CORRELATION BETWEEN STUDENTS’ GRAMMAR
MASTERY AND THEIR TOEIC ACHIEVEMENT AT THE
ELEVENTH GRADE OF MULTIMEDIA STUDENT
AT SMK N 1 KEBUMEN

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Abstract
This research is aimed to find out whether or not there is correlation between students’ grammar
mastery and TOEIC test achievement at the eleventh grade of multimedia student. This research
belongs to quantitative research with a correlational as its research design. The writers used test
to gather the data. Descriptive analysis and inferential analysis are employed to analyze the data.
After having a series of computation, the writers have some findings. First, the mean score of
grammar mastery is 63.00 and TOEIC test achievement is 58.36. Second, the result of
hypothesis testing shows that \( t_{value} \) is higher than \( t_{table} \) (2.912>1.94). Furthermore, based on
the SPSS computation, the value Asymp. Sig. (2-tailed) is lower than 0.05 (0.00<0.05) which
means that Ha is accepted and Ho is rejected. The writers can make conclusion that there is
positive correlation between students’ grammar mastery and their TOEIC test achievement at
the eleventh grade of multimedia student at SMK N 1 Kebumen in the academic year of

Keywords: Grammar Mastery, TOEIC, Achievement

INTRODUCTION
It is important for every person to master a language in daily life for communication. Language plays an important role when you wish to express your thoughts and feelings to the person you are talking to. In express it, you have to use language that can be understand to your partner no matter what in oral (listening and speaking) or written (reading and writing). In era 4.0, the majority of websites are written and created in English. Even sites often give you an option to translate in other language, but the primary language is English. English is also essential to the field of education. Most of research and studies are written in English. Besides that, in this era English as administrative requirements to get a job. That is why everyone needs to learn English in order to get in touch on an international level.

In Indonesia, most of the workers are Vocational High School graduates. The company which hire them demand the quality of the workers including the English proficiency. The English proficiency can be proved by the TOEIC test achievement.
It is used to find out how students capable in communication and language skills so they are ready to take a job.

One of the Vocational High School that is conducted the TOEIC test is SMK N 1 Kebumen. Based on the result, the scores are fairly sufficient. It shows the quality of English proficiency is still low. Therefore, it is needed to improve the grammar mastery that is one of the part of TOEIC tests. The students of Vocational High School 1 Kebumen find difficulties in learning grammar. The students are usually confused of rules and the use of tenses. Many rules and tenses make the students bored with teaching-learning process that is given by the teacher in teaching grammar. In fact, there are many kinds of sentences that cannot be translated word by word. As a result, a lot of students have low scores on English test like TOEIC which is caused by the failure in mastering grammar.

**Definition of TOEIC**

The TOEIC test is a test to measure a person's language skills in the international arena. According to Lougheed (2004:3) the TOEIC test has been used internationally as a standard assessment of English-language proficiency. Government agencies, multinational corporations, and international organizations use the TOEIC to ascertain the English-language capabilities of employees and prospective employees. According to Jee and Kim (2013:94) the TOEIC, one of the standardized tests administered by the ETS, has become the standard for evaluating the English proficiency and communicative skills of nonnative speakers. In addition, according to ETS (2017:2) the scores indicate how well people can communicate in English with others in business, commerce, and industry. Besides that, Lougheed (2004:3) states that the scores are used as an independent measure of proficiency and can be helpful in identifying personal capable of handling language-specific responsibilities, in placing personnel in language-training program and in promoting personnel to positions where reliable linguistic standards are met. Based on the definitions above, the researcher concludes that TOEIC is test used for scoring the ability of nonnative speakers’ English used in business setting around the world. TOEIC is also used by countries in the world as a requirement on job application letters.

<table>
<thead>
<tr>
<th>Table 1. The Division of TOEIC Test</th>
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<tbody>
<tr>
<td><strong>TOEIC</strong></td>
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<tr>
<td>Reading Comprehension: 100 items</td>
</tr>
<tr>
<td>Incomplete Sentences: 40 questions</td>
</tr>
<tr>
<td>Error Recognition: 20 questions</td>
</tr>
<tr>
<td>Reading Comprehension: 40 questions</td>
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</table>
On ETS (2017:2) TOEIC test is a two-hour multiple-choice test that consists of 200 questions. The TOEIC divided into two sections, listening section and reading section. The Listening section tests how well you understand spoken English. It consists of four parts and contains 100 questions administered by audiocassette or CD. You will be asked to answer questions based on a variety of statements, questions, conversations, and talks recorded in English. Total time approximately 45 minutes. The reading section includes three parts, testing how well you understand written English. You will read a variety of materials and respond at your own pace to 100 questions based on the content of the materials provided to you. Total time 75 minutes.

