THE CORRELATION BETWEEN GRAMMAR AND READING COMPREHENSION AND EFL LEANERS' WRITING PERFORMANCE

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ABSTRACT

This study aims at investigating the correlation between grammar and reading comprehension and leaners 'writing performance since there is a relationship among all of the skills. This study adopts multiple regression analysis to see the relationship among multiple variable. The sample of this study consist of 27 students of second semester English Department STKIP Pasundan Cimahi. The data of this study are collected via test. The test includes three parts: reading, grammar and students' writing performance. The data is analysed through SPSS procedure. The multiple regression is run to measure the degree of relationship among variables. The finding shows that both grammar and reading cannot explain and predict writing performance. In other words, linguistic knowledge was not good predictor for writing task, since both grammar and vocabulary knowledge were not good predictor for writing performance.

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A. INTRODUCTION

Teaching and acquiring the skills needed in writing is a great challenge for both of teacher and student, especially for the students, it is mostly dealing with students' limitation in using the language that they just learned. It is also strengthened by the fact that the rhetorical conventions of English texts; the structure, style, and organization often differ from the conventions in students' first language. In addition, Nunan (1999: 271) also states that writing skills possess an enormous challenge to produce "a coherent, fluent, extended piece of writing in one's second language. Therefore, the inexperience writer like language learner has to learn how to recognize, manage and overcome such things as complexities at the level of the clause, grammatical form, and the unfamiliarity of the usage of the language since in writing they not only learn how to write but also reinforce many aspects in language that they have not fully mastered.

In addition, learning English composition as a second or foreign language, students struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics. More importantly, they have trouble developing functional language skills, such as proper natural language use in different social contexts and using language in creative ways.

Furthermore, writing in English has for many years, occupied a large portion in teaching and learning procedures in schools. Especially in Indonesia, in which English subject considers as a compulsory subject that needs to be taught to prepare Indonesian human resource to face the demand of the globalization era. However, the current education system seems to emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class.

To give clear insights of the current condition, some language experts also stated that the complexity of writing for students who learn English as a foreign language or second language lies beyond the linguistic and the organization of the written discourse but it is the process of moving from concepts, thoughts, and ideas to written text (Richards and Renandya: 2002).

Writing is complex process that much need effort to be completed, writing is the skills that requires learning and practicing (Myles, 2002 in Saadian and Bagheri, 2014). It requires the ability to be creative to write what is on our mind and the ability to master the mechanics of grammar, word choice and punctuation. It means that writing needs special skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved if a learner masters some techniques of writing such as how to obtain ideas about what she/he will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built (Ratnasari, 2004 in Sa'diyah, 2010).

Writing refers not only to the text in the written form but also in the process of thingking , composing, and encoding language into such text. Since writing is one of the skills in the first and second language learning, there is

a relationship among all of the skills. Harmer (1991) for instance believe that one skill cannot be carried out without the other and it is impossible to communicate without listening and people seldom write without reading.

Another point is grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2001). In the context of writing, grammar allows leaner to put their ideas into coherent sentences so that they can sucessfully communicate in written form. In other words, by learning grammar, leaners can transfer meaning in the form of phrases, clauses and sentences (Doff, 2000 in Saadian and Bagheri, 2014). The grammatical knowledge is the overal ability to apply the second language based on some points: appropriateness, meaningfulness, accuracy, and fluency.

Moreover, grammatical capacity is one important, element of communicative competence. Grammatical is the central heart of the language and is a tool to help leaner's comprehension of the target language. Due to grammar provides systematic rules of structure and word order, leaner can create their own spoken and written discourse using the grammatical rules. Without grammatical structure, the use of language could easily become chaotic and might not be understandable (Brown, 2001).

Furthermore, reading comprehension can be defined as the ability to understand information in a text and interpret it approprately. Langer and Flihan (2000) shows that better writers tend to better reader, that better writers tend to read more than poor writers, and that better readers tend to produce more syntactically mature writing than poorer reader.

This research is aimed at examining the correlation between grammar and reading comprehension and leaners 'writing performance since there is a relationship among all of the skills.

Based on the background of the study, the research problem is formulated as follows: Do leaners' grammar and reading comprehension scores predict writing performance?

B. RESEARCH METHODOLOGY

This study adopts multiple regression analysis when the researcher look at the relationship among multiple variable (the independent or expalantory variables) may predict scores on another variables (the dependent or response variable) (Larson-Hall, 2010). The multiple regression analysis reveals how a change in reading and grammar score may predict scores on writing. The number of participants in this study is 27 students of second semester English department STKIP Pasundan Cimahi. The data collection method used for this study are test. The test includes three parts: reading, grammar and students' writing performance. The data is analysed using SPSS. The multiple regression is run to measure the degree of relationship among variables. The result would help to understand which of the variables are more effective in improving the candidates writing performance.

