

THE EFFECTS OF GRAMMAR MASTERY TOWARDS STUDENTS' READING COMPREHENSION

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Abstract

The aim of the research is to know the effects of grammar mastery towards student's reading comprehension. Grammar has an important role in mastering a language, and comprehending reading is also one of the ways to improve language learning. Therefore, it is necessary to know whether both variables have significantly effect to each other. Research methodology used is descriptive quantitative study. Sample are taken 80 students, and the sample taken with random technique. Data was collected through multiple choice test to the samples. Data analysis uses descriptive statistics. The research result shows that grammar mastery has a significant effect or influence towards the improvement of student's reading comprehension. In other words the students who guided better grammar mastery are better to comprehend reading. Learning a language can hardly be defined from its grammatical. The language is mastered when the students can use it correctly and comunicatively either in oral or written. Thus, in learning English, the students must engage well to its grammatical. The results contribute most to the increasing of student's reading comprehension.

Key words: Grammar, Grammar Mastery, Language Learning, Reading Comprehension

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penguasaan grammar terhadap pemahaman membaca siswa. Grammar memiliki peran penting dalam penguasaan bahasa, dan pemahaman membaca dan merupakan salah satu cara untuk meningkatkan kemampuan berbahasa. Oleh karena itu, penting untuk mengetahui apakah penguasaan grammar dan pemahaman membaca saling mempengaruhi. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif. Sampel sebanyak 80 siswa diambil secara acak dengan teknik random. Data diambil melalui test tertulis berbentuk pilihan ganda untuk penguasaan grammar dan pemahaman membaca. Pengolahan data menggunakan statistik deskriptif dan regresi. Hasil penelitian menunjukkan bahwa ada pengaruh signifikan penguasaan grammar terhadap pemahaman membaca siswa. Dengan kata lain, siswa yang dipandu dalam penguasaan grammar dengan baik memiliki kemampuan lebih dalam memahami bacaan mereka. Mempelajari bahasa dapat dilihat dari penguasaan grammar. Bahasa itu dikuasai ketika siswa dapat menggunakan bahasa tersebut secara benar dan komunikatif, baik berbicara maupun tertulis. Para siswa dapat menguasai grammar dengan baik dan benar, maka hasilnya adanya peningkatan dalam pemahaman membaca siswa tersebut.

Kata kunci: Grammar, Penguasaan Grammar, Pembelajaran Bahasa, Pemahaman Membaca

I. INTRODUCTION

Reading comprehension is the ability to read a text, process it and try to comprehend the meaning. Reading is an important skill in our daily life because it can give so many advantages for us. Through reading, students can obtain plenty of informations which expand their knowledge more and more. In learning English, being able to comprehend reading passage is a must. When the teacher gives text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It is like two aspects which cannot be separated. It is like fire and fume, two things that is inseparable. That is a fact in comprehending text that is absolutely needed.

Related with the present study, reading comprehension is not as simple as people imagination to achieve it. There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during the lesson and also make sure that they

completely understand what they read. Most of the students only read the text without thinking and paying attention to every single sentence that they read. Besides, a lot of the students do not have much time to read because when teachers give a text and get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. This statement is based on the fact that the teachers still little bit underestimate about the problem. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In this case, teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In this way, the students will have more time to practice reading.

As what has been explained above, reading comprehension is an effort to understand, evaluate, and also recognize the

author's ideas of reading text. It is very important to be mustered by the students because in reading comprehension, the students are expected to get the main ideas and the detail information from the text. Moreover, reading skill is used in the final examination for three grades. It is a crucial moment for the students to be able to pass it. Therefore, the students must have a good reading comprehension if they really want to pass the exams and then graduate from the school (Mc Whorter, 2005).

Meanwhile, Pressley and Gaskins (2006) describes that reading focuses on five literacy domains as essential to successful reading development, phonemes, awareness, phonics, vocabulary, fluency and comprehension. Students can get many vocabularies that they need by reading. Moreover, it can be applied in speaking and writing as well; however, reading is not simply a process of getting the meaning of what the readers read because the readers have to interpret what they have read and comprehended. The students must concentrate on it.

