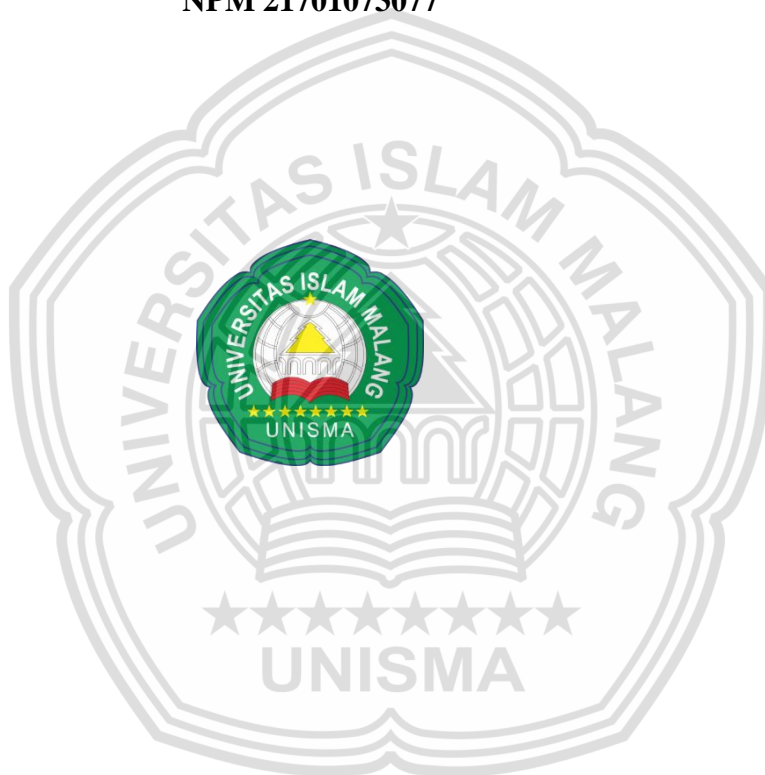




**THE CORRELATION BETWEEN STUDENTS' READING STYLE AND
GRAMMAR MASTERY AT FIRST GRADE OF VOCATIONAL HIGH SCHOOL
BABUSSALAM PAGELARAN MALANG**

SKRIPSI

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ABSTRACT

Aisah. 2021. The Correlation between Students' Reading Style and Grammar Mastery for The First Grade Students' Vocational High School Babussalam Pagelaran Malang. Advisor I: Henny Rahmawati, S.Pd., S.S., M.Pd.; Advisor II: Febti Ismiatun, S.Pd., M.Pd.

Keywords: Students' Reading style, Students' Grammar Mastery, Correlation

Reading is an activity to get the information that we can get from reading some texts. The understand text strategically is the important point in reading activity. The students can reach more knowledge from reading activity, and they can learn about the grammatical system. It can be seen from the students' activity in transfer the meaning in reading, including they should be understanding the grammatical system if they want to reach the idea of the text. In this era, we can easily understand the text by using ICT development meanwhile grammar becomes one of the materials in studying English. Based on the related statements above, the researcher would like to analyze the topic further, by using the questionnaire and grammar test, in order to know the correlation of students' reading style and their grammar mastery.

The formulated research problems were: 1) Do the more the students read text by the screen materials, the better their grammar mastery in learning English? and, 2) Do the more the students read printed materials, the better their grammar mastery in learning English?

Based on the research problems above, the purpose of this study was to find out the correlation between students' reading style and grammar mastery towards the first grade of Vocational high school (SMK) students' Babussalam Pagelaran Malang, especially majoring in software engineering.

This study used quantitative research design. The participants of this study were 48 students, the first grade of SMK Babussalam from class A and B, both of class were handed a questionnaire contains students' reading style, reading from screen and reading from printed book. Then, the researcher also collected the data on students' grammar mastery based on the results of a grammar test that the researcher conducted in the classroom. To analyze the data, the researcher used descriptive statistics and Pearson product moment correlation.

