THE CORRELATION BETWEEN GRAMMAR MASTERY AND READING SHORT STORY ABILITY OF SEVENTH YEAR STUDENT AT MTs I'AANATUTH THALIBIIN TUALANG SIAK REGENCY

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PEKANBARU

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ABSTRAK

Mastina Batu Bara (2011), "Korelasi antara Penguasaan Grammar dan Kemampuan Membaca Cerita Pendek Siswa Kelas Tujuh MTs I'aanatuth Thalibiin Perawang Kecamatan Tualang Kabupaten Siak".

Permasalahan dalam penilitian ini terjadi di kelas tujuh MTs I'aanatuth thalibiin. Masalah yang dihadapi oleh siswa adalah kurangnya penguasaan grammar dan kemampuan membaca cerita pendek. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penguasaan grammar dan kemampuan membaca cerita pendek, serta menentukan adakah hubungan antara penguasaaan grammar dan kemampuan membaca cerita pendek.

Ada dua variabel yang digunakan dalam penelitian ini yaitu: variabel pertama adalah variabel X (Penguasaan Grammar (Simple Present tense and Simple Past Tense) dan variabel kedua adalah variabel Y (Kemampuan membaca cerita pendek). Subjek dalam penelitian ini adalah Siswa Kelas Tujuh di MTs I'aanatuth Thalibiin yang jumlah populasinya adalah 21 siswa, dan tehnik yang digunakan adalah Total sampling. Objek dalam penelitian adalah hubungan antara penguasaan grammar dan kemampuan membaca cerita pendek.

Dalam pengumpulan data, penulis menggunakan dua tes. Keduanya adalah penguasaan grammar (Simple Present tense and Simple Past Tense) dan kemampuan membaca cerita pendek. Rumus yang digunakan untuk menganalisa data adalah Product Moment, ini cocok untuk menentukan hubungan dari skala interval.

Berdasarkan analisa data, penguasaan grammar Siswa kelas tujuh dengan skor Mean 75,95 adalah level bagus dan kemampuan membaca cerita pendek siswa kelas tujuh degan skor Mean 77,14 adalah level bagus.

Berdasarkan penemuan penulis disimpulkan bahwa ada hubungan yang signifikan antara penguasaan grammar dan kemampuan membaca certita pendek. Ini dibuktikan dengan menggunakan uji t dimana $t_{calculation}$ 0,554 lebih besar dari t_{table} 5% atau taraf significant 1% dirumuskan dengan 0,433<0,554>0,549 dengan besarnya pengaruh R^2 = 30,7% dan sisanya 69,3% oleh factor lain dalam penelitian. Jadi, Ha diterima dan Ho ditolak. Dengan kata lain terdapat korelasi antara penguasaan grammar dan kemampuan membaca cerita pendek siswa kelas tujuh di MTs I'aanatuth Thalibiin Tualang Kab. Siak

ABSTRACT

Mastina Batu Bara (2011), "The Correlation between Grammar Mastery and Reading Short Story Ability of Seventh Year Student at MTs I'aanatuth Thalibiin Tualang Siak Regency.

The problem was happened at the seventh year students of MTs I'aanatuth Thalibiin, the previous problems was faced seventh year students, the students was still low in grammar mastery and reading short story ability. In this study, the writer was formulated the objectives of this research to know how the students' grammar mastery is and to find out the students' reading short story ability and even the correlation between grammar mastery and reading short story ability.

There two variables which are operated in this research there were: the first variable is variable X (students' grammar mastery (Simple Present tense and Simple Past Tense)) and the second variable is variable Y (students' reading short story). The subjects of this research were Seventh Year Students of MTs I'aanatuth Thalibiin in which total populations were 21 students and the technique was used is total sampling. Object of this research is the correlation between grammar mastery and reading short story ability.

To collect the data of this research, the writer used to tests. Both are grammar mastery test (Simple Present tense and Simple Past Tense) and reading short story test. The formula used to analyze the data gathered from respondents was Product Moment, suitable for determining the relationship of two interval scales.

Based on the data analysis, The students grammar mastery at the seventh year student with mean score 75,95 is categorized into level good and the student reading short story at the seventh student year with mean score 77,14 is categorized into level good.

Based on research finding it can be concluded that there is significant correlation between grammar mastery and reading short story. It is proved by finding t_{test} where $t_{calculation}$ 0,554 is higher than t_{table} 0,549 at significant level 5% or 0,433 at significant level 1% it can formulated $0,433 < 0,554 > 0,549$ with $R^2 = 30,7\%$ while the rest 69,3% was probably due other factors of this research. Thus, Ha is accepted and Ho is rejected. In other words there is Correlation between Grammar Mastery and Reading Short Story Ability at Seventh Year Student at MTs I'aanatuth Thalibiin Tualang Siak Regency.

ملخص

مستينا باتو بار (٢٠١١): "علاقة بين سيطرة القواعد وقدرة مهارة للقراءة القصة القصيرة لدي تلاميذ الصف السابع للمدرسة المتوسطة الاسلامية اعانة الطالبين توالع منطقة سياك".

المساءلة في هذاالبحث توقع في الصف السابع للمدرسة المتوسطة الاسلامية اعانة الطالبين. المسالة لدي التلاميذ هو ناقص في سيطرة القواعد و قدرة مهارة للقراءة القصة القصيرة اهداف من هذا البحث لمعرفة هل هناك علاقة بين سيطرة القواعد وقدرة مهارة للقراءة القصة القصيرة لدي تلاميذ الصف السابع للمدرسة المتوسطة الاسلامية اعانة الطالبين توالع منطقة سياك.