ETS (2017:2) also explained that following several years of ETS research, the TOEIC test has recently been redesigned. The new test features the same test time (2 hours; 45 minutes for Listening and 75 minutes for Reading), the same paper and pencil administration, and the same range of difficulty as the previous test. The score scale is also the same, and scores can be compared across both versions of the test.

According to ETS (2017:16) TOEIC scores are suitable for the uses described below:
1) Hiring of applicants for an open position within a corporation or organization where workplace/ everyday English is a required job skill.
2) Placement of applicants or test takers within a corporation or organization where workplace/ everyday English is a required job skill.
3) Promotion of test takers within a corporation or organization where workplace/everyday English is a required job skill.
4) Measurement of workplace/everyday English proficiency levels of students in secondary schools and universities.
5) Measurement of individuals’ progress in workplace/ everyday English proficiency levels over time.

Grammar

In learning English, there are four skills should be mastered, they are listening, reading, writing and speaking. To master those skills, the English learners have to learn about grammar. Grammar is the system of language. Without grammar, a language wouldn't work, because people couldn't communicate effectively. The speakers and the listeners of any exchange need to both function in the same system in order to understand each other. Grammar, in fact, it's actually something that's begun being learned by every person in their first days and weeks of life, through interaction with others. All native speakers when they're born and start learning it as they hear it spoken around them, such as how sentences are put together (syntax), and the pieces that make them up (morphology).

According to Debata (2013:483) grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into
sentences. Moreover, Negara (2016:224) states that grammar is important for students to understand the meaning of the text that they read and to make meaning clear to readers without grammar, words when combined with other words may not have meaning.

Based on those definitions above, it can be concluded that grammar is the study of rules and principles that cover the arrangement and combination of words to form grammatically correct and meaningful sentences. It shows that the knowledge of grammar is important to be mastered due to its function not only to make the correct sentences but also it refers to its meanings.

**Grammar Mastery and TOEIC Test Achievement**

Grammar is an essential component of language. Every language has its own grammar. Based on Huddleston and Pullum (2002:3), a grammar of a language describes the principles or rules governing the form and meaning of words, phrases, clauses, and sentences. It means, by mastering grammar it will easy understanding a new word, phrase, clause, or even a sentence due to the form of sentence and the smaller units are based on the grammar rules. By mastering grammar of target language, especially English, it will be helpful in supporting the language student process in which in spoken or written language, in this case is reading TOEIC test.

In addition, in order to understanding information or story, the reader should have knowledge about the sentence structure. In this case, in English, the readers who have mastered many vocabularies and have knowledge about English sentence structure, they will get the idea of the information or story easily due to they know the meaning of vocabulary based on the sentence structure. Mart (2013:124) says to be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Moreover, it is important having knowledge of sentence structure or grammar.

According to Lougheed (2004:104) there are problems frequently appear on part V, VI, and VII in reading section of the TOEIC, one of them is analyzing grammar. If you study these carefully and review the strategies, you will improve your score on the TOEIC exam. He also explained part of analyzing grammar such as count and non-count nouns, articles, subject-verb agreement, prepositions, coordinating conjunctions, subordinating conjunctions, conditional sentences, clauses, etc.

**METHOD**

In this research, the writers used correlational design. According to Creswell (2012:338), correlation design provides an opportunity to predict score and explain the relationship among variables. In this research, the writers used correlational design to describe and measure the degree of association (relationship) between two or more variables or sets of score use statistical test. In this case, this research is conducted to find out whether or not there is correlation between students’ grammar mastery and their TOEIC test achievement. This research was held in SMK N 1 Kebumen. The research was done for one month from May up to June 2019.

The population of this research is the eleventh grade students of SMK N 1 Kebumen. In this research, the writers took 72 students as a sample by employing purposive sampling technique. The sample is taken from two classes, those are XI
multimedia 1 class with 72 students and XI multimedia 2 class with 72 students. To collect the data, the researchers use two kinds of test consisting of multiple as the instrument. Some steps are conducting to collect the data. Those are preparing the research instrument, asking to the expert about the instrument validity and reliability, giving test to the student and checking the students’ answer sheet. To analyze the data, descriptive and inferential analysis are employed.

RESULT AND DISCUSSION
The researchers used the grammar test as the instrument of collecting data. This instrument was used to find out the correlation between students’ grammar mastery and their TOEIC test achievement, particularly on reading. To collect the data, the researchers join SMK N 1 Kebumen to conduct grammar test and TOEIC test. This research is conducted at the eleventh grade of Multimedia student at SMK N 1 Kebumen in the academic year of 2018/2019.

