

**THE RELATIONSHIP BETWEEN STUDENTS' GRAMMAR
ABILITY AND READING COMPREHENSION
ACHIEVEMENT ON THE GRADE VII OF AL MUSLIM
SCHOOL**

A Paper

Submitted to the school of Foreign Language JIA as a Partial Fulfillment of
Requirement for the Degree of Undergraduate Program of English Department



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**ENGLISH DEPARTMENT
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BEKASI
2016**

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**HUBUNGAN ANTARA KEMAMPUAN TATA BAHASA SISWA DAN
PENCAPAIAN PEMAHAMAN MEMBACA
PADA KELAS VII DARI SEKOLAH AL MUSLIM**

ENDAH SAYEKTI

ABSTRAK

Tujuan penelitian ini untuk menemukan apakah ada hubungan antara penguasaan tata bahasa dan pemahaman membaca siswa. Data yang terkumpul dianalisis dengan menggunakan rumus “korelasi product moment pearson”. Populasi dari penelitian ini adalah siswa dan siswi kelas VII di SMP Al-Muslim Kp Utan Cibitung Bekasi. Peneliti menggunakan sampel penelitian sebanyak 40 siswa yang diambil secara acak dari jumlah populasi sebanyak 170 siswa. Instrumen yang digunakan adalah test tata bahasa dan pemahaman dalam membaca. Hasil penelitian menunjukkan bahwa nilai r dari penguasaan tata bahasa dan pemahaman membaca adalah 0,688. Dapat disimpulkan bahwa ada hubungan yang signifikan antara penguasaan tata Bahasa dengan pemahaman membaca siswa. Semakin tinggi penguasaan tata bahasa, maka semakin tinggi pemahaman membaca siswa.

Kata kunci: hubungan, tatabahasa, pemahaman membaca

**THE RELATIONSHIP BETWEEN STUDENTS' GRAMMAR ABILITY
AND READING COMPREHENSION ACHIEVEMENT ON THE GRADE
VII OF AL MUSLIM SCHOOL**

ENDAH SAYEKTI

ABSTRACK

The purpose of this research is to find out whether there is a relationship between grammar ability and reading comprehension of students. Data were analyzed by using the "Pearson Product Moment Correlation". Population of this research is the students of grade VII in Al-Muslim School Kp.Utan Cibitung Bekasi. There are 170 students, 40 students were taken as sample randomly. Instruments used were grammar and reading comprehension test. The result of this research shows that the value of grammar ability and reading comprehension is 0,688. It can be concluded that there is a significant correlation between students' grammar ability with reading comprehension. The higher ability of grammar, the higher the students' understanding in reading.

Key words: relationship, grammar ability, reading comprehension

INTELLECTUAL PROPERTY STATEMENT FORM

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MOTTO AND DEDICATION

SIMPLE IN ATTITUDE BUT RICH IN CREATIONS

My Daddy and My Mom Thank You Very Much, Without You I am Nothing ...

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Alhamdulillah, the writer would like to give her special gratitude to Allah Subhanahuwata'ala for all blessing and mercy for this precious life, so that she has completing the paper by the title "*The correlation between students' grammar ability and reading comprehension achievement in Al-Muslim School grade VII*", without any serious problem. *Subhanallah*, his also has arranged an wonderful and challenging of life for the writer to attain the higher self. The writer finished this paper as a partial fulfilment of requirements for Degree Undergraduate in English Department. Various problems, both in body or soul, always easy come and easy go. Five months-research is not a short time to pass.

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The last but not least, she realizes that this paper is still far for being perfect. However, she hopes this study will provide some contribution and help for everyone who reads it.

Bekasi, July 2016

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CHAPTER I

INTRODUCTION

A. The Background of the Research

English has become the international language. According to Parida (2007:2), “English can be said as the world language because it can link people across countries.” So, people from other countries have an enthusiasm to be a master of English. To master English people must learn about grammar first. They should know more about vocabulary, how they put it into a sentence and use it to express their thought and feeling.

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, should know four skills. They are listening, speaking, reading, and writing. Besides, they has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.

Students of school can learn about reading comprehension achievement and certainly with grammar too. Whereas not all students can learn of grammar. Certainly, reading comprehension achievement is the subject which have correlation with grammar. If the people’s have good of reading, that not certain good grammar too, that they have. Moreover, if the students have good grammar, it does not mean have a good reading comprehension.

Based on Alderson (2000) in Hossein Karami book (2008:2), “Reading through which we can access worlds of idea and feelings, as well as the knowledge of ages and vision of the future, is at once the most extensively researched and the most enigmatic of the so-called language skill.” Simple sentences are easier to understand but compound and complex sentences need strategies to understand the author’s message. The study of grammar and usage has been great help. The use of dictionary is important to understand the meaning of difficulties words. A very long sentence can be broken up into smaller parts.

Reading comprehension is knowing where to look to discover main ideas and supporting details. Reading comprehension must regarded as language-related process; reading and the teaching of reading comprehension must rigorously be studied in relation of language. Reading is not only thinking, it is also evaluating the material read and defining the author’s purpose in writing and your purpose in reading comprehension.

The highest level of reading demands that the reader not only understand and retain the information in the printed pages, but also acquire this quickly and efficiently but that they contribute something on the part, from they find general knowledge to the words and thoughts of the author.

Reading comprehension is seen as an essentially active activity since one of the objectives of reading teaching-learning process for the seventh grade of Junior High School ask the students to be able to construct and comprehend meaning of the text. Basically, it is the same as comprehension of reading

text. All students are expected to be able to understand the main idea of the text, factual information, stated and unstated information in the text as well as the vocabulary in the text. Then, according to Eskey (1986:57), “Reading is very important for teacher to establish reading skills for their students.” The teaching of reading comprehension achievement in Al Muslim grade VII is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives.

Reading comprehension achievement is then a purposeful activity, because reading is knowing what to do with a printed page. Reading, thus is a combined physical and mental activity. The picture of this printed figures of a page are formed by the reader’s eye and reflected to the brain, but is the brain that gives those picture meaning. It is however true that a brain without having clear pictures cannot supply the reader with meaning and yet pictures without the meaning, provided by the brain, have hardly and significant. Here, reading means getting meaning from certain combinations of letters, words, phrases, sentences, paragraphs, chapters and even whole books perceived by the eye.

Thus, reading comprehension is one of the most important skill in language learning. By reading, information and ideas, can be conveyed and maintain social relationship by communicating with others. In addition, a large percentage of the world’s language learners study English in order to be able to communicate fluently, especially in correlation between grammar

ability and reading comprehension achievement in Al Muslim School of grade seventh.

Nowadays, English is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (SLTP), like in the Al Muslim School grade VII as a compulsory subject. The process continues to senior high school (SLTA). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English grammar.

In learning English people cannot only master one skill. They have to master all of them. The reading skills, however, are viewed as a tool of communication in the written language through the form of magazines, newspapers, textbooks and others. So it can be concluded that the reading comprehension skill is very important for people who mostly learn English through written texts. As Ward (1974:12) says that "Reading is one of the fruitful skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their studies."