In addition, Johnson (2008:109) states that reading is the act of creating meaning with the text. This process will require the use

of background knowledge, grammar, vocabulary, experiences of the readers to help them in comprehending the written text. In reading comprehension, almost all of the students have difficulties in comprehending the contents and the components in reading such as topic of the material is really new for the students and they do not know what actually the text tells about such as: finding main idea, finding the meaning of word, phrase or sentence, and textual reference in the text.

Reading was the major problem that was found in the tenth grade at Private Islamic Vocational High School in Tangerang. Most of the students preferred to spend their break time to play in the yard and canteen rather than reading books in the library. It was a reality found at Private Islamic Vocational High School in Tangerang. It showed that they still had low motivation in reading. They were possibly aware if teacher always reminded and motivated them that reading could train their comprehension beside expanding their insight. However, they did not realize the importance of reading. In fact, reading had very important role in learning process because reading comprehension determined the success of the students in learning many things particularly

in school. Without the skill of reading, they could not make satisfactory progress in school. Moreover, the students often failed in joining any lessons because they did not like reading and they thought that reading was just so confusing.

Nevertheless to comprehend reading students not only have strategy in learning process but also they must have knowledge about grammar first. They should know more about structure, how they put it into a sentence and use it to express their thought and feeling. Fromkin, et al. (2014) once stated in their book that to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. That's why grammar plays very important roles for people who want to comprehend reading.

Therefore, the research will be entitled: "The Effects of Grammar Mastery towards Students' Reading Comprehension at Private Islamic Vocational High School in Tangerang".

II. THEORITICAL REVIEW

II.1 The nature of Reading Comprehension.

Most people want to compete to create a concept of reading comprehension which is never ended to be discussed. People always try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading comprehension. Pang et al. (2003:6) states that reading comprehension is about understanding written texts. It is a complex activity that involves both perception and thought. Reading comprehension consists of two related processes; there are word recognition and comprehension. First of all, word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. In addition, comprehension is the process of making sense of words, sentences and connected text. Here, the readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies in order to help them understand written text. Grammar and vocabulary are two components that cannot be separated in comprehending a text. Reading is thinking, understanding and getting at the meaning behind a text and it must be directed toward the understanding and catching the idea that the text provides (Serravallo, 2010:43). The students

think about what they already know about text's structure or topic before reading; they make connections to their live and the world as they read. Learning to read is an important educational goal. For children or adults, the ability to read opens up new world and opportunities to develop knowledge.

Guthrie and Wigfield (2004:403) state that a widespread goal of education in the elementary school is reading comprehension for all the students. Reading comprehension becomes especially important in the later elementary school and provides the basis of a substantial amount of learning in secondary school. Without skills of reading comprehension and the motivation for reading to learn, the student's academic progress will be limited and definitely fail in comprehending the text so that they absolutely need it.

Meanwhile, Grabe and Stoller (2002) define that reading comprehension is a complex cognitive activity, almost miraculous one, in fact, since it involves the secondary uses of cognitive skills in relatively new ways, at least and terms of evolutionary development. Reading is not an inherently natural process in the same way that speaking and listening are in the first language.

Learning to read requires considerable cognitive effort and along learning process, whether one is learning to read in the first or in the second language. They also state that reading is decoding and understanding text for particular reading purposes. To understand written text, the readers engage in constructive process to make the text meaningful. Without reading and comprehending the text, the reader will not understand what the text is talking about so that both of those things are very important. Thus, if a person is not taught to read, in one way that person will not learn to read.

As we know, reading comprehension is more than a single skill. It involves the coordination of range of abilities and strategies. Harmer (2007:99) states that reading comprehension is useful for language acquisition. Reading definitely will improve people's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on the students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, students have to be focused on what they read because reading is not only reading but also comprehending the text systematically. He also states that reading is incredibly active

occupation. To do it successfully, the readers have to understand what words mean, see the pictures, words are painting, understand the arguments and work out if the readers agree with them. This statements show that without understanding the word; students cannot know what the meaning of the text is.