The students’ grammar mastery
From the data, there are 72 students as sample in this research, the sum of grammar mastery is 4536. The highest score of the students’ grammar mastery is 88 and the lowest score is 44, the standard deviation score is 11.289, and the variance score is 127.437. The mean score of students’ grammar mastery is 63.00. It is included in the interval of 56-65. Based on criteria-referenced scale, students’ grammar mastery belong to sufficient category. In grammar mastery most of the students scores included in the category C (56-65) that is 25 students (34.72%) and in the category A (80-100) that is 9 students (12.5%). Some of them are in the category B (66-79) with 17 students (23.61%) and in the category D (40-55) with 21 students (29.17%).

The students’ TOEIC test achievement
From the data, the highest score of the students’ TOEIC test achievement is 75 and the lowest score is 47, the standard deviation score is 6.793, and the variance score is 46.149. The mean score of students’ TOEIC test achievement is 58.36. It is included in the interval of 56-65. Based on criteria-referenced scale, students’ TOEIC test achievement belong to sufficient category. From 72 samples, there are 26 students (36.11%) categorized as sufficient.

After presenting the data achieved in the test, the researchers then do computation in order to analyze the data. Here, they analyse the data using descriptive analysis and inferential analysis. According to Sugiyono (2017:9), descriptive statistics are statistics that function to describe or give an overview of objects studied through sample or population data as they are, without analyzing and making conclusions that apply to the public.

This descriptive analysis is used to describe the variable of this research that is the students’ grammar mastery and their TOEIC test achievement, particularly on reading section. The descriptive analysis measures the central tendency and dispersion as summarized in the following table.

Table 2. Descriptive Analysis of Grammar Mastery and TOEIC Achievement
<table>
<thead>
<tr>
<th></th>
<th>Grammar Mastery</th>
<th>TOEIC Test Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>63.00</td>
<td>58.36</td>
</tr>
<tr>
<td>Median</td>
<td>60.00</td>
<td>57.50</td>
</tr>
<tr>
<td>Mode</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>Maximum Score</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>Minimum Score</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Range</td>
<td>44</td>
<td>28</td>
</tr>
<tr>
<td>Variance</td>
<td>127.437</td>
<td>46.149</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>11.289</td>
<td>6.793</td>
</tr>
<tr>
<td>Sum</td>
<td>4536</td>
<td>4202</td>
</tr>
</tbody>
</table>

To know whether the data have normal distribution or not, the writers used manual computation and SPSS 20.0. The chi-square is used as formula. They compare the chi-square obtained with the chi-square table considering the level of error 5% (0.05). When the value of chi square obtained is lower than normal chi square table, it means that the data have normal distribution. From the analysis, Chi Square value is 41.81. It can be known that Chi Square value on the significant level 0.05 is 11.07. Because Chi Square obtain is higher than the value of the Chi Square table (41.81>11.07), it can be indicated that the distribution of grammar mastery is abnormal. In addition, the distribution of TOEIC test achievement is also checked. The result is that Chi Square value is 165.65. Because Chi Square obtain is higher than the value of the Chi Square table (165.65>11.07), it can be indicated that the distribution of TOEIC test achievement is abnormal. To crosscheck the manual computation, the researchers also applied computation using SPSS 20.0 using the Shapiro Wilk formula. If the Asymp. Sig. (2-tailed) higher than 0.05 (p>0.05) it means that the distribution of the data is probably normal. If the Asymp. Sig. (2-tailed) lower than 0.05 (p<0.05) the distribution of the data is abnormal. The result of students’ grammar mastery and TOEIC test achievement (sig.) were lower than 0.05 (0.009 and 0.039). It is clear that the data has abnormal distribution. Meanwhile, the data of the two variables was linier. It is proved that the value of significant linearity was below 0.05 (0.01<0.05).

After knowing the data has abnormal distribution, the writers used Spearman Rank formula as a technique to find out whether or not the hypothesis is accepted. From the computation of Spearman Rank, it shows that $t_{value}$ is higher than $t_{table}$ (2.912>1.994) which means that the alternative hypothesis is accepted and the null hypothesis is rejected. It can be said that there is positive correlation between students’ grammar mastery and their TOEIC test achievement at the eleventh grade of multimedia student at SMK N 1 Kebumen in the academic year of 2018/2019.
CONCLUSION

Based on the data that have been collected and analyzed, the researchers conclude that The students’ mean scores of grammar mastery is 63.00 and it is categorized as sufficient. The students’ mean scores of TOEIC test achievement, particularly on reading is 58.36 and it is categorized as sufficient. Because of $t_{value}$ is higher than $t_{table}$ (2.912>1.994), it is concluded that there is positive correlation between the students’ grammar mastery and their TOEIC test achievement, particularly on reading at the eleventh grade of multimedia student at SMK N 1 Kebumen in the academic year of 2018/2019.

REFERENCES