Another important factor is the knowledge of grammar. The knowledge of grammar is important in mastering a language because grammar intersects and overlaps with the four language skills. The lack of knowledge of grammar will result in the grammatically incorrect sentences which can lead

to mis understanding of what one is saying or writing. Further, knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty. It is also to say that grammar gives 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, because of some crucial factors such as grammar, vocabulary, reading interest, etc.

Then, all languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language-that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

Grammar is a way of organizing what we know about language, so that we can talk about and manipulate this knowledge. Much of our adult knowledge of grammar is intuitive and unconscious, acquired as we learned language as children. By trial and error and by imitation of the adult around us, we learned grammatical structures and how to organize speech to communicate our needs, to ask questions, and to name the world. In addition, a conscious aspect to grammar, a reservoir of linguistic understanding that we can access when we speak and write. Nunan, David (2005:3) in his book

described “Grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences.”

Our grammatical ability is extraordinary. It is probably the most creative ability we have. There is not limit to what we can say or write, yet all of this potential is controlled by a finite number of the rules. After studying grammar, we should be more alert to the strength, flexibility, and variety of our language, and thus be in a better position to use of it. Whether our own usage in fact improves, as a result, is less predictable. Our awareness into better practice-by reading, speaking and writing more effectively-requires an additional set of skills.

However, while students may be effective reading of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of reading comprehension achievement of English language to written language, teachers can demystify abstract grammatical terminology so that students can write-and read-with greater competence and confidence.

Then there is a score of middle test, this score also influence to the final score in document. The absence of the student, this is also has influence to final score in document. These facts able to become the weakness of this study that using document as the instrument. Because the document is not the only score of grammar ability and reading comprehension achievement itself,

but also contain of some facts that influence to final score of document in the end of semester. So that, in this thesis the researcher plans to know about the correlation between grammar achievement to the reading comprehension achievement, especially to the second semester students of Al Muslim School Kp Utan, Cibitung-Bekasi grade VII.

The document of semester test that the researcher used in this study contain of some final score of the student. Not only Grammar and reading semester test, but also the student score in activeness during the learning and teaching process. While the student more active in the classroom the more fine score the student will get. In contrast even the student has good score in grammar and reading comprehension achievement test, but the student little bit silent in the classroom the student will get low score in score of activeness.

In achieving the goals of National Education and improving the quality of education, certainly the teaching and learning process is quite determine which involve teachers and students. A teacher is the proffesional personality who has the main duty, namely educating, leading by hand, guiding, training and evaluating the students. While the students are the subject of study who have the unic and potensial characteristics which determine the successful of education. The student's capability in responding and implement the materials learning as well as utilize it, has the big effect in the successful of study.

Based on the description above, the writer is interested in doing research on The Relationship Between Students' Grammar Ability and Reading Comprehension Achievement on the Grade VII of Al Muslim School Kp Utan, Cibitung Bekasi West Java.

B. The Scope of Problem

In this research the analysis just focused on how to see the relationship between students' grammar ability and reading comprehension achievement on the grade VII of Al muslim School Cibitung.

C. The Statement of the Research

Related to the background, the problem to be stated: "Are there any relationship between students Grammar ability and Reading comprehension achievement on the grade VII of Al Muslim School ?"

D. The Hypothesis of The Research

Ho: There is no relationship between students' Grammar ability and Reading comprehension achievement on the grade VII of Al Muslim School.

Ha: There is any correlation between students' Grammar ability and Reading comprehension achievement on the grade VII of Al Muslim School.

E. The Objective of The Research

The objective of this research is to find out whether there is a significant relationship between grammar ability and reading comprehension achievement on the grade VII of Al Muslim School.

F. The Significant of the Research

1. For writer

In this study a lot of knowledge that can be taken. Especially for writers, ability in the English language would be better. Likewise for the other person will get additional knowledge in the English language that can be used in everyday life.

2. For the Students

Many advantages from analysis of grammar ability and reading comprehension achievement for the students which help them to be able to make the sentences grammatically correct both in reading and in writing and also realize that this is important to handle their lesson.

G. The Systematic of Writing

The systematic of the writing means to make the writer easier in taking the understanding of this paper and to make the paper in well edited composition, there are

Chapter I: In this chapter explains about background of the research, the purpose of the paper, the limitation of the problem, hypothesis, and the systematic of writing. It can be useful to add insight views and science.

Chapter II: Theoretical description, This chapter explains about what the meaning grammar, type of grammar, descriptive of grammar, meaning, variations skills of reading.

Chapter III: Methodology of the research, This chapter explains about what method that the research use to write her paper.

Chapter IV: Research finding, this chapter explains about grammar ability and Reading comprehension achievement.

Chapter V: Conclusion and Suggestions, This chapter explains about the conclusion grammar ability and Reading comprehension achievement.

CHAPTER II

THEORETICAL DESCRIPTION

A. Reading Comprehension

Reading comprehension by H. Douglas Brown in his book (2000:306), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhance the top-down processes. Following are ten such strategies, each of which can be practically applied to your classroom techniques.

An approach to comprehension in reading by Brown (2000:298):

1. Bottom-up and to-down processing

According Nuttal (1996:16-17) in Brown book, compares bottom-up processes with the image of a scientist with a magnifying glass or microscope examining all the minute details of some phenomenon, while top-down processing is like taking an eagle's-eye view of a landscape below.

2. Schema theory and background knowledge

According Mark Clarke and Sandra Silberstein (1977:136-137) in Brown book (2000:300), research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, the readers understand what they read because they are able to take stimulus beyond its graphic representation

and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge of the world.

3. The role of affect and culture

According Barmford and Day (1998) in Brown book (2000:301), the autonomy gained through the learning of reading strategies has been shown to be a powerful motivator, not to mention the affective power of reading it self. Similary, culture plays an active role in motivating and rewarding people for literacy.

4. The power of extensive reading

According John Green and Rebecca (1995) in Brown book (2000:302), reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency. The research focused to spesific strategies for intensive reading component in conjunction with other focused reading instuction is highly warranted.

5. Adult literacy training

According Bell and Burnaby (1984), Haverson and Haynes (1982) in Brown book (2000:302), teaching literacy is a specialized field of research and practice that derives insight from a number of pshycholinguistic and pedagogical domains of inquiry. In order to

become familiar with basic principles and practices at this level, you might carefully consult some of the excellent material available.

The teaching and researching reading by William Grabe and Fredricka L Stoller (2002:3), there are six important reasons why this simple definition is inadequate:

- a. It does not convey the idea that there are number of ways to engage in reading. A reader has several possible purposes for reading, and each purpose emphasises a somewhat different combination of skills and strategies.
- b. It does not emphasise the many criteria that define the nature of fluent reading abilities; it does not reveal many skills, processes and knowledge bases that act in combination, and often in parallel, to create the overall reading comprehension abilities that we commonly think of as reading.
- c. It does not explain how reading is carried out as cognitive process that operate under intense time constraints; yet, these very rapid time processing constraints are essential to understanding how reading comprehension works for the fluent reader.
- d. It does not highlight how the ability to draw and then interpreted meaning from a text varies with the second language, proficiency of the reader.

It does not dress the social context in which reading takes place nor the reasons why texts will be interpreted and use in differing ways.

