

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Multiple Correlation Of Reading Skill And Grammar Mastery Toward Speaking Achievement For First Year Students Of Senior High School

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The Influence Of Post Task Activities On Undergraduates Students At STKIP PGRI Tulungagung

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
Terbit pertama kali April 1999

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6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
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MULTIPLE CORRELATION OF READING SKILL AND GRAMMAR MASTERY TOWARD SPEAKING ACHIEVEMENT FOR FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL

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STKIP PGRI BLITAR

Abstrak: Kemampuan membaca dan penguasaan tata bahasa adalah bagian penting dalam bahasa Inggris. Kemampuan tersebut dapat mempengaruhi kemampuan berbicara. Untuk mengetahui hubungan antara kemampuan membaca dan penguasaan tata bahasa terhadap prestasi berbicara, peneliti mengadakan penelitian korelasi. Pada penelitian korelasi ini, peneliti menggunakan pendekatan kuantitatif yang melibatkan 31 murid kelas satu dari MAN Wlingi. Data diambil melalui pengujian membaca, pengujian tata bahasa dan pengujian bicara. Semua data dianalisis memakai analisis regresi IBM SPSS. Di akhir, peneliti menyimpulkan bahwa ada korelasi ganda yang signifikan dari kemampuan membaca dan penguasaan tata bahasa terhadap prestasi berbicara.

Kata Kunci: *Kemampuan membaca, penguasaan tata bahasa, prestasi bicara.*

Abstract: Reading skill and grammar mastery are important part in English. They may be able to affect speaking skill. To know correlation of reading skill and grammar mastery toward speaking achievement, researcher conducted correlational research. In correlational research, researcher applies quantitative approach that involves 31 first year students of MAN Wlingi. Data were taken by doing reading test, grammar test and speaking test. All data are analyzed by operating regression analysis in SPSS. In the end, researcher concludes that there is significant multiple correlation of reading skill and grammar mastery toward speaking skill.

Key Words: *Reading Skill, Grammar Mastery, Speaking Achievement.*

INTRODUCTION

English as International language has become main language used in many countries. Those country are likes America, Singapore, Australia, England, and etc. It is used in many fields likes trading, entertainment, education, science, and technology. In education English has become a subject matter and it is applied as science language that can be found in many books, international journal or article, and international seminar. In technology, It serves as a guide

language which has dominated many terms in economy, which have been adopted from it. The terms include those in trade, business. Based on the reason above, people know that it has influenced many fields in life and it is important to learn.

In education field English has been applied as the subject matter. Not only that, English is one of the national examination subjects. It constitutes material which is taught in many levels of education. It is taught from elementary level until

university level. It is also a requirement to get first graduate in college. It is proved by fact that student followed thesis test must be successful in TOEFL. English has four language components and four skills. Those components include Grammar, vocabulary, pronunciation and spelling, while English skills cover listening, speaking, reading, and writing.

Reading is an important skill in English. Reading is the skill that enables the reader to get new knowledge by absorbing information from reading media. Because of that, the reader has much idea to do communication. Mart (2013:91) in his research argued: 'Indeed, reading power relies on continuous improvement in vocabulary knowledge that provides communication. The importance of word knowledge, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore fostering improvement in word knowledge through wide reading has the potential for fostering improvement in speaking skills'. Someone who is skillful in reading will get more advantages and can influence their other skill. Reading also gives new information that can develop students skills in their idea, enrich their vocabulary, also experience in debate and speech. Reading is possibly having strong tendency to affect other skills.

Grammar is one of the language components that plays an

important role in speaking. Without grammar mastery, people have difficulty in producing information orally and written form. Subasini and Kokilavani (2013:57) stated that using the correct grammar is important to avoid misunderstandings and to help the listener to understand the speaker easily. Language with errors will slow down the communication and conversations. Moreover it finds harder to express the speaker's ideas, thoughts clearly and concisely. Mostly communicator will not get a chance to rectify the mistake unless the speaker speaking with a native speaker of English. The Listener will correct the speaker's vocabulary and choice of words than correcting the grammar'. Based on the statement above, the researcher takes a conclusion that grammar is an important factor in oral communication. This can be predicted that grammar has a strong tendency in speaking achievement.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%, speaking 25-30%, reading 16%, and writing about 9%. Speaking is the second skill that has second most important role in daily communication. In the first grade of senior high school level, there are many problems of speaking skill, namely, gapping in speaking, missused vocabulary, and no idea.