Macceca (2007:5) states that students read the book, answer questions, listen to a lecture, perhaps discuss the information, sometimes take notes, and usually take a test on the material they read. These students typically do not learn how to read the text effectively or independently to increase their interest in learning. However, there is a tremendous jump in achievement when students are actively engaged in activities that go beyond the textbook. By introducing a wide variety of science based reading related to their studies, students learn that not all science information comes from one textbook. Many people are interested in many topics in sciences, and the reading material available reflects this. Expanding learning beyond the textbook both empowers students to become independent learners. She also explains that comprehending after reading the book is important to know how the students can catch the information of the text.

Reading comprehension is defined as the level of understanding writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. If words recognition is difficult, students use too much of their processing capacity to read individual words which interferes their ability to comprehend what is read. Reading texts constrain students to always pay attention to every single word and sentence. Hiebert and Kamil (2005:46) state that reading comprehension components such as vocabulary and grammar become main points that must be mastered. Vocabulary can help them recognize word meaning and grammar and it helps them to construct the structure. Thus, when reading activity is conducted, teacher should not treat all the students in the same way. Some students may be able to understand a certain reading passage but the others may not be because every student has different level. The solution is to have them working together, and let them put their thought together in collaborative way. The strength and the weakness of the students are well-accommodated since they can share the information together.

2.2 Components of Reading Comprehension

In reading comprehension, there are some elements that cannot be separated. Sentence structure or grammar and vocabulary are two main components which have significant impact to improve reading ability. Vocabulary deals with the ability to find words meaning. When students are able to recognize the words meaning, they are able to comprehend what they read. It is like two aspects which cannot be separated for students in comprehending what they want to read. Meanwhile, when students do not know the words meaning of the text, they definitely cannot understand what they read (Hiebert and Kamil: 2005).

Baumann in Klingner et al. (2007:47) states that vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. It can be concluded that vocabulary development and comprehension development were walking together. It means that vocabulary and grammar become crucial aspects in comprehending a text. They are in the same way and could not be separated one to another. Therefore, if we want to develop reading comprehension, it is also a need to develop students' ability in vocabulary as well because

the vocabulary knowledge will really help reader in comprehending text.

In addition, Alderson (2000:99) explains that vocabulary as the key of comprehending a text. He states that vocabulary is important to text comprehension and to test performance whether they are able to comprehend the text, vocabulary is still necessary. Not only vocabulary that must be mastered in comprehending a text, the other important component of reading comprehension is the grammar knowledge. Grammar is also as one of the pillars to comprehend a text. If students only know word meaning, it means that they only get a half of comprehending a reading text. Knowing about grammar is a must. It is very needed to be able to recognize the grammatical structure of the sentences or the paragraph in order to get valid information of the text.

Patel and Jain (2008:141) claim why grammar is important because it is one of important parts that makes it possible for us to talk about language. Grammar names the types of word and word groups that make up sentences not only in English but also in other language. As humans being, people can put sentences together as they want. However, to be able to talk about how sentence are built,

about the types of words and word groups that make up sentence known as grammar. Being able to master grammar will avoid misunderstanding when the students read a text because sometimes words will have different meaning within a context. Besides, knowing about grammar also helps the students how to construct a sentence and a paragraph grammatically.

Dykes (2007:5) explains that it is impossible to explore the function of words and the part they play in forming meaningful language without paying attention the procedure. When students know how and what the grammar is, they definitely will be able to catch the idea or even specific information contained in the text. If the students only focus on translating the words in the text without constructing them to get the meaning as a full sentence, the words will be meaningless.

On the other hand, the words definitely will have meaning if they are able to create a certain meaning and to convey a message to the readers. Those statements always in accordance and cannot be separated. In the case of reading comprehension, to know the meaning of the sentence, readers must have grammar knowledge. Thus, in order to know the meaning of every sentence in a text,

readers especially students must be able to master both of these components.

Therefore, from what have been explained above, it can be concluded that vocabulary and grammar skill are absolutely needed for the students. Both of those skills have their function. Grammar will help the students to get the valid information of the text while vocabulary helps students in getting the words meaning. Being able to master those two aspects (grammar and vocabulary), students will be easier comprehend the text.

2.3 The Assessment of Reading

Comprehension

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). The assessment of reading comprehension can be done by administering a series of test. Test may be constructed primarily as device to reinforce and to motivate students or primary means of assessing the student's performance in the language. The assessment is done to measure the students' ability and also to see whether or not students have improved their ability especially in reading comprehension. In addition, the assessment will also be able to motivate the students to learn more since it is the nature human to do something better.