C. FINDING AND DISCUSSION

This section discussed the data finding and followed by the discussion of multiple regression analysis. Multiple regression analysis was employed to explore whteher independent components predict writing as dependent variables. The score of grammar and reading as independent variable and whether they can predict writing performance.

TABLE 1.
STUDENTS' SCORE ON READING, STRUCTURE AND WRITING

No	Student Name	R II	S II	W I
1	Lia Oktiviani	66	64	94
2	Annisa Nurul Amalia	62	44	92
3	Sindi Sintiawati	56	59	88
4	Dedi Anwar	57	87	70
5	Priska Galih Utami	53	54	80
6	Neng Sri Amelia	52	50	72
7	Puspa Rima Sutisna	67	58	72
8	Muhammad Yayan	51	20	74
9	Diana Hutabarat	62	76	92
10	Fahmi Muhammad	59	39	0
11	Iksan Ramadhan	45	30	60
12	Silmi Fauziyah Ridwan	65	66	80
13	Neng Ayu Kurnia	58	68	86
14	Lisnawati	62	76	88
15	Inne Lisnawati	53	73	86
16	Bagus Setyo Utomo	36	29	78
17	Maulani Agustin	53	77	80
18	Lintang Helpiani	59	70	84
19	Pia Nopianti	51	49	64
20	Aliah Wijaya	61	77	88
21	Suci Lusy lestari	60	73	80
22	Siva Nur Aulia Utami	50	59	68
23	Putri Febriani	53	61	66
24	Intan Warna Alifia	56	64	96
25	Farid Akbar	58	70	68
26	Julan	55	60	60
27	Kristanto Aryo Wirowale	73	97	68
	Jumlah	1533	1590	1974

The complete discussion whether independent variable can predict the dependent variable as presented in the table 02 below.

TABLE 2.
MODEL SUMMARY IN MULTIPLE REGRESSION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300[a]	.090	.014	11.035

a. Predictors: (Constant), Structure_2, Reading_2

Multiple regression results in table 02 above revealed that the variables grammar and reading scores did not contribute significantly to the independent variable .i.e. english writing performance. Multiple R squared value was 0.090 which indicates that only 9% variance of writing score was explained by the variance due to grammar and vocabulary scores.

TABLE 3
ANOVA IN REGRESSION ANALYSIS (B)

Model		SS	df	MS	F	Sig.
1	Regression	288.028	2	144.014	1.183	.324[a]
	Residual	2922.639	24	121.777		
	Total	3210.667	26			

a. Predictors: (Constant), Structure_2, Reading_2

b. Dependent Variable: writing_1

The ANOVA table above showed that the F value 1.183 whereas F table can be obtained from the degree of freedom in numerator (regression) was 2, degree of freedom denominator (residual) was 24, in 0.05 significance level. So the F table was 3.40. due to F value (1.183) was lower than F table (3.40), Ho was accepted. It meant that grammar and reading score could not predict the score of writing. Besides, the significant 0.324 is higher than significance level 0.05%. it could be concluded that independent variable all together do not influence the dependent variable and Ho was accepted.

TABLE 4
COEFFICIENTS[A] IN REGRESSION ANALYSIS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.632	17.226		3.288	.003
	Reading_2	.262	.375	.173	.698	.492
	Structure_2	.099	.155	.159	.641	.527

a. Dependent Variable: writing_1

Based on the table above, it obtained that t -value for reading was 0.698 and t –table was 2.064 with the degree of freedom 24 and 0.05 significance level. Due to t- value < t table, so Ho was accepted. Furthermore, t-value for structure was also lower than t-table. T-value was 0.641 < 2.064. It meant that the independent variable could not

predict the score of dependent variable. In addition, in terms of significant in reading 0.492 and structure 0.527 were lower than significance level 0.05%. Therefore, reading and grammar did not predict the score of writing.

D. CONCLUSION AND SUGGESTION

It can be concluded that both grammar and reading cannot explain and predict writing performance. In other words, linguistic knowledge was not good predictor for writing task. Since both grammar and vocabulary knowledge were not good predictor for writing performance, hence, teacher, leaners and language educators may take advantage of finding to focus on reading, grammar and writing task. Thus, institution, universities or high school should pay attention to allocate an extra time for teaching grammar, reading and writing in various context.

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