By Judi Moreillon in his book (2007:10), Reading comprehension strategies are tools that proficient reader use to solve the comprehension problems they encounter in text. Reading is an active process that requires a great deal of practice and skill. In order to be readers, learners must take their ability to pronounce words and to “read” pictures and then make the words and images *mean* something.

Zimmermann and Hutchins (2003) in Judi M book (2007:11) identify seven reading comprehension strategies:

1. Activating or building background knowledge
2. Using sensory images
3. Questioning
4. Making predictions and inferences
5. Determining main ideas
6. Using fix-up options
7. Synthesizing

Each of the following defines one of these reading comprehension strategies, discusses considerations for teaching it, offers children’s literature resources, and presents three sample “how to” strategy lessons that help teach students *how to* use the strategies to make meaning. Although the lessons can be taught by individual educators, the sample lessons are designed to maximize educators’ opportunities for coteaching and lowering the student-to-teacher ratio during instruction. By coteaching reading comprehension strategies alongside classroom teachers, teachers-librarians can gather evidence that their instruction makes a difference in students learning.

Understanding the importance of background knowledge to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.

Connection types by Keene and Zimmermann (1997) in Judi M book (2007:21), suggest that readers make three types of connection:

1. Text-to-self

Text-to-self connections require that educators know the children in their care and be familiar with students' home life and local communities. When modeling text-to-self connections, educators can use think-aloud questioning to share their thinking process. Posing and answering questions can be an effective vehicle for making comprehension through background knowledge.

2. Text-to-text

In a broad sense, a text can be any communication from which a person makes meaning. This includes all forms of paper-based documents as well as oral communications, visual image, and electronic resources. This view of a text offers learners a wide range of possible source for making connections.

3. Text-to-world

With text-to-world connections, readers stretch their thinking beyond the particulars of what they read, hear, and view to connect story themes with large life issues.

Readers can use each of these frames to identify the source of their prior knowledge connections. These frames also provide ways to think and talk about books and help readers build schemas. As with all the strategies, young readers should ultimately internalize these questions and utilize them as a means of exploring the ways they are connecting to what they read, hear, and view.

By Gerald. G. Duffy in his book (2009:14), Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. Comprehension is the essence of reading because the goal of written language is communication of messages. Comprehension is strategic. If we have prior knowledge about a topic in a text, we can use strategies-or plans-to construct meaning based on our experience, and we can use adjust and change those plans as we go along. I have tried to demonstrate that comprehension is a continuous process of using text clues-mainly word meaning but also syntactic clues-to access relevant categories of prior knowledge and, on the basis of our own experience with those categories of knowledge, making predictions about what meaning is to come.

So, we say comprehension is:

1. Proactive, because a reader must be actively thinking and constantly monitoring the meaning.
2. Tentative, because prediction made in one moment may change in the next moment.

3. Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by his or her prior knowledge.
4. Trans active, because the reader's background interacts with the author's intention.
5. Thoughtful, because you must always analyze the clues the author provides.
6. Imagistic, because (in narrative particularly) you use the author's descriptive language to create a picture in your mind of what is happening.
7. Inferential, because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.
8. Reflective, in that good reader evaluate what they have read and determine its significance and/or how it can be used after finishing.

Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another. These include:

1. Making predictions
2. Monitoring and questioning what is happening.
3. Adjusting predictions as you go.
4. Creating images in the mind
5. Removing on the essence or the significance or the importance of what has been read.

These strategies can be categories as:

1. Before you begin reading
2. As you begin reading
3. During reading
4. After reading

B. Grammar

By H. Douglas Brown in his book (2000:362), Grammar is the system of rules governing arrangement and relationship of word in a sentences. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentences are formed.

By Jerry George in his book (1994:414), six types of Grammar:

Descriptive grammar is An approach that describes the grammatical constructions that are used in a language, without making any evaluative judgment about their standing in society. These grammars are commonplace in linguistics, where is standart practice to investigate a ‘corpus’ of spoken or written material, and to describe in detail the pattern it contains.

Pedagogical grammar is A book specially designed for teaching a foreign language, or for developing an awareness of the mother tongue. Such ‘teaching grammar’ are widely used in school, so much so that many people have only one meaning for the term ‘grammar’: a grammar book.

Presticriptive grammar is A manual that focuses on constructions where usage is divided, and lays down rules governing the socially correct use of

language. These grammars were formative influence on language attitudes in Europe and America during the 18th and 19th centuries. Their influence live on in the handbooks of usage widely found today, such as A Dictionary of Modern English Usage (1926) by Henry Watson Fowler (1858-1933).

Reference grammar is A grammatical description that tries to be as comprehensive as possible, so that it can act as reference book for those interested in establishing grammatical fact.

Theoretical grammar is An approach that goes beyond the study of individual languages, to determine what constructs are needed in order to do any kind of grammatical analysis, and how these can be applied consistently in the investigation of human language.

Traditional grammar is A term often used to summarize the range of attitudes and methods found in the period of grammatical study before the advent of linguistic science.

An a Good Grief! Good Grammar! : a brief (and short) guide to standart English by Jerry George (1994), Types of word (part of speech):

1. Nouns are names and identifiers of people, place, things or ideas.

They become nouns when they are used in sentences as doers or receivers of actions (1994:9); Example:

*The **player** popped her **bubblegum*** (Both words in bold type are nouns – one doing the action, the other receiving it).

*An **adult** is a **person** who has stopped growing at both **ends** but not in the **middle**.*

2. **Pronouns are words used in place of nouns, often to avoid repeating the nouns.** (1994:11). Example:

*Euphemia loves spinach. **She** really likes **it**.*

3. **Verb are the action words.** They make the sentences go. They allow a sentence to get somewhere. They are the word that tell waht the nouns and pronouns are doing, or what being done to them, or what they are. (1994:13). Example:

*Ahmed **makes** a living as a landscape designer. He **is** very artistic.*

***Did** you **hear** the one about the mouse **that went** to scotlandd and **became** a moose?*

Table 2.1 Verb Tenses

Present	Past	Future
I work I am work	I worked I working	I shall work I shall be working
Present perfect	Past perfect	Future perfect
I have worked I have been working	I had worked I had been working	I shall have worked I shall have been working

Resource by : Jerry George (1994).

4. **Verbals are parts of verbs used in sentences as adjectives (called participle), or nouns (called gerunds).** The invinitive form of the verb, formed by adding “to” before the adverb, may also function in sentences as other part of speech, mostly nouns. (1994:14).

- a. A participle is a part of verb (often ending in –ed or –ing) used to describe a noun or pronoun. Example:

*He rushed into the **burning** building to get his cigarettes.*

*I saw him **running** back out. He had the cigarettes **clutched** in his hand.*

- b. A gerund is part of a verb used as noun. Example:.

***Smoking** is not good for health. **Inhaling** smoke will damage your lungs.*

- c. An infinitive is a part of a verb formed by putting “to” in front of the verb. It is used as noun, adverb, or adjective. Example:

*To **smoke** is not good to for youe health. (noun)*

*It is becoming more difficult **to smoke** cigarettes indoors. (adverb).*

Because verbal share the characteristics of both verbs and other part of speech, they can add interest and vigour to your writing.