هنا متغيران في هذاالبحث همامتغير X (سيطرة القواعد Simple Present tense and) Simple Past Tense) و متغير Y (قدرة التلاميذ في قراءة القصيرة). الفرد من هذا البحث هو تلاميذ الصف السابع للمدرسة المتوسطة الاسلامية اعانة الطالبين توالع منطقة سياك بمجموعة واحد وعشرون تلميذا وتقنيات هذا البحث Total Sampling. و موضوعه علاقة بين سيطرة القواعد وقدرة مهارة للقراءة القصة القصيرة لدي تلاميذ الصف السابع للمدرسة المتوسطة الاسلامية اعانة الطالبين توالع منطقة سياك

في جمع البيانات,تستخدم الباحثة الاختباران هما, الاختبار لمعرفة سيطر التلاميذ علي القواعد) Simple Present tense and Simple Past Tense)و احتبار لمعرفة قدرة التلاميذ علي القراءة القصيرة. الرمز المستعمل البيانات هو Product Moment هذا مناسب لتعيين علاقة من skala interval.

بناء علي البيانات المحللة,قيطرة القواعد لدي تلاميذالصف السابع فتنجه 75,95 :Mean في الدرجة الجيدة. وقدرة القراءة القصة القصيرة فتنجة Mean:77,14 في الدرجة الجيدة.

بناء علي البحث فتستخلص الباحثة ان هناك علاقة قوية بين سيطر القواعد و قدرة التلاميذ في قراءة القصيرة. هذا يدل علي لاستعمال t_{test} وهو $t_{calculation}$ 0,554 اقوي من t_{table} %5 او حدٌ قوي %1 بالرمز 0,549<0,554>0,433 وباقوي تاثير R=30,7% وبقية 69,3% تاثر بعوامل الاخر في هذا البحث.لذالك Ha مقبـــول و Ho مطرود. بعبارة احري هناك علاقة بين سيطرة القواعد وقدرة مهارة للقراءة القصة القصيرة لدي تلاميذ الصف السابع للمدرسة المتوسطة الاسلامية اعانة الطالبين توالع منطقة سياك.

CONTENT

CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning a language means to learning its four integrated skills, namely: listening, speaking, reading, and writing. Students should master those four skills if they want their ideas, feeling and opinion understood by the interlocutor. However, the mastery of these four skills is influenced by the mastery of language components. One of the language components that affect the mastery of language skills is Grammar. In Reading, grammar explains a significant and substantial portion of the variance in the reading scores; according to Johnson through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increasing their vocabulary. There are many grammatical items in English. They cover several parts such as tenses, nouns, verbs, pronouns, adjectives, active and passive sentences, Adverb, clauses and conjunction. These are foundation for students in studying English.

Reading is one of the most important skills that should be mastered by English learners. In reading activity, the students are expected to read effectively and efficiently, so that they catch ideas or information from the short story. Reading is the process of grasping meaning of the words or writer's idea about the topic. Student

should have understanding about the topic. Furthermore, they are able to grasp meaning of words. That's why; reading is also classified as a receptive skill.

MTs I'aanatuth Thalibiin is one of the Junior High Schools in Riau Province. In this school, the students have studied English for two meetings a week and every meeting consists of 80 minutes. The competency standard of reading skill of English subject for Junior High School is to respond the meaning, step of rhetorical, reading pitching and identify the meaning form short functional text, monolog, descriptive and procedure. Reading is the basic skill in language learning. Without reading skill, students still get much trouble in answering the question concerning the reading of short story.

In teaching and learning English especially in reading short story, the teacher uses textbook, song text, and they teach based on the syllabus of English subject KTSP (Education Unit Level Curriculum) at the first year of Junior High School (2009)[1]. In curriculum, it is stated that the competency standard of reading skill is to respond the meaning, step of rhetorical, reading pitching and identify the meaning from short functional text: monolog, descriptive and procedure.

In fact, learning grammar is not easy for students. Most of the students find difficulties in learning grammar. Grammar is central of the teaching and learning of language that also becomes one of the more difficult aspects of language to teach as

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[1] Document KTSP (Standar Kompetensi) English subject. 2009

well as to learn well. The students are usually confused of rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Besides that, the students are afraid of the grammar, so that they neglect grammar. As a result, a lot of students have low scores on English because of the failure in mastering grammar.

The problems above are faced by the students in MTs Iaanatuth Thalibiin Tualang. The students who have low score in English test are mostly coming from the seventh year students. The teacher uses some texts like descriptive text, narrative text, recount text, and procedure text. For the first year students of Junior high school, the student is taught by the teacher about descriptive text, narrative text, and recount text. In mastering descriptive text, narrative text, and recount text, the students should master grammar particularly. The tense that is used in descriptive text is simple present tense. Then, the tense that is used in narrative and recount text are also simple past tense. In order to make the students understand more about the different time in tenses, the students are taught about simple present tense, and simple past tense, but, they still do not know the use of tenses.

Those problems are found by the writer when the writer observed the students of MTs Iaanatuth Thalibiin Tualang. Her finding shows that most of the students complain that they do not understand its rule although they understand the meaning. For examples, "He gets a letter" and "He got a letter." Actually they understand the meaning of those sentences, but they do not understand why those sentences use

different verbs. The sentence "He gets a letter" shows that he receives the letter at present. While the sentence "He got a letter" shows that he received the letter in the past. It shows that they usually cannot use the certain rules of tenses to the certain situation. From the examples, the students conclude that learning English is a confusing activity.

The students also said that their ability in mastering grammar was low because they got bored when learning English. The teaching method that was applied by the teacher was not interesting. In teaching grammar, the teacher showed the rules directly. So, the students did not understand the use of grammar in the sentence.

Based on the problems above, the writer decides to conduct an action research to overcome the problems of the students in learning English, particularly in learning grammar. Some of the students have mastered a lot of grammar, but they fail in the reading especilly in reading short story. Reading short story can motivate the students in learning grammar, and help the students understand the usage and the use of each tense. Besides that, the students can learn grammar with fun because the teacher uses interesting media and method.