According to Caldwell (2008:16), assessment can happen at any point in a lesson. In this study, the assessment is conducted during and also in the end of the lesson. The main point is how the teacher can assess as they teach because the teacher must pay attention that the assessment cannot be separated from the teaching and learning process. The assessment of this study is conducted during and the end of teaching and learning process to know students' improvement.

Wren (2001) explains assessment is a crucial component of the effective teaching in reading. It provides teacher with information about what their students know and can do. It is an important tool for monitoring the ongoing reading development of students and it provides teacher and school with the information about how good their programs and teaching practice which is needed for their students.

As Wren (2001) deliberates the assessment can be done by administering a series of tests. Test may be constructed as device to reinforce and motivate the students or primarily as a means of assessing students' performance in the language. The items of the test must be chosen carefully. When students

are taking a reading test, the effect can be both increasing and decreasing students' comprehension. Harrison and Salinger (2002:23) explain the importance of question is whether by moving to assessments, means that moving closer to the on-line process of comprehension or even further away from it. Thus, questions on a test must be well-selected.

Reading comprehension is more valid tested by selection of the correct answer from the multiple choice items in the foreign language which have been based on the reading text (Brown, 2004:191). In this case, the students show their ability not only to be able to comprehend about the reading text but also the fine distinctions between the choices offered. In here, no other skill has to demonstrate at the same time. This type of test, however, must be prepared with great care. The choices must be constructed in such a way that contains elements from the reading text arranged so that each provides a plausible response for students who have misinterpreted the text in different way (Wren: 2001). In other words, each must provide a real choice and a cause for hesitation for the students who are not quite sure of the text. The choices anticipate an error in comprehending the text.

2.4 The nature of Grammar Mastery

As Guskey and Anderman (2014), mastery is a term that all educators use and believe they understand well, it is about the level of students performance involved value judgement and made at the local level. Mastery can be defined as the ability to understand and apply in concrete form. What is meant by understanding in this matter related to the theory or the existing rules, while applying can be understood as a manifestation of the theory to tangible form (Guskey and Anderman, 2014).

According to Kilfoil and Walt (1997:13) define the grammatical competence as correct application of rules of grammar but not explicit knowledge of grammatical rules. Thus, grammar mastery means the ability to absorb the theory of sentence (both functions, units, or forms) and be able or capable of creating standard forms in accordance with the rules and regulations. In learning English, there are some skills that should be considered, such as: reading, writing, speaking and listening. Besides, English has elements, which can be taught interactively with the language skill. All that aspects cannot be separated with one component of English, that is grammar (Richard and Smith, 1997).

Learning of grammar or language structure is rather than as formal study but as a tool to solve the problems in certain situations. In mastering the concepts and principle of grammar by using this way, student will develop ways of thinking and at the same time they will build vocabulary, terminology, and principles that are useful in reading comprehension (Saaristo, 2015).

Reading English text, students often do not understand the meaning of sentence eventhough he understood all word contained in that sentence. This often occurs, especially long and complex sentence. By seeing those facts, there should be techniques to help students understanding a sentence, such as;

- 1) Analysis of sentences.
- 2) Knowledge of functuation.
- 3) Introduction of terms
- 4) Knowledge of key words

The relation between reading text with the principles of language acquisition Taylor (1974) argued there are two things must be emphasized:

1. Awareness and understanding of common sentence patterns of the language, and
2. Contais and through practice those patterns.

The meaning of things elaborated above is to understand the reading text, it is important to emphasize principles of mastery

and understanding the common sentence patterns, and it must be drilled deeply and continuously by using those common rule.

Grammar has an important role in language (Saaristo, 2005). When a student is reading an English text, he should be consider its grammatical structure in order to understand what the text tell about, since grammar affects students in four language skills therefore, as English grammatical structure is important in reading and comprehending the meaning in English text. The structure of the language indicates a rule or rules of language. If the rules of the language is understood and mastered by anyone, it allows understanding the speech of other properly, and can convey ideas, thoughts, feelings, and violition as well as other.