5. Adjective describe or tell you more about nouns and pronouns.

(1994:14). Example:

*Arnold is a **mean, cranky, unpopular** man.*

It is example the adjective (in bold) tell you more about Arnold; maybe more than you want to know.

6. Adverb describe verb or tell you more about verb or each other.

They are used to express time, place, manner, degree and cause.

(1994:15). Example:

*As he walked **slowly** down the dark street, the rain ceased very **suddenly**, and the moon **gradually** appeared in the **quickly** clearing sky. (1994:15).*

7. **Preposition is a combination verb and adjective.** The object of a preposition is a noun and pronoun. (1994:16). Example:

*The student studies **in** the **library**.*

Table 2.2 Common Preposition

About	Before	Despite	Of	To
Above	Behind	Down	Off	Toward(s)
Across	Below	During	On	Under
After	Beneath	For	Out	Until
Against	Beside	From	over	Up
Along	Besides	In	Since	Upon
Among	Between	Into	Through	With
Around	Beyond	Like	Throughout	Within
At	By	Near	Till	Without

Resource by : Jerry George (1994)

By John Eastwood in his book (2002:1), Grammar is units of English are these : word, phrase, clause and sentence. English words do not have a lot of different endings for number and gender. Word order is very important in English. The verb phrase can have a complex structure and there are many idioms with preposition.

Grammatical unit in John Eastwood book (2002:1) there are follow :

1. Words

The words in the announcement are *good, evening, ladies, and, gentlement, on etc.*

2. Phrase and clause

We use the phrase to build a clause. Here is an example :

Our flight time will be approximately forty-five minutes.

Subject	verb	complement
(noun phrase)	(verb phrase)	(noun phrase)

3. Sentences

A sentence can be a single clause.

On behalf of British Island Airways, Captain Massey and his crew welcome you on board the start Heraldflight to Southampton.

A written sentences begins wit a capital letter (*on*) and ends wit a mark such as a full stop.

We can also combine two or more clause in one sentence. For example :

*Our flight time will be approximately forty-five minutes, **and** we shall be climbing to an altittude of eight thousand feet **and** cruising at speed of two hundred and fifty miles an hour.*

Words classes in John Eastwood book (2002:2) there are follow :

1. There are different classes of word, sometimes called “part of speech”.

The word come is a verb, letter is a noun and great is an adjective. Some words belong to more than one word class. For example :

*He passed the **test** (noun).*

*He had to **test** the machine (verb).*

2. There are eight main word classes in English.

Verb : climb, eat , welcome, be

Noun : aircraft, country, lady, hour

Adjective : good, British, cold, quick

Adverb : quickly, always, approximately

Preposition : to, of, at, on

Determiner : the, his, some, forty-five

Pronoun : we, you, them, myself

Conjunction : and, but, so

3. Verb, nouns, adjective and adverb are ‘vocabulary word’. Learning vocabulary means learning verb, nouns, adjective and adverbs.

Preposition, determiner, pronouns and conjunctions belong to much smaller classes. These words are sometimes called ‘grammatical words’.

4. Most word classes can be divided into sub-classes. For example :

Verb : Ordinary verb: *go, like, think, apply*

Auxiliary verb: *is, had, can, must*

Adverb : Adverb of manner: *suddenly, quickly*

Adverb of frequency: *always, often*

Adverb of place: *there, nearby*

Linking adverb: *too, also etc*

Determiner : Article: *a, the*

Possesive: *my, his*

Demonstrative: *this, that*

Quantifier: *all, three.*

Five kind of Phrases by John Eastwood book (2002:3), there are follow:

1. **Verb phrase** : come, had thought, was left, will be climbing

Adverb phrase has an ordinary verb (come, thought, left, climbing) and may also have an auxiliary (had, was, will).

2. **Noun phrase** : a goodflight, his crew

A noun phrase has a noun (flight), which usually has a determiner (a) and/or adjective (good) in front of it. A noun phrase can also be a pronoun (we).

3. **Adjective phrase**:pleasant, verylate

And adjective phrase has an adjective,sometimes with an adverb of degree (very).

4. **Adverb phrase**: quickly,almost certainly

An adverb phrase has an adverb,sometime with an adverb of degree (almost)

5. **Prepositional phrase:** after lunch, on the aircraft

A prepositional phrase is a preposition + non phrase

Sentences element by John Eastwood book (2002:4), there are follow:

1. Each phrase plays a part the clause or sentence. Here are some examples:

Table 2.3 Sentences

Subject	Verb	Adverbial
<i>The weather</i>	<i>is</i>	<i>Very good</i>
<i>My father</i>	<i>was</i>	<i>a pilot</i>
<i>I was</i>	<i>Reading</i>	<i>a news paper</i>
<i>Two steward</i>	<i>served</i>	<i>lunch</i>

Resource by John Eastwood book (2002:4)

2. These are elements of an english sentence and the kinds of phrasethat we can use for each element.

Subject	Noun phrase	: <i>the flight, I ,two steward</i>
Verb	Verb phrase	: <i>is, served, must book</i>
Object	Noun phrase	: <i>a newspaper, lunch</i>
Complement	Adjective phrase	: <i>very good</i>
Adverbial	Noun phrase	: <i>shortly</i>
	Prepositional phrase	: <i>a three o'clock</i>
	Noun phrase	: <i>next week</i>

Next, define of Grammar by Scott Thornbury in his book (1999:1)

Grammar is partly the of what forms (or structures) are possible in language.

Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentences are formed. That is the kind of text it is. It consists of three sentences, which themselves consist of words, and the words (when spoken) consist of sounds. All language in use can be analysed at each of these four levels: text, sentence, word and sound. These are the forms that language takes. The study of grammar consists, in of looking , at the way these forms are arrangement and patterned. Grammar attempts to explain why the following sentences are acceptable:

We are not at home right now.

Right now we are not at home.

But way this one is not:

Not we at right home now are.

Not this one:

We is not at home right now.

The system of rules that cover the order of words in a sentence is called Syntax. Syntax rules disallow:

Not we at right home now are.

The system of rules that cover the formation of words is called morphology. Morphology rules disallow:

We is not at home right now.

The concluded, besides the studying a book on how to recognize and break down words by their roots and endings, a writer must rely on his or her own memory for spelling word correctly. Either that or he or she must be really good at using a dictionary. It's difficult for most people to remember how to spell words, and once a word is memorized, it is often soon forgotten, especially when it hasn't been used in a while. Part of speech are sentence element that work together to make up a sentence. Its needed synchronized parts work together, a sentences is not a functioning sentence without the correct usage and combination of its essential part of speech.

C. Conceptual Framework

By Nunan in his book (2005:3) that grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentence. Language is a gear of communication, to make people able to connect with others. They talk and share their thought in every time using language. Grammar is very important roles for people who want to learn another language. To learn and be able to communicate in English we have to know how people usually use this language put words into sentences and then use them in communication. First of all, we have to know what we mean with grammar itself.