Based on the explanation above, the writer wants to conduct a research entitled "***The Correlation between Grammar Mastery and Reading Short Story Ability of the Seventh Year Students at MTs Iaanatuth ThalibiinTualang Siak Regency***"

B. Definition of the Terms

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific term.

1. Grammar

   Grammar is a model (systemic description) to those linguistics abilities of native speakers of a language which enables them to speak. Grammar is a person's subconscious language knowledge.[2]

2. Mastery

   Mastery is great skill of knowledge to do something for specific purposes.[3]

3. Reading

   Reading is visual and non visual information and act of linking one idea to another.[4]

4. Short story

   Is shorter length, a short story usually focuses on one main idea.

5. Ability is the skill that is possessed by anyone to do something. There is low ability, medium and high or good ability.

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[2] Veit, Richard. *Discovery English Grammar. Houghton Mifflin Co.Boston.* 1986. P.6
[3] Homby, 1974. P.777.
[4] Johnson, Andrew P. *Teaching Reading and Writing* (New York, 2008). P.4.

C. Problem

1. The Identification of the Problem

Based on the background and phenomena of this research, the problems are identified into the following identifications:

    a. Why are some of the students still low in proficiency in grammar mastery and reading short story?

    b. How is students' mastery in learning grammar and reading short story ability?

    c. How do the students improve their grammar and reading short story?

    d. How do the teachers teach grammar and reading short story ability?

2. Limitation of the Problem

In conducting this research, the writer limits the problem to make the research easily. In Junior High School, there are many interesting aspects to study, but the writer only focuses on the students' grammar mastery and reading short story to the seventh year students of MTs I'aanatuth Thalibiin Tualang. Besides that, the writer also limits the grammar mastery on the mastery of simple present tense, simple past tense, and reading short story ability.

3. **Formulation of the Problem**

Based on the research background above, the writer formulates the problem as follows:

a. How is the student's grammar mastery?

b. How is the student's ability in reading short story ability?

c. Is there any significant correlation between grammar mastery and reading short story ability?

D. **The Objectives and Significance of the Research**

1. **The Objective of the Research**

   a. To find out the students' difficulties in grammar mastery.

   b. To find out the students' difficulties in reading short story ability.

   c. To find out the correlation between grammar mastery and reading short story ability.

2. **The Significance of the Research**

   a. The finding of this research will enrich the theory of teaching grammar

   b. The result of this research can be used as a reference for those who want to conduct a research in English teaching- learning process.

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading Ability

Reading is the practice of using text to create the meaning. Reading is not isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading and writing.

Listening and reading are the receptive processes (taking in information), and reading and writing are the productive processes (giving out information)[1]. Reading is an activity with a purpose. The purpose for reading also determines the appropriate approach to reading ability. According to Grellet 1981:4 (in Iskandar (2007:16))[2], there are four main ways of reading. Those are:

1. Skimming:

   Skimming is reading quickly over a text to get the gist of idea

2. Scanning

   Scanning is reading quickly through a text to find a particular piece of information.

3. Extensive reading

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[1] Johnson, Andrew P. *Op Cit*.20

[2] Iskandar. "A Comparison on Reading Comprehension of Students Frequently and Infrequently Accessing on Line Text to Obtain Reading article at the Second year of English Education Department of State Islamic University Sultan Syarif Kasim of Riau". (Pekanbaru:UIN unpublished, 2007). P. 16

Extensive reading is reading longer texts, usually for pleasure. This is a fluency activity, mainly involving global understanding.

4. Intensive reading: reading shorter texts to extract specific information.

The different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what text is about before deciding whether it is worth to scan a particular paragraph for the information being looked for.

1. The Purpose of Reading and Reading Skill

Commonly, every people in the world have purpose when they make something. Reading also has some purposes. As we know that reading is one of the ways in getting information which is presented in written form. By reading and mastering English, one can gain information from all over the world.

According Steward and Clark (1985) in (Afriani (2007:11))[3] the aim of teaching is to develop student's comprehension about written form. It is an active thinking process that depends on that comprehension skill, actively involves and interacts with the text to get the message out. Because one reason for reading is to understand other's people ideas. There are four kinds of purpose of reading material:

a. Reading for pleasure. It is not absorbing every detail when reading for pleasure, to remember all facts or to read critically, the student may read material rapidly, such as reading novel, bibliography, and many magazine articles.

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[3] Afriani, Artinda. A study on the second year students' ability in comprehending reading texts at SMAN 5 Pekanbaru. (Pekanbaru: UNRI, 2007). P. 11.

b. Reading for specific information. When hunting information such as name or date within reading material, the student should skip and skim in order to make the best use of the reading time. Skipping merely means jumping over large portion of material that is not needed to serve his reading purpose. Skimming means moving his eyes rapidly down a page of type, stopping to read only significant fact and phrases. When the students wish to gain the main ideas and details of an article, not sure beforehand what the article contains, he should both skim and skip.

c. Reading for copying and checking. Many students do a great deal with this kind of reading. Every semester assignment and typing works must be checked. It requires reading. This reading needs more concentration and attention, that error may be detected and corrected. Therefore, it is important to the students doing such reading.

d. Reading to absorbing information. Reading for absorbing information is always required by students, whether the reading material is from textbook or from source material. The student must read for meaning, so that he/she remembers what he read.

From the elaboration of the reading purposes about, writer can conclude that there are two main purposes of reading: the first is for getting information, and the second is for pleasure or interest.