The finding revealed that there is a correlation between students who are passionate about reading on screen and their grammar mastery. The second finding revealed that there is no correlation between students' who are passionate about reading printed books and their grammar mastery based on the students score. It was proved by the result of the analysis by using SPSS V.20. The mean score of the reading on screen was 16.69, and the mean score of the reading printed was 18.96, while the mean score of the grammar mastery was 61.54. Then, the first result of sig. (2-tailed) value showed that p value 0.042 was lower than α 0.05, (0.042 < 0.05).

The result of this research was that the more students read text with screen material, the better their grammar mastery in learning English. However, this is inversely proportional to reading printed materials because the results of this study stated that there was no correlation between reading in printed materials and students' mastery of grammar. It means that even though the more students in Vocational High School of Babussalam read with printed material, it doesn't mean their grammar mastery is getting better.

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, objective of the study, research hypotheses, significance of the study, scopes and limitations of the research, and the definition of key terms.

1.1 Background of the Study

There are at least four skills that we must master in English, namely listening, speaking, reading, and writing. For this research, the researcher focused on reading skills.

Reading is an activity to get input of the knowledge that can we get from reading some texts such as; article, novel etc. Reading is a process that is carried out and used by readers to get the message the writer wants to convey through the medium of words / written language Tarigan (2008). This opinion supported by Akhadiyah (1992) stated that reading is an integrated set of activities such as recognizing letters and words, relating them to their sounds and meanings, as well draw concluding the meaning of the reading. According to Pardede (2019) in teaching and learning a foreign language the learner should mastering reading well because the most vital skill in English as a Foreign Language (EFL) is reading. Everyone have to improve their reading skills. If someone is willing to improve



their reading skills, they will have more knowledge. This is because those who have a lot of knowledge will increase their confidence. Reading is important to increase someone's self-confidence and how someone fills his brain



through what she or he reads (Nasution, Harida, & Rambe, 2018). This implies that if a person does not have a lot of knowledge, he will feel not confident to say something because they do not have enough knowledge to talk about the topic being discussed.

In addition to learning the skills that the researcher mentioned above, in English we also need to master the components in English, they are grammar, pronunciation, vocabulary, and spelling. If we take language to be speech, as linguists do, comprehending a language entails understanding its grammatical patterns as well as proper usage (Debata, 2013). For this research, the researcher only focused on one of the components was grammar.

Grammar is the crucial aspect in English. The definition of grammar (grammar) according to the dictionary version of John M. Echols (1975):

Grammar: (n) 1. Grammar, 2. Grammar books. Meanwhile, the understanding of grammar according to Oxford Learner's Pocket Dictionary (1998) is a book that describes the rules for forming words and making sentences. Referring to the definition above, grammar is a collection of rules about the grammatical structure of the language. This set of rules is commonly known as grammar. Coghill, (2003) defined grammar as a set of rules that organized parts of its composition. Grammar determines how the words are arranged in the form of meaningful language.

Grammar is important to be understood by people who learn English, especially EFL students. Karyadi (2016) said that grammar competence described language in our mind, different from the use of language, which depended on the situation, interest of the participants, and other factors. Most of the students feel that studying grammar is difficult, exactly in Indonesia. Karyadi (2016) said that in Indonesia, one of the difficult sections in English speeches for a mostly student is grammar. The reasons why the students feel difficult in studying English are (grammar) in Indonesia and English is different. Grammar may now be

studied easily by students, because the use of ICT in the learning process was varied and entertaining, many elements of ICT can assist students mastering grammar.

Today, the technology has been developing rapidly, especially in education sector. The student can access the information easier. They can get the knowledge from their gadget. Recent studies (Anuradha & Usha, 2006; Jeong, 2012; Lim & Hew, 2014; Shelburne, 2009) investigating student and teacher perceptions of the focus in digital reading on e-book use generally reveal that more than 50% of users who have used e-books. Pardede (2019) reports that pre-service English teachers consider the use of digital modules in mixed learning to be positive. But they expect the module to be written in 'easier' language and accompanied by relevant videos.