There are various opinion on the scope of language structure. There are experts who claim that the only structure of language morphology and syntax, but there are also stated. Verhaar (1996: 12) stated that the structure of language including phonology, morphology, and syntax. He further confirmed that is includeed within it is the grammatical morphology and syntax, while phonology is not significant but it serves as distinctive meaning. Lyons (1995: 167) stated that

traditional grammar works with two basic units of grammatical description, i.e. words and sentence, or in order words, the grammar consisted of morphology and syntax.

Based on the whole opinion stated that structure consists of morphology and syntax, while phonology is not included in the structure of the language because it has no meaning, but only serves as distinctive meaning. In contrast to the opinion above. Samsuri (1987: 44) stated the structures of language are phonology, morphology, and syntax. He further stated that the grammar is the ability to make grammatical sentences, especially for students. According to opinions expressed, the scope of language grammatical structure including phonology, morphology, syntax and semantic.

By seeing some theories above, the essential of the ability to understand the grammatical structure of language is skill or ability to master the system of the language rules which consists of morphology, and syntax (sentence structure), and understand the relationship between linguistic unit, and parts of a sentence such as words, phrases, and clauses in accordance with the prevailing system of language.

2.5 The effects of grammar mastery towards student's reading comprehension

To comprehend reading students not only have strategy in learning process but also they must have knowledge about grammar. They should know more about structure, how they put it into a sentence and use it to express their thought and feeling. Fromkin and Rodman (2014) once stated in their book that to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language.

It was known that grammar is a mean to combine words into sentences, as Chomsky and Halle in Fromkin and Rodman(2014) stated that we use the term “grammar” with a systematic ambiguity. On the one hand, the term refers to explicit theory constructed by the linguist and proposed as the description of the speaker's competence. On other hand, [it refers] to this competence itself.

To learn and be able to comprehend reading we have to know how writer usually use this language, put words into sentences, and then, use them in the text. First of all, we have to know what we mean with grammar itself. Ur as cited in Cubillo and Hernandez

(2015:107-212)considers that grammar may be roughly described as the way language manipulates and combines words) or bits of words) in order to form longer units of meaning..

Grammar has important role in learning English, so it also has a big influence to comprehend reading (Shashirekha: 2014). 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 to comprehend reading. From this description, it shows that grammar has some rules that can be used to form a sentence from some words. It can be assumed that people who can use grammar properly can be called as people that have good English grammatically and systematically.

III. RESEARCH METHODOLOGY

In this research, the writer use regression analysis which determines the effect of students' grammar mastery as variable X and their reading comprehension as variable Y. A multiple choice test is used as

the instrument of the student's reading comprehension and their grammar mastery. The data from this research is collected by giving the final test, reading comprehension test. The population of this research is all the students of private Vocational High School in Tangerang. The sample is taken used Random sampling Technique; therefore, the writer choose the students of tenth grade of private SMK GLOBAL INFORMATIKA, in the first semester of academic year 2017- 2018, which consist of 80 students. The hypotheses can be formulated "There is a significant effect of students' grammar mastery towards student's reading comprehension.

IV. DISCUSSION

In this research there are two variables used: first, grammar mastery as the independent (X) and reading comprehension as the dependent variable or variable (Y). The data is by giving multiple choice test to know the student's reading comprehension. Before the test is done to know whether all the questions (instrument) of the research that is submitted to measure the validity and realibility of variable. If the instrument is valid, it means that the instrument can be used to measure what will be measured

(Arikuntoro, 2006). SPSS programe is used to process the data.

The total of reading comprehension test is 30 questions. After testing 30 respondents, and the conducted analyzes the validity of the items. No statement has $r_{\text{counted}} < r_{\text{table}} (,378)$, so it is concluded that all statements are valid. The reability test for the instrument of Grammar Mastery uses Cronbach Alfa formula. If the counted score is closer to number 1, so that the instrument is more reliable. On the contrary, if r_{tt} score is smaller approaching to number o, the instrument is stated less reliable. Based on the calculation uses Cronbach Alpha formula above obtained that r_{tt} counted 0,90, thus in can be stated that the instrument of Grammar Mastery is reliable.