In the goal to solve speaking problem, the researcher would like to

know about factors that have strong tendency with speaking skill. Speaking is influenced by reading. Zhang (2009: 33) described '*This integration has many advantages, as it adds variety, encompasses student's different strengths, and creates interactive possibilities by focusing on both productive and receptive skills*'. It means that reading gives a good effect for speaking skill because the learners have much knowledge to improving their ability of speaking. Brown (2000: 268) also described that 'It is now very clear that fluency and accuracy the both important goals to pursue in CLT. While fluency may in many communicative language courses be an *initial* goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output'. This quotation says that speaking is influenced by grammar, because it requires accuracy.

Based on the explanation above, the researcher predicts that reading skill and grammar skill have tendency toward speaking skill. To ensure this prediction, the researcher conducts a research on Multiple Correlation of Reading Skill and Grammar Mastery toward Speaking Achievement for First Year Students of Senior High School. This result of the study is expected to be able to support speaking achievement in the future.

Reading

Reading is to apprehend the meaning of (a books, writing, etc.). In order to make sense of any text we need to have pre-existent knowledge of the world. Nunan and Grabe, Stoller in Mart (2012: 92) states: Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has.

Grammar

According to Greenhaum and Nelson (1991:1), grammar *refer to the set of rules that allow us to combine words in our language into larger units, Another term for grammar in this sense is syntax*. In grammatical aspect, there are four types of sentence, those are simple sentence, compound sentence, complex sentence, and compound-complex sentence. A simple sentence contains no lower sentence (clause). According to Eastwood (2002:13), *the parts of a sentence are the subject, verb, object, complement and adverbial*. Varga (2010:64) explains that *a compound or coordinated sentence contains two or more, equally important, lower sentences (clauses) placed side by side in coordination*.

Speaking

Speaking is ability to make communication with correct grammatical rules and pronunciation so that what have spoken can be understood by other communicator or listener. Speaking skill involves all language componenets. Those are grammar, vocabulary, and pronunciation. The goal of oral language is to make listener understand what information being transfered. Semantic and grammatical rules are important aspects in speaking. Grammar is used to make words that are combined to be easily to understood while semantics is used to make listener understand what speaker means. In speaking there are some aspects that must be mastered. Those are microskills and macroskills. Brown (2003:142) stated that there are about six teen microskills. First macroskill is producing chunk of language of different lenght. Second is producing differences among the English phonemes and allophonic variants orally. Producing English stress pattern, words in stressed and unstressed positions, dynamic structure, and international contours and also producing reduced forms of words and phrases are the third and fourth macroskills. The fifth skill is using and adequate number of lexicalunits (words) in order to accomplish pragmatic purposes. Producing fluent speech at different rates of delivery is the sixth skill. Monitoring your own oral production and use various strategic device-

pauses, fillers, self corrections, backtracking-to enhance the clarity of the message and using grammatical word classes (nouns, verb, etc.), system, word order, patterns, rule, and elliptical form are the seventh and eighth macroskills. Whereas producing speech in natural constituents-in appropriate phrase, pause groups breath groups and sentence, expressing a particular meaning in different grammatical form and using cohesive devices devices in spoken discourse are the ninth, tenth and eleventh skills.

Brown (2003: 143) also divided macroskills of speaking to be 5 points. They are as follows:

1. Accomplish appropriately communicative functions according to situation, participants, and goal.
2. Use appropriate registers, implicature, pragmatic convention and other sociolinguistic feature in face to face conversation.
3. Convey links and connections between events and communication such relation as main idea, supporting isea, new information given information, generalization, and complication.
4. Use facial features , kinesics body language, and other nonverballanguage to covey meaning.
5. Develop and use a battery of speaking strategy.