The study of (Jeong, 2012) shows Korean students' satisfaction with e-books. Students also recognize the usefulness of e-books today. (Lim, 2014) research shows that students generally have a positive attitude towards the use of e-books. Also, the (Shelburne, 2009) study shows that undergraduate students tend to have a more positive perception of e-books. (Anuradha, 2006) report that around 90% of e-book users in Indian academic circles are very satisfied with their ebook usage, and students tend to use e-books more often. Today the student more interest to use technology as their way to get the information. They can study everywhere by using their gadget because it is simpler and varied, so the student will not feel bored in learning.

In this era, we can easily understand the text by using ICT development meanwhile grammar becomes one of the materials in studying English. If these requires to master English well, so they have to study about grammar. Based on all of the related statements above, the researcher would like to analyze the topic further, by using the questionnaire and grammar test, in order to know the correlation of students' reading style and their grammar mastery.

As explained by Baron (2017) with more than 400 university students from five countries, 86% preferred reading longer texts in print and 78% when reading for pleasure, with 92% saying it was easiest to concentrate when reading print. 85% of the US students were more likely to multitask in an online environment and only 26% when reading print.

On the other hand, Ackerman & Goldsmith (2011) noted that when students have a choice, they spent less time on digital reading, and had lower comprehension scores. Schugar et al (2011) also found that participants reading on-screen used fewer study strategies such as note-taking.

From some of the statements above, it was inspired researcher to correlate the reading style and grammar mastery at vocational high school. It is because some previous researcher only focused on the comparison between printed reading and reading on-screen. Following up on the above explanation, the researcher did a quantitative study titled “The Correlation Between Students’ Reading Style and Grammar Mastery for the First Grade Students’ Vocational High School Babussalam Pagelaran Malang”.

This research will be applied in the first grade of Vocational High School Babussalam Pagelaran Malang by the title “The Correlation between Students’ Reading Style and Their Grammar Mastery for First Grade Vocational High School Babussalam Pagelaran Malang”

1.2 Research Problems

Based on the background of the study mentioned above, it is formulated the question, as follow:

- 1) Do the more the students read text by the screen materials, the better their grammar mastery in learning English?
- 2) Do the more the students read printed materials, the better their grammar mastery in learning English?

1.3 The Objective of the Research

This study aims to find out:

- 1) Whether the more the students read text by the screen materials, the better their grammar mastery in learning English.
- 2) Whether the more the students read text by printed materials, the better their grammar mastery in learning English.

1.4 Research Hypotheses

The hypotheses in this research are the basic assumption of how the result of the research would be. Moreover, in formulating the hypothesis, the researcher ensured that the hypothesis is real based on fact. Those are the hypothesis:

1) H_1 (Alternative hypothesis)

- a. There is correlation between students who are passionate in reading on screen and their grammar mastery at Vocational High School Babussalam Pagelaran Malang. It means that the students who like reading on screen materials will have the higher score in grammar mastery and both variables have a correlation.
- b. There is correlation between students who are passionate in reading printed and grammar mastery at Vocational High School Babussalam Pagelaran Malang. It means that the students who like reading printed materials will have the higher score in grammar mastery and both variables have a correlation.

2) H_0 (Null hypothesis)

- a. There is no correlation between students who are passionate in reading on screen and their grammar mastery at Vocational High School Babussalam Pagelaran Malang. It means that the students who like reading on screen materials will not have the higher score in grammar mastery and both variables have no correlation.