To get whether there is an influence between the independent and dependent variables, this research used the analysis technique as follows:

1. Normality data

2. [Heteroscedasticity](#) Analysis

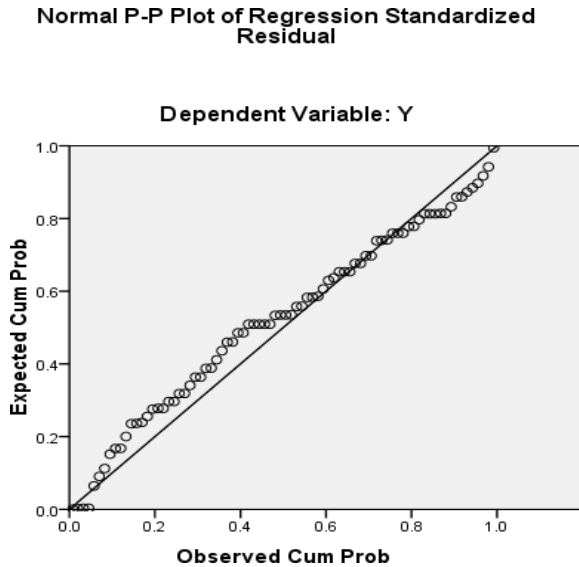


Figure 4.1 The Result of Normality Test

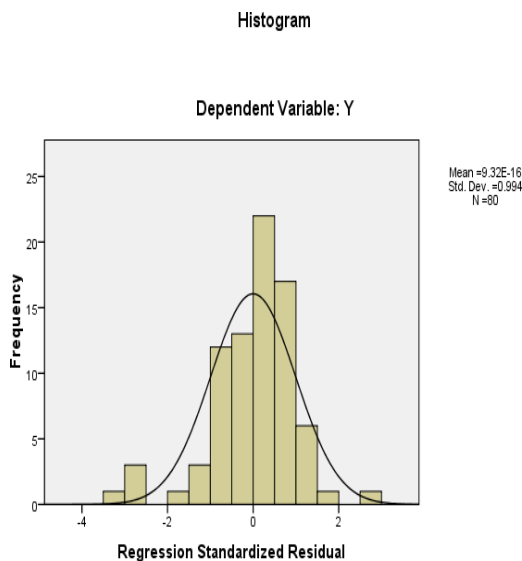


Figure 4.2 Histogram Diagram

Based on the figure 4.1 and 4.2 it can be seen that all the dots spread according to the diagonal line, therefore, the model is reliable to be used.

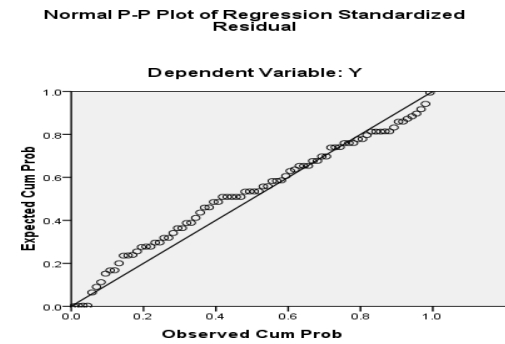


Figure 4.3 Scatterplot

[Heteroscedasticity](#) test is used to know whether or not there is deviation of classical assumption of [Heteroscedasticity](#) that is existence of variant inequality of residual for all observation in regression model. Based on figure 4.3 it can be concluded that there is no deviation data from research variables.

3. Regression Analysis

Table 4.1 Table of Coefficient Determination

Model Summary ^a					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.804 ^a	.646	.642	4.047	1.952

a. Predictors: (Constant), X

b. Dependent Variable: Y

Related to table 4.1, the analysis shows that partial value for r-counted is 0.646. The correlation value is strong and positive because it is more than 0.600. It can be

concluded that the relationship pattern of grammar mastery and students' reading comprehension is unidirectional, and it means the better the grammar mastery of the students, the better students' reading comprehension; vice versa. The result of the coefficient of determination of 64.6% means that the variation in the reading comprehension of the students is influenced by the grammar mastery of 64.6%, and the remaining 35.4% is influenced by other factors.