According to Grellet (1985: 5) (Lova (2010)) Reading involves a variety of skills. The main skills of reading are listed below:

a. Recognizing the script of a language

b. Deducing the meaning and use of unfamiliar lexical item

c. Understanding stated information explicitly

d. Understanding information when not explicitly stated

e. Understanding the conceptual meaning

f. Understanding the communicative value (function) of sentences and utterance

g. Understanding relations within the sentence

h. Understanding relations between parts of a text through lexical cohesion devices.

i. Interpreting text by going outside it

j. Recognizing indicators in discourse

k. Identifying the main point or important information in a piece of discourse

l. Distinguishing the main idea of supporting detail

m. Basic reference skill

n. Skimming

o. Scanning to locate specifically required information

p. Transco ding information to diagrammatic display

q. Extracting salient point to summarize (the text, and idea etc)

r. Selecting extraction of relevant point s from a text.[4]

2. Reading as a Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader's knowledge, skills, and strategies include

a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of words structured into sentences.

b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

b. Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

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[4] Lova, Reni Agustina. Students' Ability in Reading Comprehension at the Second year of Natural Sciences Program of MAN 1 Pekanbaru (Pekanbaru: UIN, 2010) P.11

1. **The Needs of Reading**

In reading, a reader should have some needs in reading a language. Some of the needs needed in learning a language include as in the following:

a. Ideas

1) Identifying the writer's idea and the central idea.

2) Understanding the subordinate ideas which support the thesis.

3) Drawing correct conclusions and valid inferences from what is given.

b. Tone and style

1) Recognizing the author's attitude toward the subject and the reader: understanding the tone of the writing.

2) Identifying the methods and stylistic devices by which the author conveys his ideas.

In this research writer also discusses about components of reading. There are some reading components that should be focused on reading short story:

a. Finding factual information

Factual information requires reading to scan specific details. The factual information questions are generally prepared for junior high school students with question word.

b. Main idea

Main idea is the main topic that is being discussed in a paragraph. Commonly, main idea takes place in the first sentences of the paragraph, or it can be in

last sentence in paragraph. Main idea will help the students to guess what the paragraph is about.

c. Reference

Recognizing reference of words and being able to identify the word to which they refer to help reader to understand the reading passage. Reference of words are usually short and very frequently pronouns, such as *it, she, he, this, them* and soon.

d. Inference.

Understanding one of the most important aspects in reading although writers do not write out everything they expect to readers' understanding. It is sometime is not necessary and not desirable from the writer's point of view. Writers use language efficiently and recognize what can be inferred from their sentence. In other words, an efficient reader is a reader that is able to understand those implications.

e. Restatement

The last view questions of the reading comprehension are to ask the reader to recognize which of the four possibilities, best restated the meaning of a given sentences.

Based on the explanation above, there are five reading components that give meaningful contribution to the students in reading short story ability.

B. Definitions of Grammar

Talking about the definition of grammar, there would probably be much definition of linguists who manages to define it.

Grammar is language aspects because without language aspect cannot separate the language skill. Grammar is a model (systemic description) of those linguistics abilities of native speakers of a language which enable them to speak. According Richard Veit (1986:6) grammar is a person's subconscious language knowledge[5], This means that even in order to be able to read a piece of text in a foreign language well, we should know the grammar of the language. Knowing grammar means understanding what the text means correctly. In addition, the role of grammar becomes more important when we have to speak or write in a foreign language. When we read, even though we keep thinking, we do not produce writing. Rather, we merely try to understand and interpret the text. When we speak or write, on the other hand, we have to produce utterances or writing and at the same time try to get our message understood, so that we can get the intended response.. According F.C. Stork and D.J Widdowson (1974:88) grammar in its broadest sense refers to statements about regularities and irregularities in language[6]. From the all explanation grammar is the important aspect to communicate with other people. Grammar shows our meaning in communication, so that other people can understand our message.

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[5] Veit, Richard.*Op Cit*.6

[6] Stork, F. C. and Widdowson, J.D.. *Learning about linguistics an introductory workbook*. (London: Hutchinson. 1974) P. 88

Grammar includes phonological (sounds), morphology (word composition), and syntax (word composition) because grammar is important in communication.

Grammar is explanation that describes the rules for forming words and making sentences. When we read a sentence, we have an ability to arrange the word become correct sentences. Automatically we must be able to understand grammar, because grammar guides us in making sentences.

Grammar is central in teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those use it in writing and in formal oral presentations.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. These results are boring, disaffected students who can produce correct forms on exercises and tests, make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without over grammar instruction, they expect students to learn their second language in the same way. They assume that students will absorb grammar rules as they hear, read, and use

the language in communication activities. This approach does not allow students to use one of the major tools they have.

The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar of teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know how to accomplish defined communication tasks.

1. Goal and Technique in Teaching Grammar

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications:[7]

a. Students need overt instruction that connects grammar points with larger communication contexts.

b. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.

c. Error correction is not always the instructor's first responsibility.

a. Overt Grammar Instruction

Adult students appreciate and benefit from direct instruction that allows them to apply critical thinking skills to language learning. Instructors can take advantage of

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[7] .WWW. NCRLC. *Goal and Technique in Teaching Grammar*. **(Washington Dc. 2004)**

this by providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar.

1) Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.

2) Limit the time you devote to grammar explanations to 10 minutes. Especially for lower level students whose ability to sustain attention can be limited.

3) Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles:

1) Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, as the point of the lesson.

2) Use the examples as teaching tools. Focus examples on a particular theme or topic, so that students have more contact with specific information and vocabulary.

b. Relevance of Grammar Instruction

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and the use for the specific communication tasks that students need to complete.