Principle of Testing

According to Bachman (1990:18), *in developing language tests, we must take into account considerations and follow procedures that are characteristic of tests and measurement in the social sciences in general.* Measurement in language assessment can be defined as process quantifying the quality of person in applying language using rules to get feedback of learning or as evaluation. Carrol in Bachman (1995:20) also defines *test as a psychological or educational test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual.* Good test involves some requirements of test instrument, Those are validity of the test and reliability of the test. validity in testing and assessment has traditionally been understood to mean discovering whether a test measures accurately what it is intended to measure. Test is considered as valid test if it can measure what should be measured. Reliability means that the test must be able to be consistent when it is used in many times.

In testing language, teacher must consider some steps. Anderson (2003:48) explained about some procedures in design instrument of language testing they are:. First, decide on your most important unit objectives and use the Taxonomy Table to determine the appropriate cell or cells for each objective.

Second, determine the length of the unit assessment. Third, Based on your understanding of the objective in terms of the Taxonomy Table, select or write several assessment tasks for each objective. Fourth, have your assessment tasks reviewed by someone else; make changes as necessary. Fifth, prepare unit assessment. Sixth, prepare method of scoring student responses. Seventh, administer unit assessment. Eighth, analyze results of unit assessment. Ninth, assign student scores on unit assessment. And tenth, place assessment instrument, the results of your analysis, and students' scores in a file folder.

Grammar Test

Madsen (1983:34) explains that *grammar tests are designed to measure student proficiency in matters ranging from inflections (bottle-bottles, bake-baked) to syntax.* Syntax relationship of word in a sentence, including matter such as word order, use of the negative, question forms, and connectivities. Some models of grammar test are as follows.

Limited Response

This model can be applied for students who have little ability in English. It uses some questions that have to be answered by short answer orally without writing anything. The example is when teacher asks to the student: "What is she doing?", Then student answers: "swimming"

Multiple Choice Completion

Multiple-choice completion is designed using uncompleted sentence and its distractors. This is an effective way in testing grammar. The procedure of Multiple-choice completion are first, teacher must select the grammar point that is needed to test. second, teacher must prepare the right kind of sentence context for structure of grammar. third, teacher selects logical distractors. and fourth, teacher gives instruction that is clear and simple. the example is as follow: when teacher instructs students to complete the question based on the most correct choice among the multiple choices like the question:

She is..... her breakfast.

And the distractors are:

- a. eating b. eats
c. eat d.

Eaten

Simple Completion (Sentences)

There are three steps to follow in preparing simple completion grammar test: (1) Select the grammar that need to be tested; (2) provide an appropriate context; and (3) write good instruction".

Example :

Question : He is....(learn) about pop music now.

Answer : He is learning about pop music now.

Cloze Procedure

Cloze tests forms one paragraph or more in length . Some words in the paragraph are deleted. The students must complete all the words deleted by test maker. To prepare a cloze procedure, test maker can select an

appropriate passage, decide on the ratio of words to take out, write the instruction and prepare an example.

Error-Recognition Multiple Choice Item

Error-recognition multiple choice item is test with error sentence. Test maker can make a sentence omitted word like article and others part of speech. Test maker also is able to use a sentence containing error with marking those using letter.

Rearrangement items

Rearrangement item usually forms multiple choice item. It is also ruin words that must be rearranged to be good sentence.

Speaking Assessment

There are two kinds of scoring procedure that has developed to speaking assessment. Those are objective scoring and holistic scoring. Objective scoring does not need a rubric. Speaking activity is assessed by considering correct or wrong answer. Holistic scoring uses rubric as technique which evaluates student's speaking achievement based on some criteria. Speaking assesment or called as oral production test involved fluency, accuracy, fluency, comprehensibility. Madsen (1983:147) explains that *to understand how the several components*. Teacher can use some criteria to assess speaking achievement. Those are comprehension, pronunciation, fluency, vocabulary, and grammatical structure. Some

techniques that used in speaking test are described as follows:

Direct Response

This model is done by giving instruction to the students and they directly tell like what the teacher has instructed. For example of this design is when teacher says “ tell me about your house!”, then directly students tell what teacher has asked.