Tabel 4.2 The Result of Regression

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	23.497	4.472		.000
	X	.752	.063	.804	.000

a. Dependent Variable: Y

Based on table 4.2 the result shows the equation as follows:

$$Y = 23.497 + 0.752 X + \epsilon$$

Constantvalue 23.497 states that if the variable of Students' reading comprehension is null, then the constant value of grammar mastery is 23.497. The coefficient of regression as much as 0.752 for the variable of students' reading comprehension would increase 0.752 of grammar mastery.

Table 4.3The Result of F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2335.432	1	2335.432	142.614	.000 ^a
	Residual	1277.318	78	16.376		
	Total	3612.750	79			

a. Predictors: (Constant), X

b. Dependent Variable: Y

Table 4.3above used to determine the level of significant or linearity of regression. The criteria could be determined based on F-Test. According to the result, it found that the value of level of significance is< 0,05, therefore the model of regression is linier.

Table 4.4The Result of T Test

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model						
1	(Constant)	23.497	4.472		5.255	.000
	X	.752	.063	.804	11.942	.000

a. Dependent Variable: Y

According to Table 4.4 The result shows that the significant level is $0.000 < 0.005$; therefore it can be concluded that there is a significant effect of grammar mastery towards student's reading comprehension. In other words, the students who guided better grammar mastery are better to comprehend reading.

Learning a language can hardly be defined from its grammatical. The language is mastered when the students can use it correctly and communicatively either in oral or written. Thus, in learning English, the students must engage well to its grammatical.

To comprehend reading students not only have strategy in learning process but also they must have knowledge about grammar. They should know more about structure, how they put it into a sentence and use it to express their thought and feeling. That's why grammar

plays very important roles for people who want to comprehend reading.

Reading comprehension is the ability to read a text, process it and try to comprehend the meaning. Reading is an important skill in our daily life because it can give so many advantages for us. Through reading, students can obtain plenty of informations which can expand their knowledge more and more.

In learning English, being able to comprehend reading passage is a must. When the teacher gives text for the students to answer some questions, they possibly cannot answer it well if they do not comprehend reading passage well. It is like two aspects which cannot be separated. It is like fire and fume, two things that is inseparable. That is a fact in comprehending text that is absolutely needed.

Related with the present study, reading comprehension is not as simple as people imagination to achieve it. There are many aspects that must be considered if the teacher wants to successfully conduct the teaching learning process. One of the important aspects is giving the students a chance to read during the lesson and also make sure that they completely understand what they read.

Most of the students only read the text without thinking and paying attention to every single sentence that they read. Besides, a lot of the students do not have much time to read because when teachers give a text and get the students to answer the questions of the text, they only focus on how to answer these questions quickly. They ignore the important part of being able to answer the question and they finally fail. This statement is based on the fact that the teachers still little bit underestimate about the problem. Teachers mostly concern on material discussed and speak a lot of the time without giving a chance to the students how to read well and understand the meaning of what they read. In this case, teachers must try to make the students like to read first and then give chances as many as possible to read the text well and then try to find the meaning of the text. In this way, the students will have more time to practice reading.

V. CONCLUSION

In this section, the result is described briefly. Having conducted research and analysis of data on “the effects of grammar mastery towards student’s reading comprehension” can be concluded that there is a significant effect of grammar mastery

towards student’s reading comprehension. Based on the research, grammar mastery has an important aspect to improve students’ reading comprehension. The students should know more about structure, how they put it into sentence and use it to express their thought and feeling, both in speaking and writing. The students who guided to use and apply grammar properly will understand their reading better and comprehend the process of reading easily. They will automatically analyze the sentences according to the correct form of grammar, evaluate them and comprehend the subject being learnt. It can be concluded that grammar mastery is one part of language that has significant roles for people, especially students who want to comprehend reading and master the language correctly.

The study reveals that the students’ grammar mastery affects or at least has correlation with their reading comprehension. Therefore, the writer suggests that teachers give more explanation and practice about grammar or language features which are in texts that students will learn. Moreover, it is recommended that the students learn more about the texts. Students should be able to differ the kinds of texts, so it will be easier to know the social function of the text.

Furthermore, the students also have to enrich their knowledge and abilities in grammar and reading. Since there is correlation between grammar mastery and reading comprehension, the writer also suggests that other researchers get more insight in conducting the correlational or experimental study.

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