

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR ABILITY IN ARRANGING JUMBLED WORDS INTO GOOD SENTENCE

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Abstract

The objective of this research is to know the correlation between students' grammar mastery and their ability in arranging jumbled words into good sentence at the fifth semester of English Education Study Program Muhammadiyah University of Metro academic year 2015/2016. This research is quantitative research. The population in this research is fifth semester of English Study Education Program Muhammadiyah University Academic Year 2015/2016. The researcher used saturated sampling; all of the students at fifth semester. with amount 45 students. The data collecting technique used are the test of grammar mastery especially at simple simple past tense and the test of ability in arranging jumbled words into good sentence. The researcher used Lilliefors formula to test the normality of the research and Product Moment Correlation to test the hypothesis. Based on the data analysis, the researcher finds there is correlation between students' grammar mastery and their ability in arranging jumbled words into good sentence with coefficient $r_{xy} = 0,97$. This value is consulted by $r_{table} = 0,294$ and the result is $0,97 > 0,294$, therefore there is correlation between X variable and Y variable. The conclusion, there is correlation between students' grammar mastery especially at simple simple past tense and their ability in arranging jumbled words into good sentence at fifth semester in Muhammadiyah University of Metro academic year 2015/ 2016.

Keywords : The Correlation between Students' Grammar Mastery and Their Ability in Arranging Jumbled Words Into Good Sentence, Grammar Mastery, Ability in Arranging Jumbled Words into Good Sentence

1. Introduction

Grammar usually called as fundamental English rules is regulations of using English for written and spoken. This is a must in learning English especially for new learners blaming English as their second or even foreign language. By this statement, in this undergraduated thesis the grammar is focusing on Descriptive grammar used in book based rules. While considering the structure of sentence as sentence pattern.

This is extraordinary needed for learners for instance in using tenses for applying at many genres of texts, conditional sentences, and one is also for arranging jumbled words into good sentence.

In this research, grammar mastery limiting at simple simple past tense mastery is one of the variables investigated because simple simple past tense is one of many kinds material in Grammar that must be grabbed by students. It is one of the important aspects in arranging jumbled words into good sentence for students at fifth semester of English Education Study Program Muhammadiyah University of Metro. The case found, by limited understanding about simple simple past tense especially, students will also have a limited understanding in arranging jumbled words into good sentence. This is one of some problems confronted by English language learners including of students at fifth semester of English Education Study Program Muhammadiyah University of Metro.

The researcher conducted pra-survey at students of fifth semester of English Education Study Program Muhammadiyah University of Metro academic year 2015/2016 in grammar mastery especially for their simple simple past tense mastery and the ability in arranging jumbled words into good sentence. Below is the result of pra-survey.

Table 1. The Pra-Survey Result Data of Grammar Mastery Especially at Simple Simple simple past tense Mastery.

No.	Range of Score	Percentage	Frequency
1	0 – 60	20 %	9
2	61 – 75	60 %	27
3	76 – 100	20%	9
4	Number of students	100 %	45

Source : *The Pra-Survey Result Data at students of fifth semester of English Education Study Program Muhammadiyah University of Metro academic year 2015/2016 in grammar mastery especially for their simple simple past tense mastery.*

Based on the table 1 can be shown that the students' grammar mastery especially at simple simple past tense mastery is domined in middle criteria. There

are 27 students (60 %) have score 61 – 75 who include in middle criteria, 9 students (20 %) having score 0 – 60 who include in low criteria, and 9 students (20 %) having 76- 100 score who include in high criteria. Consequently, students in fifth semester have on the middle capability in mastering grammar especially at Simple simple past tense mastery. The students are expected to be able to increase their ability.

Table 2. The Pra-Survey Result Data in Grammar Mastery Especially for Simple simple past tense Mastery and The Ability In Arranging Jumbled Words Into Good Sentence

No.	Range of Score	Percentage	Frequency
1	0 – 60	60 %	27
2	61 – 75	20 %	9
3	76 – 100	20%	9
4	Number of students	100 %	45

Source : The Pra-Survey Result Data at students of fifth semester of English Education Study Program Muhammadiyah University of Metro academic year 2015/2016 in grammar mastery especially for their simple simple past tense mastery and the ability in arranging jumbled words into good sentence.

There are 27 students (60 %) have score 0 – 60 who include in low criteria, 9 students (20 %) having score 0 – 60 who include in middle criteria, and 9 students (20 %) having 76- 100 score who include in high criteria. So, students in middle criteria are expected to increase their score.

Showing on the result of two pre-surveys appeared above can be taken line the students' grammar mastery especially at simple simple past tense mastery and their ability in arranging jumbled words into good sentence is still low. The students are expected to be able to increase their ability especially in simple simple past tense mastery and ability in arranging jumbled words into good sentence well, and figure

out how the correlation students' grammar mastery and arranging jumbled words into good sentence ability.