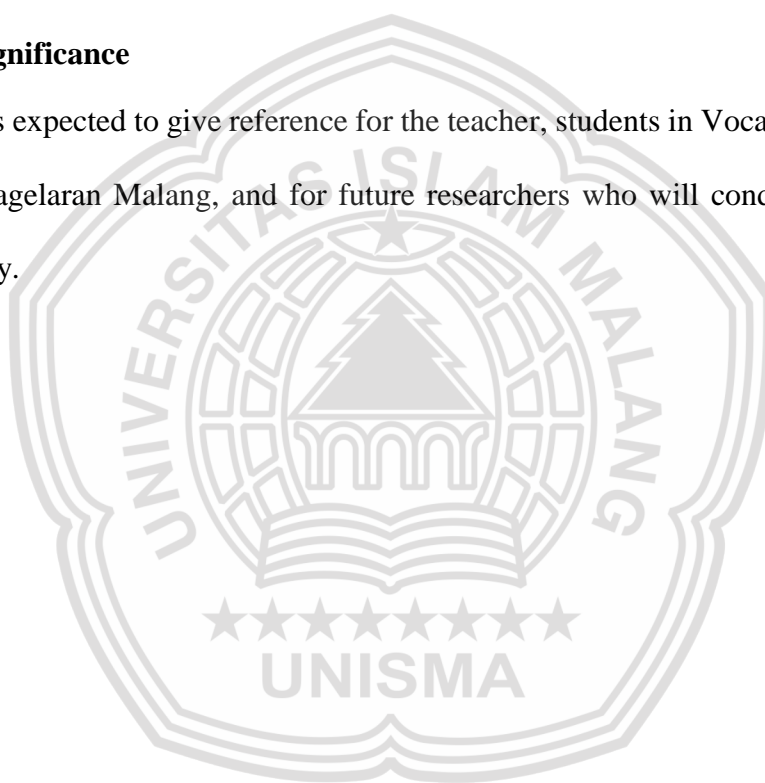
- b. There is no correlation between students who are passionate in reading printed and grammar mastery at Vocational High School Babussalam Pagelaran Malang. It means that the students who like reading printed materials will not have the higher score in grammar mastery and both variables have no correlation.

1.5 The Significances of the Study

The researcher hopes this reasearch can give contribution to the English teaching and learning. It has two major significance i.e: practical and theoritical significance.

1.5.1 Theoretical significance

This research is expected to give reference for the teacher, students in Vocational High School Babussalam Pagelaran Malang, and for future researchers who will conduct similar research with this study.



1.5.2 Practical Significance

a. For the students

The results of this study can be used as a reference to make it easier for students to understand the text by using one of the reading strategies that they feel suitable and comfortable in applying it.

b. For the teacher

The results of this study can help teachers to improve their abilities in terms of teaching skills, teaching approach and learning process

c. Future researcher

To give additional information for future researcher who wants to conduct further research on the related field.

1.6 Scopes and Limitations of the Study

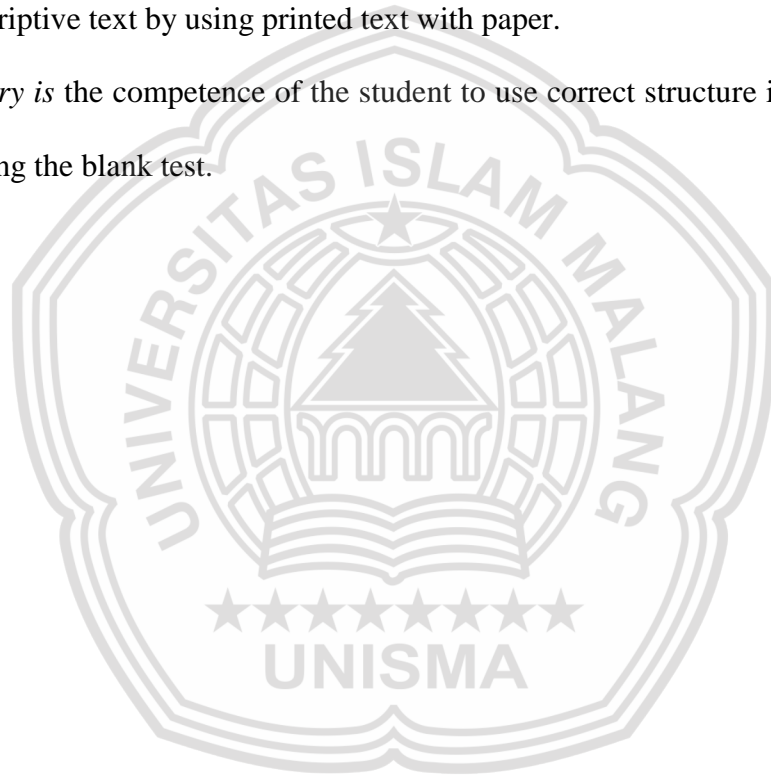
The scope of this study was only at the first grade of Vocational high school Babussalam Pagelaran Malang. The subjects were from faculty of *Computer engineering and informatics*, majoring in *software engineering*. The samples of this study consist of 48 students in the first grade of SMK Babussalam Pagelaran Malang. This study examines a study of students' reading style by using on screen reading and printed reading towards their grammar mastery.