If the learners understand the description, the researcher only knew that grammar is a mean to combine word into sentences. People who want to get a

text message have to know about how the text is form or they will not able to have a complete understanding about what the writer was mean. If they do not master grammar well, they will have difficulty mastering comprehension too.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Time and Place

The writer was conducted the research on January 2016 until July 2016. The research will be done in Al Muslim School. It is located in Kp Utan Cibitung Bekasi, West Java. The name of Al Muslim School is AMIK Al Muslim because there also for Kindergarten, Elementary school, Junior High School, Senior High School, and also Campus Al Muslim.

B. Population and Sample

As for the population who researched is all of the students grade VII Junior High School of Al Muslim as much as 170 students. The definition of population according Jonathan Sarwono (2006:111), "*Population is a complete set of analysis unit that is being researched.*"

As for the sample who researched is 40 students of 6 class and taking as random of grade VII Junior High School of Al Muslim. The definition of sample according Jonatha Sarwono (2006:111), "*That sample is sub of set of element that have to be learned*".

As for the formula used for the sampling technique is the formula *Slovin*. Slovin formula is presented below :

Formula 3.1 Slovin Formula

$$n = \frac{N}{1+N.e^2}$$

Source by : Sugiyono (2010:62)

Explanation :

n = the sample size

N = the population sample

e = leeway inaccuracy due to sampling error can be tolerated, 12 %

From the Slovin formula, the writer can get the sample of population as follows:

$$\begin{aligned} n &= \frac{N}{1+N.e^2} \\ &= \frac{170}{1+170.(0,05)^2} \\ &= \frac{170}{1+170.(0,05 \times 0,05)} \\ &= 1+170.(0,25) \\ &= 1+42,5 \\ &= 43,5 \\ &= 40 \end{aligned}$$

For this research the writer taken 40 respondents. Whereas in particular the authors use research grade sample as many as six classes using proportional random sample. According to Jonathan Sarwono (2006:76), “*Random sampling technique is a procedure for the selection of control variable without identifying in advance*”.

For more details can be seen in the following table:

Table 3.1 Population And Sample Test Class Grade VII

No	Name class	Quantity	Accumulation of sample	Take sample
1	Aisyah	29	$\frac{29 \times 40}{170} = 6,8$	7
2	Saudah	27	$\frac{27 \times 40}{170} = 6,3$	6
3	Khadijah	30	$\frac{27 \times 40}{170} = 6,3$	7
4	Abu bakar	28	$\frac{30 \times 40}{170} = 7,05$	7
5	Ustman bin affan	27	$\frac{28 \times 40}{170} = 6,6$	6
6	Umar bin khatab	29	$\frac{27 \times 40}{170} = 6,3$	7
Total			170	40

Resource: Population grade VII, 2016

C. Method of the Research

For this research the writer use a survey method to get accurate information from respondents and test result. The definition of method according Jonathan Sarwono (2006:15), "*Method of the research is procedure which is characterized by regularity and completeness.*"

For the research the writer use a quantitative method. The definition of quantitative method according Jonathan Sarwono (2006:16), quantitative is “*Studies that require data or information from the first source or the respondent, the data or information obtained by using questionnaires or oral method.*”

The approach taken in this research is in the form of quantitative carrying out research in a systematic, controlled and empirical. Quantitative research is more emphasis on a more positive way of thinking which starts from social facts drawn from objective reality. Quantitative research is research that works with numbers, for which data are as numbers (scores or grades, rank and frequency) were analyzed using statistics to answer questions or research hypotheses that are specific and to predict that a particular variable affect other variable.

The procedure of Quantitative can be seen as follow:

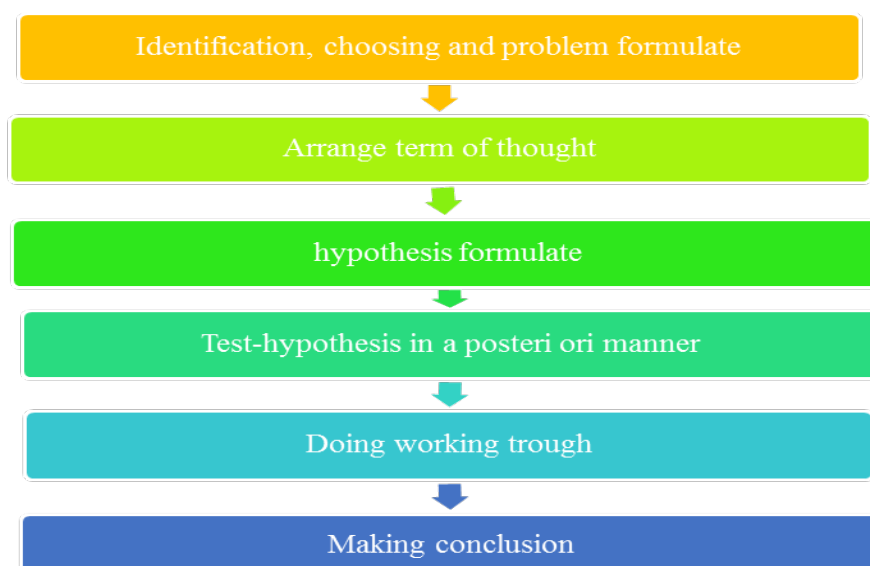


Figure 3.1 Step By Quantitative Research.

Source by : Jonathan Sarwono (2006:25)

D. Variables

According to Davis (1998:23) in Jonathan S book (2006:53), “*Simply symbol or a concept that can assume any one of a set of values.*”

In other word, variable is the construct or something that will be learned, it usually contains of two or more variable in a research. Variable can be in a form of attribute or characteristics or value of people or activity which has certain variation which is stated by the researcher to be learned and then made conclusion.

The Correlation Between Students’ Grammar Ability and Reading Comprehension Achievement in Al Muslim School Grade VII”, and there are two variable as follows:

Variable X is Grammar ability, Variable Y is Reading comprehension.

This research include in correlation design. According Jonathan Sarwono (2006:149) state that “*Correlation is the relationship between two variables that interval scale (scale using number)*”. *Therefore the correlation included in the category of parametric statistical test.*”

E. Instruments

Instrument has important function in this research. Instrument is one of the significant steps in conducting this research. Therefore, the research must choose an instrument in the process of collecting data. Research instrument is tool of collecting data that should be valid and reliable.

According to Jonathan Sarwono (2006:73), “*A test is a measurement or observation during the experiment.*” The instrument used to obtain the data in

this research is Grammar and Reading test. These are proposed to acquire precise score to correlate each other. The successful of research is much decided by instrument used, because data which is need to answer research question and examine the hypothesis gained through instrument itself. According to Jonathan Sarwono (1999:73) *“Instrument is a change that occur in the measurement or observation during the experiment.”*

In this test, the material of the test is taken from English book which related to their subject and basis on junior high school curriculum with the subject the news text. The test in this research use parallel and elliptical sentence to get the data respondent about student' achievement. The first week, the writer started from students' book. And the second week, the writer wrote the question and then checking with the councilman of the lesson. And after that in third week, the writer also gave the text to the first sample 30 students as random of 6 class to check the validity of the test. And the last time the writer gave the questionnaire to 40 students as random too of 6 class to get the data respondent to this research.