Compare the traditional model and the communicative competence model for teaching the English past tense:

Traditional: grammar for grammar's sake

1) Teach the regular *-ed* form with its two pronunciation variants

2) Teach the doubling rule for verbs that end in *d* (for example, *wed-wedded*)

3) Hand out a list of irregular verbs that students must memorize

4) Do pattern practice drills for *-ed*

5) Do substitution drills for irregular verbs

Communicative competence: grammar for communication's sake

1) Distribute two short narratives about recent experiences or events, each one to half of the class

2) Teach the regular *-ed* form, using verbs that occur in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts.

3) Teach the irregular verbs that occur in the texts.

4) Students read the narratives, ask questions about points they don't understand.

5) Students work in pairs in which one member has read Story A and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read.

c. Error Correction

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while

others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding students' communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors, so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.

1) When students are doing structured output activities that focus on development of new language skills, use error correction to guide them.

Example:

Student *(in class)*: I buy a new car yesterday.

Teacher: You *bought* a new car yesterday. Remember, the past tense of buy is bought.

2) When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them.

Example:

Student *(greeting teacher)* : I buy a new car yesterday!

Teacher: You bought a new car? That's exciting! What kind?

2. English Tenses

As pointed out in the previous section, based on the verb forms, tense is basically categorized into two, namely; present and past tenses. As the name suggests, present tense indicates present the happenings, something is still related to the present, or a general truth. Past tense, on the other hand, is usually used to express an action or condition that occurred in or during the past time.

In this chapter, the writer will discuss about some familiar grammar, which consists of Simple Present Tenses and Simple Past Tenses. The writer will discuss about the conception and the usage of the Tenses in a simple sentences.

a. Simple Present Tenses.

According to (Betty, 1989: 2)[8], the simple present tenses expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past and probably will exist in the future she also adds in the same book that the simple present says something true in the present, and will be true in the future. It is used for general statements of fact. Simple present tense is used to

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[8] Azar**,** Betty S. *Understanding and Using English Grammar*.(New Jersey: V Prentice Hall Regent, 1986) P.2

express habitual or everyday activity. The simple present tenses may indicate a situation that exists right now, at the moment of speaking. For the conception of using Simple present tenses in sentences, we can see the example below:

STATEMENT (I, You, We, They) work

(He, She, It) works

NAGATIVE (I, You, We, They) do not work

He, She, It) does not work

QUESTION Do (I, You, We, They) work?

Does (He, She, It) work?

b. Simple Past Tenses.

In terms of definition, different linguists define past tense differently. However, the definitions are more or less the same. According to (Betty, 1989: 18)[9], Past Tenses are used to talk about activities or situation that began and ended at a particular time in the past. Simple past tense generally expresses events or situations that existed or happened at a particular point in the past. They began and ended in the past. Thus, they have nothing to do with the present.

The simple past tense is formed by using the simple past form of the verb. For regular verbs, the past form is made by adding –ed to the simple form (want + ed = wanted, enjoy + ed = enjoyed); for irregular verbs, the past forms are more or less idiosyncratic (write – wrote, catch – caught). The same form is used for all persons

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[9] Ibid. P.18

except with the verb be (They were…., She was….). Negative statements and yes/no questions in the simple past tense include the word "did" and "did not" and the verb form used is the simple form of the verb (Lisa did not go to Malang; Did you find your book?).

In common, simple past tense is used to express something that happened in the past. It, however, has also specific uses. We can state a single event, completed in the past using simple past tense. For example, *We visited Uncle Sam in December.* Here, we find a time expression. It clearly shows that the event or the activity of visiting occurred in the definite time in the past, i.e. December. Nevertheless, past tense can also be used to express a past happening without giving any time expression. Yet it is clear from the context. For instance, *I worked in Jakarta.* In this case, no definite time expression is used, but it tells us that the action of working was in the past. For the conception of using Simple past tenses in sentences. We can see the example below:

STATEMENT (I, You, We, They, He, She, It) worked yesterday

NEGATIVE (I, You, We, They, He, She, It) did not work yesterday

QUESTION Did (1, You, We, They, He, She, I) work yesterday ?

C. Grammar Mastery and Reading Short Story Ability.

Reading and Grammar have symbiotic relationship. Both of them cannot be separated. However, there are few empirical studies about how much grammar is necessary for Reading ability.

Grammar is main aspect in Reading. Without grammar, the process of Reading breaks down completely. The students also cannot reconstruct meaningfully without having grammar.

D. Relevant Research

The first relevant research that is taken by writer in this research is a research that was conducted by Jazuli (2004), the title is The Correlation between Vocabulary Mastery and Reading Comprehension of the Second Year Students of English Education Department at State Islamic University of Sultan Syarif Kasim Riau. The methods of the collecting data are test, questionnaire, and documentation. After data gathered, analyzed are by using SPSS. There are 20 items of vocabulary mastery (x) given to 45 respondents in this research. From this test, it is obtained that the lower is 25 and the higher score is 85 by finding out the mean 57.22, the median 60.00, the mode 65, and the standard deviation 16.85.

Second relevant research that was conducted by Zulami (2008) entitled " Student's Reading Comprehension through Short Story at the Second Year Student of MTs Nurul Hasanah Tenggayun Bukut Batu Bengkalis. the research take 25% of the

population and use 30 from 115 sample. This research using test (pre test and post test) and control class (classroom observation). The research found that the students reading comprehension through short story is less and the percentage indicates that the students comprehension 47,6%

Third relevant research that was conducted by Ghufran Ana Matosa entiled " The Correlation between Grammar Mastery to Translation Skill". This research, researcher use observation and test. The research take 15% of the population. The research found out the percentage of student's capability in translation some familiar tenses in form of sentences is 56,5%.

E. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding.

This research deals with two variables, i.e. the students' grammar mastery as independent variable symbolized by X. and students' reading short story as dependent variable symbolized by Y. The data will be taken by using test.