The limitation of this study is the students do not work on questionnaires based on their situation, because the students think that the results of the questionnaire would like to be their score on the subject. So that they do the questionnaire as well as possible and not based on their condition.

1.7 Definition of Key Terms.

To make the reader more understand. So, the researcher gives the definition of key terms below.

1. *Reading style* is the way that students implement background knowledge to get the meaning of the text, whether it is printed and by the screen.
2. *Reading on screen* is the way students implement background knowledge to get the meaning of descriptive text by using screen. This activity is done offline.
3. *Printed reading* is the way that students implement background knowledge to get the meaning of descriptive text by using printed text with paper.
4. *Grammar mastery* is the competence of the student to use correct structure in grammar test by using filing the blank test.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of this research and some suggestions for students, lecturers, the next researcher, and all of the readers.

5.1 Conclusions

In this study, there were some conclusions related the problem, purpose, and hypothesis of the research. The findings of this study are 1) there was any correlation between students' reading on screen and their grammar mastery, then for alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. The second finding is 2) there was no correlation between students' reading printed and their grammar mastery, then for alternative hypothesis (H_1) was rejected and the null hypothesis (H_0) was accepted.

Furthermore, this result could answer the research problem which has been stated on the first chapter. The result of this research was that the more students read text with screen material, the better their grammar mastery in learning English. However, this is inversely proportional to reading printed materials because the results of this study stated that there was no correlation between reading in printed materials and students' mastery of grammar. It means that even though the more students in Vocational High School of Babussalam read with printed material, it doesn't mean their grammar mastery is getting better.

5.2 Suggestions

Based on the results and discussions, the researcher would like to propose some suggestions:

5.2.1 For the students

According to the conclusions of the research, reading is the activity that aimed comprehends the text. Reading is not limited to printed media; there is also the option of using on screen media. It turns out that reading on screen has a higher correlation than reading on paper, and reading on screen has a greater impact on grammar mastery than reading printed. The students are obligated to use ICT as part of their studies, because they can access information from anywhere. Furthermore, when compared to printed books, ICT media is more interesting and diverse in terms of improving learning achievement. The reader must have the strategies that feel suitable to use in reading activity. They always try to interest to get more knowledge, by reading or another way that you feel comfort with these ways. The students must have a high desire to have a lot of knowledge and experience to get the achievements in the learning process.

5.2.2 For the teacher

To make the students enjoy in reading process, the teacher should try ICT in teaching learning process, because ICT can increase students' achievements in academic process. Build the good atmosphere in the environment of school and always give the motivation to the students in order to make the students interest in reading and always competing for achievements in the academic process.

5.2.3 For the next researcher

The researcher felt that this research was not perfect. So, the next researcher can develop this study by using another skill and instrument that make the result more complete and perfect. It is expected to the next research to be practical for other research development.

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