Picture Guess

This model is designed by giving some pictures to the students. Students must tell what picture about. Students can tell it based on teacher instruction. Picture can form some stories like comic, activity of

people, and map. Students also can describe what picture about.

Reading Aloud

This model of speaking assessment is very simple. It is just only test using reading text and the students just read it loudly. Teacher can assess pronunciation and intonation.

Oral interview

Oral interview is applied by asking students some questions. This is type of individual assessment. This kind of test usually uses holistic scoring.

Pharaprase

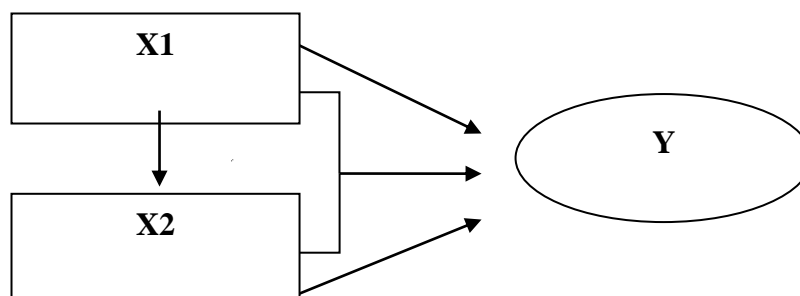
In this model, students must listening some dialouge or reading a text then they must make a pharaprase. This model also uses holistic scoring.

linear relationship between two variables. Jupp (2006: 46) argued that *the correlation coefficient is a measure of the association between two numerical variables, usually denoted as x and y.*

Method of Analyzing Data

In this study, the researcher applied quantitative approach that analyzed data using statistically method. Research involving the collection of data in numerical form for quantitative analysis. Jupp (2006 : 280) argued *the numerical data can be durations, scores, counts of incidents, ratings, or scales.* The model of research is correlational research. Correlation refers to the

This research is about Multiple Correlation that observed correlation of two independent variables toward a dependent variable. The design of this research can be described as chart bellow.



This research involves two kinds of variable, those are

independent variable, symbolized by “X” and dependent variable,

symbolized by “Y”. Both of variables are as explanation as follows.

X₁ : Reading Skill

X₂ : Grammar Mastery

Y : Speaking Achievement

Population and Sample

Population in this study is first year of Senior High School students. Jupp (2006: 271) said that sampling as *techniques used to select groups from a wider population*. In this research, researcher used non-probability sampling technique.

RESULT AND DISCUSSION

The researcher checked multiple correlations all variables using SPSS. It computes R and F to

Blaxter (2006: 165) explain that *non-probability sampling approaches are used when the researcher lacks a sampling frame for the population in question, or where a probabilistic approach is not judged to be necessary*. The technique of sampling applied purposive sampling because this study is to observe the first year students of Senior High School. The students who were involved were Students of first year MAN Wlingi, Blitar. The samples in this study were 31 students.

get interpretation of the significance of multiple correlations.

The computation result based on SPSS is as following Table

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.468 ^a	.219	.163	12.36185	.219	3.924	2	28	.031

On the table above R is 0.468, R square is 0.219, adjusted R square is 0.163, R square change is 0.219, F change is 3.924, probability of F change is 0.031. R square means how independent variable. In the table above, it is shown that R square has value 0.219. It means that 21.9% of independent variable affect reading score result and 88.1% other is from other variance. The table

shows that F change probability is greater than 0.050 in the level of confidence 95%. Based on assumption of significant correlation if probability of F is lower than 0.050, it means that multiple correlation is significant. Based on Table 4.4 probability of F change is 0.031. It is shown that F probability is lower than 0.050. it means that there is significant correlation among

reading skill and grammar mastery toward speaking achievement.

CONCLUSION

Based on the result, there is significant multiple correlation between reading skill and grammar mastery toward speaking achievement. Therefore, when the students have good reading skill and good grammar mastery, they will get a good accomplishment in their speaking achievement. Teacher can also use reading skill and grammar mastery to improve their students' speaking skill. In addition, students who get difficulties in speaking practice can use reading skill and grammar mastery to improve their students' speaking skill. Improving reading is good solution for score of speaking improvement and grammar will help them in their fluency and accuracy.

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