Where variable X (independent variable) is grammar mastery that can be seen in the following indicators:

1. The students can identify about the form of tense.

2. The students are able to make negative sentences in simple present tense and simple past tense.

3. Students are able to use the negative form "not" correctly in making negative sentences.

4. Students are able to make interrogative sentences in simple present and simple past tense

5. The students have ability to identify irregular verb in tenses.

6. The students are able to change verb (irregular and regular verb) in simple past tense.

7. The students are able to change a sentence to another by using simple present and simple past tense

While variable Y (dependent variable) is reading short story that can be seen in the following indicators:

1. Students are able to find factual information in reading short story ability.

2. Students are able to determine the main idea in reading short story ability.

3. Students are able to identifying the reference in reading short story ability.

4. Students are able to make the inference in reading short story ability.

5. Students are able to restate the idea in reading short story ability.

F. The Assumption and Hypothesis

  a. The Assumption

Before stating the hypothesis as a temporary answer to the problem, the write would like to present some assumptions as follows:

1) If the students master grammar, their reading short story ability will be high.

2) If the students do not master grammar, their reading short story ability will be low.

  b. The Hypothesis

Based on the assumption above, the writer can formulate two hypotheses as follows:

Ha: There is significant correlation between students' grammar mastery and ability in reading short story.

Ho: There is no significant correlation between students' grammar mastery and reading short story ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

The location of this research was at MTs Iaanatuth Thalibiin Tualang. The reason why the writer chose this location because most of the students was low in mastering grammar and reading short story ability. This research conducted in second semester in academic year 2009 – 2011.

B. Object and Subject of the Research.

The object of this research is correlation between grammar mastery and reading short story ability and the subject of this research is the seventh year students of MTs Iaanatuth Thalibiin Tualang.

C. Population and Sample

The populations of this research were seventh year students of MTs Iaanatuth Thalibiin Tualang. The total number of the population was 21 students. The technique used in this research was total sampling because the writer took all the sample of the research, the specification of the population can be seem in the table below:

Table 1
The Distribution of Population

No	Class	Population			Sample
		M	F	Total	
1	VII	9	12	21	21

D. Techniques of Data Collection

In order to get intended data to support this research, the writer used test. The test was used to find out students' reading ability. The test consisted of two items they were grammar test and reading short story ability test.

1. First test was used to know students' grammar mastery. Before test, the writer explained the material around 5 minutes and continued to give test for students. The questions about analyzing the tenses. The writer gave 20 questions for the students to answer

2. Second test was used to know the students' reading short story ability. Before test, the writer explained the material around 5 minute and continued give test. The questions about analyzing text consisted of finding main idea, factual information, identifying the reference, inference and to restate the idea in reading short story. It was done by giving the reading for the students and they should read the text and also answered the question. The writer gave 20 questions for the students to answer.

E. Technique of Data Analysis

Kind of validity used in this study was statistical validity. This validity was obtained as the result of comparing the result of the test and that of some other valid criterion. This procedure is, however, uneasy to be followed since such kind of criterion is not easy to find. However, Statisticians have developed formulas to compute test validity which can ease researchers' tasks. One of the formulas, known as Product Moment, was employed in this study.

$$r_{xy} = \frac{\sum xy}{N.SD_X.SD_Y}$$

(Hartono, 2004:81)

Where :

rxy   : the test

N   : sample

xy   : variable x and y

SD$_X$: the standard derivation of x

SD$_Y$: the standard derivation of y

To know the level of student's ability, the writer classifies the students' score in to five levels of ability. The students' scores are classified as follows:

Table 2
The Rating Scale and Score Used

NO	TEST SCORE	LEVEL OF ABILITY
1	80 – 100	Excellent
2	66 – 79	Good
3	56 – 65	Fairly Good
4	46 – 55	Poor
5	0 – 45	Failed

(Sudjiono, 2006:35)

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

Chapter III present the collected data from sample and population. As mentioned, this research has two variables. The students' grammar mastery as independent variable symbolized by X. and students' reading short story ability as dependent variable symbolized by Y. The data were taken by using test. The test comprised of 20 items, the scale is:

1. Grammar Mastery Score

Table 3
The Calculating of Students' Grammar Mastery (X)

SCORE INTERVAL	f	f X	X	fx	x^2	fx^2
90	2	180	-14	-28	197	395
85	4	340	-85	-340	7225	28,900
80	2	160	-80	-160	6400	12,800
75	5	375	-75	-375	5625	28,125
70	4	280	-70	-280	4900	19,600
65	4	260	-65	-260	4225	16,900
TOTAL	N = 21	$\sum fX$ 1595	-	$\sum fx$ -1443	28572	$\sum fx^2$ 106,720

From table above $\sum fx$ = 1595 and N=21 are to find out the mean (Mean Deviation) grammar mastery, as described below:

a. The mean score was the score reached by computing every score student's correct answers. The way to get the mean score was total scores of the

students correct answer divided by the total number of the students. The total score of the students answer is 1595 from 21 students or try out of respondents. From the calculation, the mean score is 75,95 (1595/21 = 75,95).

$$M_X = \frac{\sum X}{N}$$
$$M_X = \frac{1595}{21}$$
$$M_X = 75,95$$

b. **Standard Deviation** is 71,29. The way to get standard deviation score was total of mean score divided by the total of number of the students.

$$\delta = \sqrt{\frac{\sum fx^2}{N}}$$
$$\delta = \sqrt{\frac{106,720}{21}}$$
$$\delta = \sqrt{5081,720}$$
$$\delta = 71,29$$

Table 3.1
Percentage of Grammar Mastery Scores

NO	INTERVAL	FREQUENCY	PERCENTAGE	CATEGORY
1	80 – 100	8	38%	Excellent
2	66 – 79	9	43%	Good
3	56 – 65	4	19%	Fairly Good
4	46 – 55	0	0%	Poor
5	0 – 45	0	0%	Failed

The table above is the score of the students' grammar mastery in answering the multiple choices. It can be categorized into excellent, good, fairly good, poor, and

failed. It can be seen that the students who get excellent category are 8 students (38%), the students who get good category are 9 students (43%), while for fairly good category are 4 students (19%), and no one gets poor and failed category.