While to explain, the writer taken the criteria of reading comprehension as follow:

Table 3.2 Criteria Test Of Reading Comprehension

No	Criteria test	Standarization
1	Determining main idea	70
2	Finding the specific information part of the text	70
3	Finding reference	70
4	Finding inference	70
5	Understanding of vocabulary	70

Resource: Nuttal (1985)

And the other variable, Grammar ability can be seen as follows:

Table 3.3 Criteria Test Of Grammar Ability

No	Criteria test	Standarization
1	Part of speech	70
2	Noun types	70
3	Verb types	70
4	Verb form	70
5	Pronoun	70
6	Adjective	70
7	Adverb	70
8	Articles	70

Resource : Jeremy Hermer (1998)

F. Technique of the Data Analysis

This writer used a survey method through correlation technique. The correlation technique is an analysis technique to evaluate hypothesis concerning the correlation between two variable are examined statistically and to state the amount of variable donation each other and is usually stated in percentage. In the correlation technique, the variable are compared to know whether the correlation is positive or not and very significant or it only happens by chance.

She analyzed the research by using *product moment correlation* to know the result. According to Jonathan Sarwono (2006:149) "*Product moment correlation is one of technique to determine the relationship between two variable that scale, therefore correlations include in the category of parametric statistical test.*"

The formula of product moment correlation as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{N \cdot \sum X^2 - \{\sum X\}^2} \cdot \sqrt{N \cdot \sum Y^2 - \{\sum Y\}^2}}$$

Resource : Suharsimi Arikunto (2006:218) in Jonathan Sarwono (2006:151)

Explanation :

r_{xy} = Correlation coefficient between X and Y

$\sum XY$ = Sum of cross product of deviation scores of X and Y

$\sum X$ = Total score of X

$\sum Y$ = Total score of Y

N = The number of respondent

X = Cause variable

Y = The influence

Counting t_{observe} by T-test

The formula t_{observe} as follow :

$$t_{\text{observe}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Source: Riduwan (2008:138)

If $-t_{\text{observe}} \geq t_{\text{table}}$, H_0 is rejected, its mean significant.

If $-t_{\text{observe}} \leq t_{\text{table}}$, H_0 is accepted, its mean not significant.

If $-t_{\text{table}} \leq t_{\text{observe}} \leq t_{\text{table}}$, H_0 is accepted and H_a is rejected.

Interpretation according Usman (2006:201) the interpretation of the r

t_{observe} can be considered with the below as follow:

Table 3.4 Value interpretation of r_{observe}

R	Interpretation
$< 0,20$	No correlation
$0,20 - 0,40$	Low correlation
$> 0,40 - 0,70$	Enough correlation
$> 0,70 - 0,90$	High correlation
$> 0,90 - 1,00$	Very high correlation

Resource : Jonathan Sarwono (2006:150)

Data which are given before proceeding single correlation formula, which takes from two variables. They are independent variable X and dependent variable Y. The two variable will be counted using inquiring tabulations, the formula as follows:

1. Make H_a and H_o in sentences.
2. Make H_a and H_o in statistic
3. Make report to count the correlation
4. Enter the statistic
 - a. To show whether there is a significant correlation between the variable each other.
 - b. To state amount of variable donations each other and it is usually stated in percentage

G. Procedure of the Research

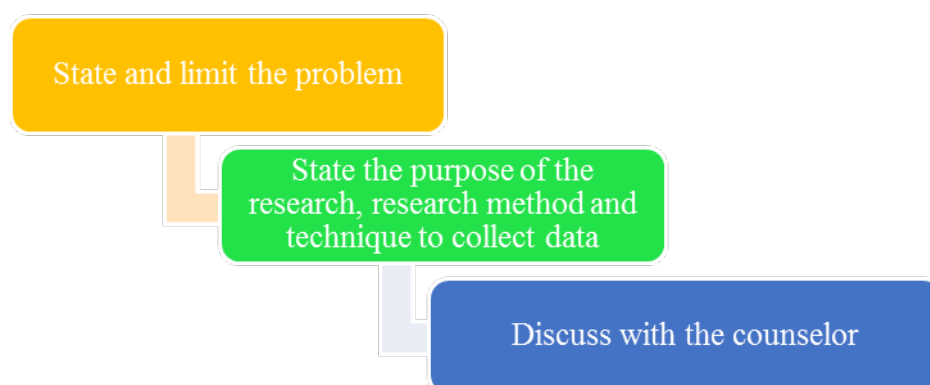
According to Mulyadi in his book (2005:5), “*Procedure is sequence clerical activities usually involve several departments in some people or more, are made to ensure uniform handling corporate transactions that occur over and over again*”.

The procedure of the research

had been done is as follows:

1. Preparation

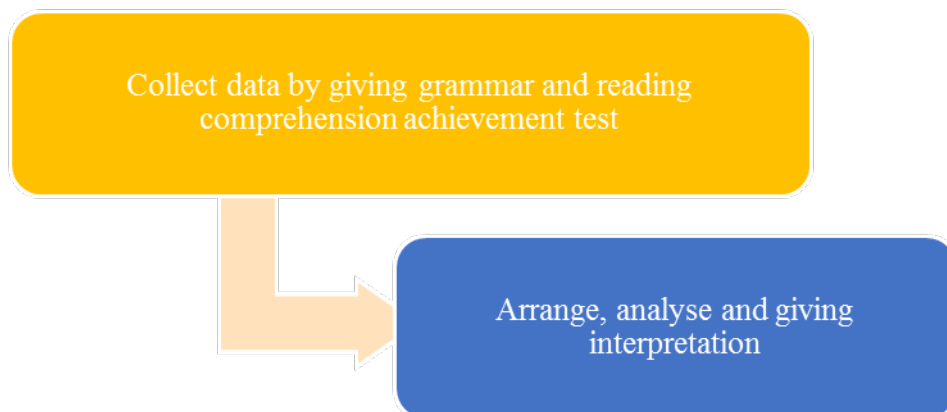
According Dynna W (2012:55) “*Preparation is preparatory step. In this research, the researcher make the material of the test is taken from english book which related to their subject and basis on junior high school curriculum with the subject the news text and the researcher discuss with the counselor. The following are the step of procedure of preparation is :*



Figures 3.2 Steps of the procedure

2. Implementations

According Webster in Wahab (2006:64), *“Implementation is implement to provide the means for carrying out and to give practical effect to.* The following are the steps of the implementations is:



Figures 3.3 Steps of the implementations

3. Finishing

The following are the steps of the finishing is:

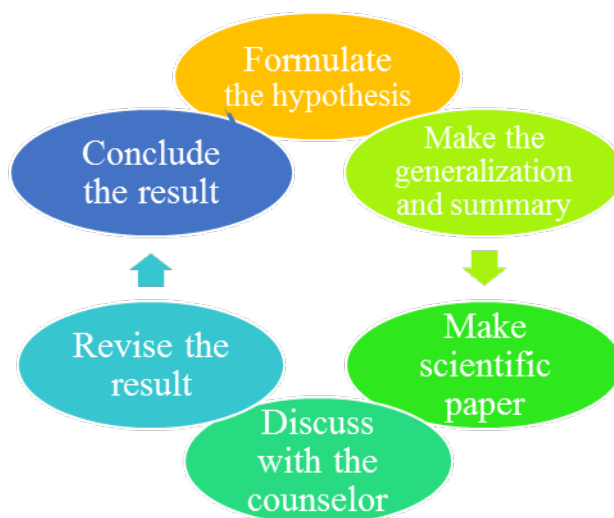


Figure 3.4 Steps of the finishing

H. Hypothesis Submission

According to Nasution (2000) in Jonathan Sarwono book (2006:37),
“Hypothesis is a tentative statement that is only conjecture about what are we observe in an effort to understands.”

