something, such as people, things, and animals (p. 5). Descriptive text is very important for us when the students want to describe about something. The purpose of the descriptive text is to describe objects or people where the authors are interested to do it (Johnstone & Morrow, 1981). Furthermore, according to Kane (2000), descriptive text is the description and identification of the structure text such as person and thing (p. 352).

Among other important skills, having good grammar mastery can help students to understand reading more successfully. Students need to have a good grammar foundation to comprehend the reading text effectively in English (McKay, 1987). Baldwin (1995) also states, "Reading text is an interactive

process of the grammar competence owned by the reader. It is also to say that grammar gives high contribution to students reading comprehension as well”.

Furthermore, one of the factors influencing reading is grammar. According to Multer, Hulme and Snowling (2004) in their research, there are several important rules that affect reading comprehension such as phoneme and letter knowledge to evolve the skills for introduction the early word. They also find that vocabulary knowledge and grammatical skills play significantly in getting the desired result in reading comprehension.

Darmono (2013, p. 26) states that grammar has important rules for the students in learning English, so it also has a big influence in reading comprehension ability. People who want to get a text message have to know about how the text is formed or they will not able to have a complete understanding about what the writer mean. If people do not master grammar well, they will have difficulty mastering reading comprehension too.

Karyadi (2016, p. 49) also states that studying grammar is very essential for the students who want to deepen their English knowledge or ability. The students also will be more capable of making sentences structurally and to analyze the sentences accurately and correctly. 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’ reading comprehension achievement.

Meanwhile, according to Lyster (2011, p. 93, as cited in Hansen, 2016) awareness about the principle of building words and knowledge about how words are built can affect reading and espouse reading development. Additionally, working with morphological elements in a language will promote reading comprehension. Without sufficient word knowledge, construction, grammar, semantics, and different morphemes; an understanding of good reading and an increased vocabulary may be far from expectations, but by understanding knowledge on those elements will help person to improve his reading comprehension.

Some researchers have found the correlation between grammar mastery and reading comprehension achievement. First, Negara (2016) who conducted a study about correlation between grammar mastery and reading comprehension of the students in STIE Indonesia Pontianak found that there was a very high correlation between students of grammar mastery and reading comprehension.

Second, the correlation study entitled “The correlation between students’ vocabulary and grammar mastery and reading comprehension” by Permatasari, Sutarsyah and Sukirlan (2015) found that there was a corelation between students’ vocabulary and grammar mastery and their achievement in reading comprehension. The sample was the second grade students of SMAN 1 Tumijajar. Thus the higher students master vocabulary and grammar, the higher students get reading comprehension achievement.

Third, Karyadi (2016) who conducted the study about the correlation between students’ grammar mastery and reading comprehension found that there was a correlation between students of grammar mastery and reading comprehension Achievement. The sample was the eleventh grade students of SMK Smart Bekasi. Therefore, it can be concluded that the students who have good mastery in grammar will also have a good comprehension in reading.

However, in fact the students still found many problems with grammar and reading comprehension. The writer of this study has done a mini research to find out the problems faced by the teacher and students in terms of reading and grammar at SMP Negeri 13 Palembang. Through personal interview, it was found that according to the teacher, most students had difficulties in mastering the vocabulary and grammar in reading subject. Specifically for descriptive text, the students were confused by the concept of grammar: (1) the use of the verb; (2) the formula of positive, negative, and interrogative sentences; (3) the use of to be (am, is, are); (4) the use of subject (singular/plural, e.g. person><people, student><students, etc.).

In addition, The interviews were also done to some randomly chosen eighth grade students. There were only twenty students chosen from 8.1 to 8.10. The result of the interview shows that the problem that face by the students are: (1) lacked of vocabulary; (2) got difficulty to understand the idea of the text; and (3) constructed a good sentences.

Based on the explanation above, the researcher conducted a research entitled **“The Correlation between Grammar Mastery and Reading Comprehension Achievement of Eighth Graders of SMP Negeri 13 Palembang”**. In this study, the writer found out whether or not there was a significant correlation between grammar mastery and reading comprehension of descriptive text of the eighth graders students of SMP Negeri 13 Palembang.

1.2 The Problems of The Study

Based on the background above, the problems of the study are formulated in the following questions:

1. Was there any significant correlation between grammar mastery and reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang ?
2. If there was, how much did grammar mastery contribute to the reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang?

1.3 The Objectives of The Study

Based on the problems above, the objective of the study were:

1. To find out whether or not there was a significant correlation between grammar mastery and reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang.

2. To find out how much grammar mastery contributed to the reading comprehension achievement of the eighth graders of SMP Negeri 13 Palembang.

1.4 The Significance of the Study

This study had some purposes. For teacher and students, the result of this study would give information to the teacher on how important grammar mastery toward reading comprehension. Therefore, this study would help teachers of English to more focus on his or her grammar teaching style in order to improve students' reading comprehension. The students are also hoped to realize their responsibility in learning grammar related to their reading comprehension achievement. In addition, hopefully this study can promote teachers and future researchers to find several methods that can be used to overcome student's grammar mastery problem toward reading comprehension achievement. They should use good methods and media of teaching in order to improve students' grammar mastery and reading comprehension especially that fit to eight graders of junior high school.

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