1) The highest and the last score of students' grammar mastery

Furthermore, the researcher presents the score of each student's grammar mastery categorized as excellent, good, fairly good, poor, and failed. Based on the description of the test to the first year students of MTs I'aanatuth Thalibiin Perawang, and the students' reading short story ability are analyzed as follows:

(a) The students' score in excellent category

90, 90, 85, 85, 85, 85, 80, 80.

(b) The students' score in good category

75, 75, 75, 75, 75, 70, 70, 70, 70

(c) The students' score in average category
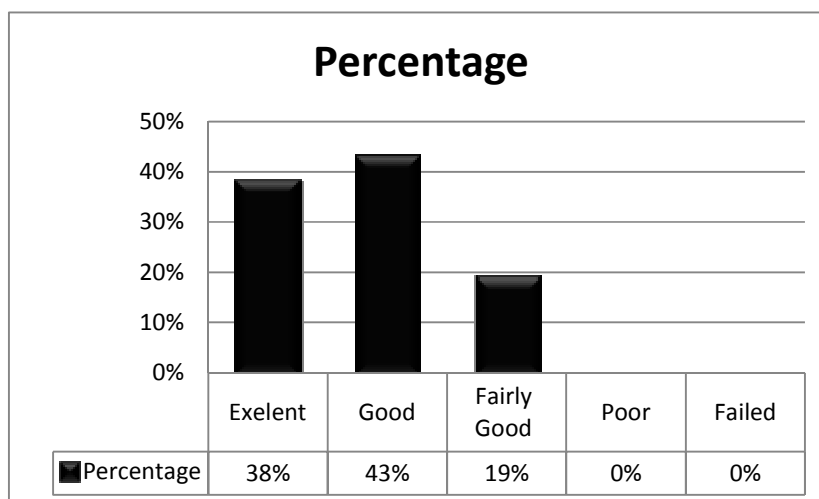
65, 65, 65, 65,

(d) The students' score in poor category

0

(e) The students' score in very poor category

0

The Histogram of Grammar Mastery Score

Percentage

	Exelent	Good	Fairly Good	Poor	Failed
■Percentage	38%	43%	19%	0%	0%

2. **Reading Short Story Ability Score.**

Table 3
The Calculating of Students' Reading Short Story (Y)

SCORE INTERVAL	f	f Y	Y	fy	y^2	fy^2
95	1	95	-18	-18	319	319
90	1	90	-90	-90	8100	8,100
85	3	255	-85	-255	7225	21,675
80	4	320	-80	-320	6400	25,600
75	5	375	-75	-375	5625	28,125
70	6	420	-70	-420	4900	29,400
65	1	65	-65	-65	4225	4,225
TOTAL	N = 21	$\sum fY$ 1620	-	$\sum fy$ -1543	36794	$\sum fy^2$ 117,444

From the calculation of the data, the writer has some steps to find the final score of the test. As describes below:

a. **Mean** for reading short story ability is 77,14 It's means that the students in reading short story ability have good ability. The way to get the mean score was total scores of the students correct answer were divide by the total number of the students.

$$M_Y = \frac{\sum Y}{N}$$
$$M_Y = \frac{1620}{21}$$
$$M_Y = 77,14$$

b. **Standard Deviation** is 74,79. The way to get standard deviation score was total of mean score divided by the total of number of the students.

$$\delta = \sqrt{\frac{\sum fy^2}{N}}$$
$$\delta = \sqrt{\frac{117,444}{21}}$$
$$\delta = \sqrt{5592,566}$$
$$\delta = 74,79$$

Table 4.1
Percentage of Reading Short Story Ability Scores

NO	INTERVAL	FREQUENCY	PERCENTAGE	CATEGORY
1	80 – 100	9	43%	Excellent
2	66 – 79	11	52%	Good
3	56 – 65	1	5%	Fairly Good
4	46 – 55	0	0%	Poor
5	0 – 45	0	0%	Failed

After collecting the data, it is found that the score of grammar mastery in answering the multiple choices can be categorized into excellent, good, fairly good, poor, and failed. It can be seen that the students who get excellent category are 9 students (43%), the students who get good category are 11 students (52%), while for average category are 1 student (5%), and no one gets poor and very poor category. It mean that the student have good level in reading short story.

a. **The Highest and Lowest score of students' reading short story ability**

Furthermore, the researcher presents the score of each student's reading short story ability, categorized as excellent, good, average, poor, and very poor. Based on the description of the test to the first year students of MTs I'aanatuth Thalibiin perawang, and the students' listening to short conversation are analyzed as follows:

(a) The students' score in excellent category

95, 90, 85, 85, 85, 80, 80, 80, 80.