Hypothesis means temporary suggestion base on fact and data. The hypotheses of the research are as follows:

Ha : There is a significant correlation between students grammar ability and reading comprehension achievement.

Ho : There is no significant correlation between students grammar ability and reading comprehension achievement.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from Junior High School up to the university level. Being successful students are not easy, this fact can be seen mostly in Al Muslim School especially in grade VII. To be focused on finding correlation between Grammar ability and Reading comprehension, in this chapter that problem will be researched by using the result of grammar ability and reading comprehension and they are processed by using single correlation of statistic to find the correlation between them.

A. The Data Description

From grammar ability and reading comprehension which have done by students of Al Muslim in grade VII, it can be two frequency distribution.

1. The result of respondent age

Table 4.1 The result of respondent age

No	Age	Frequency	Percentage %
1	13	28	70 %
2	14	12	30%
Total		40	100%

Source: the result of respondents age data, 2016

From the data, the writer found that 70% of data respondents are 13 years old and 30% of data respondents are 14 years old. And the percent-

age from the age respondents is 70% are in 13 years old and the lowest percentage is 30% are in 14 years old.

2. The result of gender respondents

Table 4.2 The result of gender respondents

Gender	Frequency	Total %
Male	22	55%
Female	18	45%
Jumlah	40	100%

Source: the result of respondents gender data, 2016

From the data, 55% are male and 45% are female. It means that the highest percentage is 55% for male and the lowest percentage are 45% for female.

3. Score of grammar ability

Table 4.4 Input score variable X

No	Score of grammar	No	Score of grammar
1	92	21	92
2	80	22	80
3	80	23	88
4	92	24	84
5	68	25	80
6	76	26	72
7	80	27	88
8	76	28	68
9	84	29	92
10	84	30	72

11	92	31	68
12	76	32	84
13	88	33	92
14	72	34	88
15	72	35	80
16	72	36	68
17	88	37	76
18	80	38	76
19	92	39	76
20	92	40	80

Source : input score variable X grammar ability, 2016

4. Grammar ability frequency distributions

Table 4.4 Grammar ability frequency

No	Score	X	F	Fr (%)
1	64-68	68	4	10%
2	69-74	72	12	30%
3	75-79	76	4	10%
4	80-83	80	8	20%
5	84-87	84	4	10%
6	88-91	88	5	12,5%
7	92-95	92	3	7,5%
Total			40	100%

Source: The result of variable X, 2016

5. Score of reading comprehension

Table 4.5 Reading comprehension frequency

No	Score of reading	No	Score of reading
1	80	21	76
2	72	22	72
3	76	23	72
4	84	24	80
5	84	25	72
6	72	26	72
7	72	27	84
8	88	28	80
9	88	29	72
10	92	30	72
11	88	31	68
12	64	32	72
13	84	33	68
14	76	34	72
15	76	35	80
16	76	36	76
17	80	37	72
18	76	38	68
19	80	39	72
20	80	40	68

Source : input score variable X reading comprehension, 2016

6. Reading comprehension frequency distribution

Table 4.6 Reading comprehension frequency

No	Score	X	F	Fr(%)
1	60-64	64	1	2,5%
2	65-68	68	4	10%
3	69-73	72	10	25%
4	74-78	76	7	17,5%
5	79-83	80	7	17,5%
6	84-87	84	4	10%
7	88-91	88	6	15%
8	92-95	92	1	2,5%
Total			40	100%

Source: The result of variable x, 2016

The writer has conducted the grammar and reading test for some days in April 2016 at Al Muslim School, Kp utan-Cibitung Bekasi to get the data. She writer uses some population and gives some tests to 40 students in seventh class (grade VII of Junior high school) variable Y (grammar ability) and variable Y (reading comprehension).

All data can also be classified in the form of distribution frequency as show on the table below:

Table 4.7 Grammar Ability Distribution Frequency

Classes	X	F	Fr(%)	Total
64-72	68	4	$=4/40*100$	10%
	72	12	$=12/40*100$	30%
73-80	76	4	$=4/40*100$	10%
	80	8	$=8/40*100$	20%
81-89	84	4	$=4/40*100$	10%
	88	5	$=5/40*100$	12,5%
90-98	92	3	$=3/40*100$	7,5%
Total		40		100%

Explanations:

classes : score

X : edge point

F : frequency

Fr : percentage

total : frequency cumulative

From the relative and cumulative data above, there are 4 students or 10% who get score among 68. There are 12 students or 30% who get 72. There are 4 student or 10% who get score 76. There are 8 students or 20% who get 80. There are 4 student or 10% who get 84. There are 5 students or 12,5% who get 88. There are 3 student or 7,5% who get 92.

Table 4.8 Reading Comprehension Distribution Frequency

Classes	X	F	Fr(%)	Total
64-72	64	1	= $1/40 \cdot 100$	2,5%
	68	4	= $4/40 \cdot 100$	10%
	72	10	= $10/40 \cdot 100$	25%
73-80	76	7	= $7/40 \cdot 100$	17,5%
	80	7	= $7/40 \cdot 100$	17,5%
81-89	84	4	= $4/40 \cdot 100$	10%
	88	6	= $6/40 \cdot 100$	15%
90-98	92	1	= $1/40 \cdot 100$	2,5%
Total		40		100%

Explanations:

classes : score

X : edge point

F : frequency

Fr : percentage

total : frequency cumulative

From the relative and cumulative data above, there are 1 student or 2,5% who get 64. There are 4 students or 10% who get 68. There are 10 students or 25% who get 72. There are 7 student or 17,5% who get 76. There are 7 students or 17,5% who get 80. There are 4 students or 10% who get 84. There are 6 students or 15% who get 88. There are 1 students or 2,5% who get 92.

B. The Data Analysis

To know the correlation between grammar ability and reading comprehension achievement, the writer gave test to the 40 respondents of the students of grade VII in Al Muslim School Kp utan Cibitung Bekasi. The test consist , of 25 grammar test and 25 reading test. Then the correlation of statistic method processes the answer from both tests. Based on the result of the test, the writer found that grammar ability donates high contribution to the reading comprehension. It means, if the students poor of grammar ability they will not balance in reading comprehension.

The result of the tabulation of two variable X for grammar ability and Y for reading comprehension is shown as follows:

1. Make hyphoteses in sentences form:

Ha : There is significant correlation between grammar ability and reading comprehension.

Ho : There is no significant correlation between grammar ability and reading comprehension.