Therefore, based on the problem background above the researcher is interested in finding the correlation between students's grammar mastery and arranging jumbled words ability into good sentence.

2. Theoretical Background

a. The Concept of Grammar Mastery

Grammar usually called as English structure is regulations of using English for written and spoken. This is a must in learning English especially for new learners blaming English as their second or even foreign language. States by Ms. Rajarajeswari M., Dr K Balamurugan, (2013: 61-62) ,

Grammar is a branch of study of language in a particular somewhere between sound and meaning, that is to say grammar is concerned with phonetics and meaning and relates the two. Grammar is used as a touchstone to test whether the language being spoken or written is correct and acceptable or not. (Ms. Rajarajeswari M., Dr K Balamurugan, 2013: 61-62).

This is extraordinary needed for learners for instance in using tenses for applying at many genres of texts, conditional sentences, and one is also for arranging jumbled words into good sentence.

There are some definitions of grammar quoted from experts. Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language (Gleason and Ratner, 2009: 231–269; Thornbury, 1999 as cited from Al-Mekhlafi, Abdu Mohammed Al-Mekhlafi. 2009: 71). (Azar,

2009) states that grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but which allow people to use their language easily and naturally most of the time. Based on the experts' definition of grammar above, it can be concluded that grammar is rules of how words and their component parts are combined to make sentences.

As the limitation, researcher took simple simple simple past tense as a part of grammar correlating with students' ability in arranging jumbled words into good sentence.

In this research, the focus of grammar mastery is on simple simple past tense mastery. Taking definition of simple simple simple past tense, according to Lou (2005: 33) state that simple simple simple past tense is the tense normally used for the relation of past event. Azar (2003: 26) add that there are two forms of the simple simple simple past tense; regular verbs and be. From the explanation above, it can be concluded that simple simple past tense is one of tenses in English. The function of simple simple past tense is to tell about past events. Simple simple past tense has two kinds namely verbal simple simple past tense and nominal simple simple past tense. Verbal simple simple past tense use verb two in the sentence whereas nominal simple simple past tense does not use verb. More, simple simple past tense is a tense used for signing past event. It indicates that something done in the past time.

b. The Concept of Jumbled Words

Kaswan (2010 : 169-174) said that, “At the beginning of learning English, students will write a little. Those most involved copying the word or sentences. It is a good idea to use copying activity by encouraging children to think. It means using activities of puzzles, match, sort, or categorize. Copy at the level of word or phrases can be used of assistive devices, such as drawing, writing models, flowchart, etc. There are some writing activities such as Word Games, this activity designed for given exercise, especially for the set of words, such as colour, states, clothing, etc. The used for activities other writing. Bingo, Crossword 3 Puzzles, Acrostic Crosswords, Letter Boxes, Making Words from the Given Letters, Jumbledd Words, (write on the blackboard the words just learned by students, or the difficult words spelling with the scrambled letters. It’s good to have words related to one theme. For example, you can givethe students following words: Gdo, Sumoe, Owc, Knymoe, Ildr (Dog, mouse, cow, monkey, bird)).”

Based on the statement given, we can conclude that learning grammar especially simple simple past tense usually we need play such as jumbled words to create students’ mind and apply their understanding about simple simple past tense.

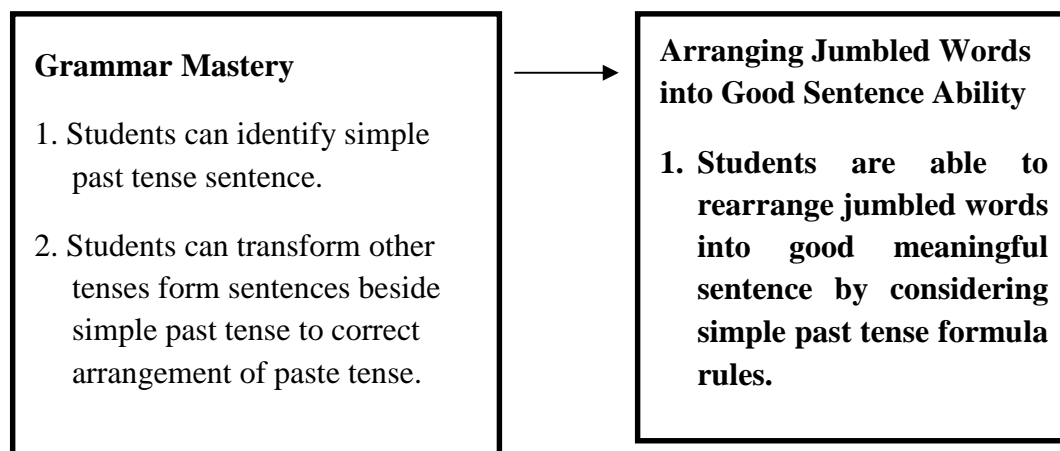
c. The Concept of Correlation

Correlation is relationship between one variable to other variables. According to Sukardi (2003:1) said that correlation is research which has function to get the data. Where it is used to determine that there is correlation and level of two variables or more. Kumar Singh (2006:304), states that correlation is in social study as well as psychology to know whether there any relationship between the different abilities of the individual or they are independent of each other.