(b) The students' score in good category

75, 75, 75, 75, 75, 70, 70, 70, 70, 70, 70,

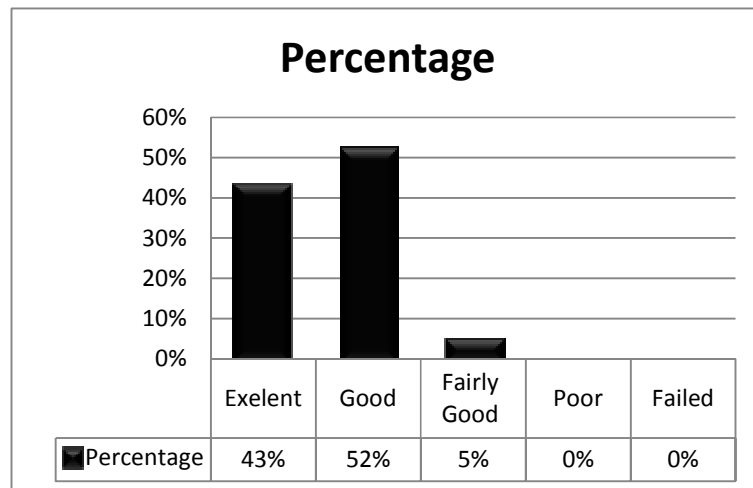(c) The students' score in average category

65

(d) The students' score in poor category

0

(e) The students' score in very poor category

0

The Histogram of Reading Short Story Ability Score

Percentage

Percentage	Exelent	Good	Fairly Good	Poor	Failed
Percentage	43%	52%	5%	0%	0%

B. The Data Analysis

Before calculating to get correlation coefficient product moment, the writer formulated the alternative hypothesis (Ha) and null hypothesis (Ho), as describeb below:

Ha: There is significant correlation between grammar mastery and students' ability in reading short story.

Ho: There is no significant correlation between grammar mastery and students' ability reading short story.

1. Calculating Correlation between Grammar Mastery and Reading Short Story Ability.

After getting the scores of the students grammar mastery and reading short story as presented in appendix V and VI, the data were statically computed to find correlation between two variable, as stated the previous score, the r-value was computed by using Product Moment formula.

$$r_{xy} = \frac{\sum xy}{N.SD_X.SD_Y}$$

$$r_{xy} = \frac{707}{21x8,123x7,493}$$

$$r_{xy} = \frac{707}{178,21}$$

$$r_{xy} = 0,554$$

Table 5
Descriptive statistic of Correlation Score

No	Category	$r_{calculation}$	R	r_{table}	
				1%	5%
1	r_{xy}	0,554	0,307	0,433	0,549

From the data presented in the table, it is found that the obtained correlation coefficient is 0,554, for α = 5% df 21-2 = 19. The critical value of *r* product moment is 0,433. Because r-value is higher than the critical value r product moment, the correlation coefficient is significant. This means that the null hypothesis is rejected

and it can be stated that there is a positive correlation between grammar mastery and reading short story.

The R_2 (R Square) is reached by computing the r product moment. The way to get the R_2 was multiplied the r product moment. The R square is 0,307 (100 x 0,307 = 30,7%). The obtained determination coefficient (R square) is 30,7%. This means that more or less 30,7 % of the variation in reading short story ability scores is accounted by the relationship with grammar mastery scores, while the rest (100%-30,7 = 69,3%) is probably due to other factors. This indicates that the relationship existing between students' grammar mastery and reading short story, as 30,7% can be explained by the correlation between the two variables, while the remaining 69,3% can be attributed to other factors.

2. The Interpretation

After finding the correlation coefficient and stating the rejection of the null hypothesis, then the correlation of the two variables seems significant. In other words, there is a significant positive correlation between students' grammar mastery and reading short story. Therefore, the higher the students score on grammar, the better scores the students get on reading short story. This correlation, however, is not based on cause and effect. It means that if students only have minimum level of grammar mastery, it does not mean that the students also get poor reading short story.

There were some students who got low scores in grammar but they got high scores in reading short story.

Based on the appropriateness to the value list of r product moment, it can be compared that $r_{calculation}$ is higher than t_{table} 5% or 1%. It can be read that **0,433<0,554>0,549**. According to the score, the researcher concludes that **H_a is accepted** and **H_o is rejected**. It means that there is a correlation between grammar mastery and reading short story ability of the seventh year students at MTs I'aanatuth Thalibiin Perawang.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' grammar mastery and reading short story ability of seventh year the students at MTs I'aanatuth Thalibiin Perawang.

A. Conclusion

Based on what have been discussed as well as presented in the previous chapters, the conclusion which can be concluded for this research as follows:

1. The first objective of this study is to answer the grammar mastery at the seventh year student of MTs I'aanatuth Thalibiin Perawang. Based on the data analysis presented in the previous chapter. It is obtained that Mean score of the students who did the test is 75.95. From that score, it can be concluded that the student's grammar mastery is categorized into good level.

2. The second objective of this study is to answer the reading short story at the seventh year student of MTs I'aanatuth Thalibiin Perawang. The Mean score of the students who did the test is 77, 14. From the score, it can be concluded that the student's reading short story is also categorized into good level.

3. The third objective of this study is to answer whether or no the correlation between grammar mastery and reading short story ability. There is a

significant correlation between grammar mastery and students' reading short story at MTs I'aanatuth Thalibiin Tualang. It is proved by finding of $t_{calculation}$ 0,554 higher than $t_{table,}$ at the level significant 5% or at the level significant 1% (0,433<0,554>0,549). Consequently, the alternative hypothesis is accepted. It indicates that there is a significant correlation between grammar mastery and reading short story.

B. Suggestions

Based on the research result and the conclusion, it is known that grammar mastery of students is a lot; however their reading short story ability is middle. Certainly, they are advised to increase their grammar mastery and their reading short story ability. To reach this, the researcher wants to suggest the teachers and the students at MTs I'aanatuth Thalibiin Perawang :

1. Suggestion for the teachers

   a) The teacher should give other textbook, media and technique in teaching grammar and reading.

   b) The teacher should check the student's test that got in poor test.

   c) The teacher should give an opportunity to students to ask if there are difficult terms.

2. Suggestion for the students

    a) The students are suggested to practice grammar to make everything in English easier, because by mastering grammar you will increase your potential for better understanding.

    b) The students are suggested to do reading and grammar exercises.

    c) The students are suggested to practice vocabulary, noun, and adjective.

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