2. Make Ha and Ho in statistical form:

Ha : $r \neq 0$

Ho : $r = 0$

3. Make report to count the correlations:

Table 4.9 Correlation Statistics

No	X	Y	X ²	Y ²	XY
1	72	80	5184	6400	5760
2	80	72	6400	5184	5760
3	80	76	6400	5776	6080
4	92	84	8464	7056	7728
5	68	84	4624	7056	5712
6	72	72	5184	5184	5184
7	80	88	6084	7744	7040
8	76	88	5776	7744	6688
9	84	88	7056	7744	7392
10	84	92	7056	8464	7728
11	92	88	8464	7744	8096
12	72	64	5184	4096	4608
13	88	84	7744	7056	7392
14	72	76	5184	5776	5472
15	72	76	5184	5776	5472
16	72	76	5184	5776	5472
17	88	80	7744	6400	7040
18	80	76	6400	5776	6080
19	72	80	5184	6400	5760
20	92	80	8464	6400	7360
21	72	76	5184	5776	5472
22	80	88	6400	7744	7040
23	88	72	7744	5184	6336
24	84	80	7056	6400	6720
25	80	72	6400	5184	5760
26	72	72	5184	5184	5184

27	88	84	7744	7056	7392
28	68	80	4624	6400	5440
29	72	72	5184	5184	5184
30	72	72	5184	5184	5184
31	68	68	4624	4624	4624
32	84	72	7056	5184	6048
33	72	68	5184	4624	4896
34	88	88	7744	7744	7744
35	80	80	6400	6400	6400
36	68	76	4624	5776	5168
37	76	72	5776	5184	5472
38	76	68	5776	4624	5168
39	76	72	5776	5184	5472
40	80	68	6400	4624	5440
statistics	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
Total	3132	3104	247028	242816	244004

Explanations:

X : Score of grammar test

Y : Score of reading test

X^2 : Total of X – quadrate

Y^2 : Total of Y– quadrate

XY : Sum of multiplication between X and Y score

4. Finds out r observed by interesting the statistical figures from the table

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{N \cdot \sum X^2 - \{\sum X\}^2} \cdot \sqrt{N \cdot \sum Y^2 - \{\sum Y\}^2}}$$

$$r_{xy} = \frac{40(244004)-(3132) \times (3104)}{\sqrt{\{40 \times 247028-(3132)^2\} \times \{40 \times 242816-(3104)^2\}}}$$

$$r_{xy} = \frac{9760160-9721728}{\sqrt{\{9881120-9809424\} \times \{9712640-9634816\}}}$$

$$r_{xy} = \frac{38432}{\sqrt{5579669504}}$$

$$r_{xy} = \frac{38432}{\sqrt{5579669504}}$$

$$r_{xy} = 0.688$$

- 5. Determinations the contribution percentage of variable x to y by using by the following formula:**

Coefficient of determinations = KP

$$KP = r^2 \times 100\%$$

$$= (0,688)^2 \times 100\% = 0,473 \times 100\% = 47,3\%$$

The percentage above shows that grammar ability contribution 47.3% to the reading comprehension and 52.7% is contribution by other factors.

- 6. Determines significance test by using the formula t_{observe} :**

$$\begin{aligned} t_{\text{observe}} &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,688 \sqrt{40-2}}{\sqrt{1-(0,688)^2}} \\ &= \frac{0,688 \sqrt{38}}{\sqrt{0,5376}} \end{aligned}$$

$$= \frac{4,241116}{0,734}$$

$$= 5.778$$

7. Accounting t_{table} :

Degree of freedom = df

$$Df = 0.05$$

$$t_{table} = 1.684$$

$$Df = n-2 = 40-2 = 38$$

8. Criteria of significant test :

If $-t_{table} \geq t_{observed} \geq t_{table}$. H_0 is rejected or H_a is accepted or the correlation between grammar ability and reading comprehension is significant.\

9. Conclusion

If $-t_{table} \geq t_{observed} \geq t_{table}$. H_0 is rejected or H_a is accepted or the correlation is significant. Furthermore, it is found $t_{observe} 5.778$ and $t_{table} 1.684$, that means $5.778 \geq 1.684$. That means H_0 is rejected and H_a is accepted or there is a positive and significant correlation between grammar ability and reading comprehension.

10. The use correlation:

- a. To show whether there is a significant correlation between the variable each other.

- b. To state the amount of variable donation each other and it is usually state in percentage.

C. The Data Interpretation

After processing all the data with product moment formula, it shows that there is a positive correlation between grammar ability and reading achievement of grade VII in Al Muslim School Kp utan Cibitung Bekasi. It also describes that with the higher grammar ability, the students will have higher ability in reading.

Table 4.10 Data range of correlation level

Coefficient Interval	Correlation Level
0,80 – 1,000	Very strong
0,60 – 0,799	Strong
0,40 – 0,599	Strong enough
0,20 – 0,399	Low
0,00 – 0,199	Very low

Meanwhile, from the data analysis, it is found 47,3% of grammar ability contributions to the reading comprehension and it also means that there are some other factors influencing the reading comprehension of grade VII in Al Muslim School. Those factors can be grammatical structure, reading habit, intelligent in learning English and complicated understanding or other factors.

D. The Discussion

From the result survey, it had been expected that the students got score 64 as minimum score. Basically, this score was not too high but it had be consider that the students had got English when they where in the study. Reading comprehension was not on influenced by grammar ability but also reading habit. The result of the test actually they had enough reading comprehension but lack grammar. It proved that they need to improve their grammar ability by practicing.

CHAPTER V

CONCLUSION AND SUGGESTIONS

From this chapter the researcher gave the conclusion between correlation between grammar ability and reading comprehension in Al Muslim school of grade VII.

A. Conclusions

Based on the result of the research, the researcher concluded as follows:

For the result of variable X (grammar ability) the writer found that the highest score for this test is 92 and the lowest score is 68. For the result of variable Y (reading comprehension) the writer found that the highest score for this test is 92 and the lowest score is 64. There is a significant correlation between grammar ability and reading comprehension of grade VII in Al Muslim School. With coefficient correlation $(r) = 0.688$ or $(r) \neq 0$ and coefficient of determination 47.3%. Although 52.7% is contribute by another variable.

Based on the description above, it can be conclude that there is a significant relationship between grammar ability and reading comprehension achievement of grade VII in Al Muslim School.

B. Suggestions

Based on the research that has been conducted and the conclusion above, it can be proved that how important English term use of grade VII in Al Muslim School, and the same suggestion as follows:

1. For the teacher

The teacher should introduce and more practice grammar ability.

The teacher should prepare interesting material for grammar tense according to the curriculum of grade VII. The teacher should give exercise and tasks to the students of grade VII. It hopes to improve student's structure ability.

2. For the students

They have to practice more in writing and reading comprehension.

They have to write another experience such as to develop them in make sentence and comprehension in reading. They should provide grammar books to improve student's sentences ability so they can make sentence properly.

BIOGRAPHY



The writer is Endah Sayekti who was born on 27th April 1989 in Jakarta. Her father is Bambang Haryadi and mother Sadewi Handayni. She is the second daughter of three children. She has one brother and one sister. She attended at SDN XVI in 1995-2001, Junior High School of SMPN XI Bekasi in 2001-2004, and successfully continued at Senior High School of Bekasi in 2004-2007. After graduating from her formal education, she has continued to Strata one in STBA JIA too. She worked at SDIT ABA and SMP Al-Muslim School Bekasi.