Based on explanation above, the researcher concludes that correlation is relationship between a part of components and ability. In this case the researcher wants to find out whether any correlation between students' grammar mastery and arranging jumbled words into good sentence ability.

In this research, the researcher assumes that students' grammar mastery has affection with arranging jumbled words into good sentence ability. It is shown that the students will have good ability in arranging jumbled words if they have well grammer mastery especially in simple simple past tense.

Picture 1. Framework Of Students' Grammar Mastery And Arranging Jumbled Words Into Good Sentence Ability



X : Independent variable (Students' grammar)

Y : Dependent Variable (Arranging jumbled words into good sentence ability)

→ : The correlation between X and Y

Source : Arikunto (2010:60)

From the picture above the researcher assumes that there is correlation between students' grammar mastery especially in simple simple past tense and arranging jumbled words into good sentence ability.

3. Method

This research uses correlation study design, and the writer uses quantitative method. The research does not apply any treatment to the samples and analyzed the collected data taken from student's answer the test about their grammar mastery especially at simple simple past tense and students' ability in arranging jumbled words into good sentence. It is intended to investigate is any correlation between students' grammar mastery and arranging jumbled words into good sentence ability of the fifth semester students English Education Study Program Muhammadiyah University of Metro.

The population for this research is undergraduated students of fifth semester of English Education Study Program Muhammadiyah University of Metro. The Sampling technique used is total sampling (saturated sampling) where all of students at the population are taken. So, the sample of this research is undergraduated students of fifth semester of English Education Study Program Muhammadiyah University of Metro by amount 45.

The design of this research as follows :

1. The researcher gives simple simple past tense multiple choices questions to know their grammar ability especially in simple simple past tense.
2. The researcher gives test of students' grammar mastery in particular of simple simple past tense and arranging jumbled words into good sentence ability. The test is in multiple choice.

The analysis techniques are for grammar mastery test and the correlation between students' grammar mastery especially at simple simple past tense and ability in arranging jumbled words into good sentence. The analysis of grammar mastery focuses on simple simple past tense is to know students' grammar mastery especially their simple simple past tense mastery. Students will be served a test consisting of 20 questions in multiple choices form with 4 choices (a,b,c,d). While the analysis technique of the correlation between students' grammar mastery especially at simple simple past tense and ability in arranging jumbled words into good sentence, the researcher also gives a test consisting 20 questions of jumbled words in multiple

choices form with 4 choices (a,b,c,d). They are commanded to choose with one the right arrangement of jumbled words served by considering the formula of simple past tense, because all of the questions made with reckoning simple past tense formula. Here the formula to count the score of students' grammar mastery in particular of simple past tense test and the correlation between students' grammar mastery especially at simple past tense and ability in arranging jumbled words into good sentence,

$$\text{score} : \frac{R}{N} \times 100$$

Note

R : the right answer

N : total number of questions

4. Result and Discussion

A. The Result of The Research Test

1. The Result of Students' Grammar Mastery Test

The result grammar mastery test is taken from test consisting of 20 questions. The highest score of this test is 95. The score is gotten by using the formula below :

$$\text{score} : \frac{R}{N} \times 100$$

After getting data from the result of grammar mastery test, the researcher found that the highest score is 95, the lowest is 45 and the average score is 70.67. Based on the data frequency distribution of the result it is obtain that from 45 students there are 3 students getting score between 45-53, 7 students getting 54-62, 18 students getting 63-71, 8 students getting 72-80, 5 students grabbing 81-89 and 4 students achieving 90- 98.

2. The Result of Students' Arranging Jumbled Words Into Good Sentences Ability Test

The result of arranging jumbled words into good sentences test is grabbing from test consisting of 20 questions. The highest score of this test is 90. The score is gotten by using the formula below :

$$\text{score} : \frac{R}{N} \times 100$$

After getting data from the result of arranging jumbled words into good sentences ability test, the researcher found that the highest score is 90, the lowest is 45 and the average score is 65.2. Based on the data frequency distribution of the result it is obtain that from 45 students there are 6 students getting score between 45-52, 11 students getting 53-60, 10 students getting 61-68, 12 students getting 69-76, 2 students grabbing 77-84 and 4 students achieving 85-92.

B. The Data Analysis of Research

1. The Result of Normality Test

The data of students' grammar mastery especially at simple simple past tense and ability in arranging jumbled words into good sentence which are gotten from the research result, it is tested of normality by using Lilliefors formula. The summary data of normality test from each variable are provided in table below.

Table of The Data Result of Normality Distribution

Variable	X	SD	L-ratio	L-table (0,05)	Conclusion
X	70.67	12.14	0.1023	0.1321	Normal
Y	65.2	10,82	0.1300	0.1321	Normal

Source: The result of normality test.

From the data result above, it is obtained that L_{ratio} of each variables is lowest than L_{table} in the significant level 5% ($\alpha=0.05$). Thus, it is implied that the data distribution test is normal.

2. The Result of Hypothesis Test

After giving the test and getting the result data of the test in this research, the researcher uses quantitative analysis in order to prove the hypothesis that there is correlation between each variable. To analysis the result data, the researcher used *The Product Moment*. Before conducting the hypothesis, the researcher proves that test result has normal data. It's hoped that there will be no mistake in taking a conclusion, as the effect of inappropriate formula usage.

The Test of Hypothesis

The test of first hypothesis is done by using analysis of *Product Moment Correlation*. The first hypothesis state that there is correlation between students' grammar mastery and ability in arranging jumbled words into good sentences.

The researcher used :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Table The Data Result of X₁ and Y Variable

X	n ₁ = 45	Σx ² = 6480.00	Σxy
Y	n ₂ = 45	Σy ² = 5147.78	5643.33

Source : Table data result of hypothesis test

The Correlation Test

$$\begin{aligned} r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\ &= \frac{5643,33}{\sqrt{(6480,00)(5147,78)}} \\ &= \frac{5643,33}{5775,604} \end{aligned}$$

$$r_{xy} = 0,97$$

From the data calculation above is gotten $r_{xy} = 0,97$. This value is consulted by $r_{table (45;0,05)} = 0,294$ and the result is $0,97 > 0,294$, therefore there is correlation between X variable and Y variable. At the conclusion, there is correlation between students' grammar mastery especially at simple simple past tense and their ability in arranging jumbled words into good sentences. Therefore, If $r_{count} > r_{table}$, H_a is accepted. It means there is correlation between students' grammar mastery in particular of simple simple simple past tense and their ability in arranging jumbled words into good sentences at fifth semester in Muhammadiyah University of Metro

Discussion

The researcher finds some difficulties faced by the students fifth semester of English Education Study Program Muhammadiyah University of Metro. Those are below;

1. Students are not mastering grammar mastery especially at simple simple past tense will also find difficulties in arranging jumbled words into good sentences. Most of them are not mastering it got low score in answering the test. *Vise versa*.

2. Some student are feeling lazy and just asking their friends about the answer from the test given, from the grammar mastery test, and arranging jumbledd words into good sentences test.
3. The limits time when doing the test, because the time given is 60 minutes should be done.

So far, after doing the correlation test to evidence the hypothesis, so the discussion of the result from this research: there is correlation between students' grammar mastery in particular of simple simple simple past tense and their ability in arranging jumbled words into good sentences at fifth semester in Muhammadiyah University of Metro with high correlation criteria (0.97). So that students master in grammar especially at simple simple past tense, they also have ability in arranging jumbled words into good sentences. Means that students' score of grammar influences their score in arranging jumbled words into good sentences.

5. Conclusion and Remark

Based on the objectives of research, the researcher finds most of English Education Study Program Muhammadiyah University of Metro students at Fifth Semester academic year 2015/2016 are mastering in grammar mastery especially at simple simple past tense, so that for they are able to arrange jumbledd words served into good sentence. So that, it can be concluded that after the researcher finished the research and analyzed the data, the conclusion of this research is, there is correlation between students' grammar mastery especially at simple simple past tense and their ability in arranging jumbled words into good sentences at fifth semester in Muhammadiyah University of Metro academic year 2015/2016, with coefficient correlation 0,97. It is concluded students master in grammar especially at simple simple past tense, they also have ability in arranging jumbled words into good sentences. Means that students' score of grammar influences their score in arranging jumbled words into good sentences.

The Suggestion of Research

By knowing the result of the research, the English teacher or English lecturer is hoped can give motivation to the students in order they can build their interest in mastering grammar and also their ability in arranging jumbled words into good sentences. In addition, the teacher and lecturer can apply suitable strategy to develop students' capability.

As language learner, the students must learn to master grammar because it can influence their ability in arranging jumbled words into good sentences. All of this aspects correlate each other, so the students are expected to apply it well and make it as one of things which can support them to learn English language well.

This research is expected can contribute to the research education especially to find out the correlation between variables, in this case students' grammar mastery especially at simple past tense and their ability in arranging jumbled words into good sentences. This research is hoped to be an adequate previous study which can be used by the other researchers to conduct a further research relating to the correlation between cognitive domain and affective domain.

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