

The Influence of Mastering Vocabulary and Grammar on The Ability of Reading Comprehension of Narrative Text

Pengaruh Penguasaan Kosakata dan Tata Bahasa Terhadap Kemampuan Membaca Pemahaman Teks Narasi

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Abstrak

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Tujuan dari penelitian ini adalah untuk mengetahui: 1) pengaruh penguasaan kosakata dan tata bahasa terhadap kemampuan membaca teks narasi siswa 2) pengaruh penguasaan kosakata terhadap kemampuan membaca teks narasi siswa 3) pengaruh tata bahasa terhadap kemampuan membaca teks narasi siswa kemampuan membaca teks narasi. Penelitian dilakukan dengan menggunakan metode survei. Populasinya adalah siswa kelas XI SMK IBS Tathmainul Quluub dan SMK YAPIIM Indramayu dengan jumlah sampel sebanyak 46 siswa, dengan menggunakan teknik survey dan random sampling. Analisis data menggunakan regresi linier berganda, hasil penelitian menunjukkan 1) adanya pengaruh yang signifikan penguasaan kosakata dan tata bahasa secara bersama-sama terhadap kemampuan membaca teks narasi siswa, hal ini dibuktikan dengan perolehan $\text{Sig} = 0,000 < 0,05$ dan $F \text{ hitung} = 11,455$; 2) Terdapat pengaruh yang signifikan penguasaan kosakata terhadap kemampuan membaca teks narasi siswa SMK swasta di Kab. Indramayu. hal ini dibuktikan dengan diperoleh nilai $\text{Sig} = 0,003 < 0,05$ dan $t = 3,173$; 3) terdapat pengaruh penguasaan grammar terhadap kemampuan membaca teks narasi siswa pada siswa SMK swasta di Kab. Indramayu, hal ini dibuktikan dengan diperoleh nilai $\text{Sig} = 0,013 < 0,05$ dan $t = 2,600$. Hasil penelitian ini berguna untuk meningkatkan pengaruh penguasaan kosakata dan tata bahasa terhadap

kemampuan membaca teks narasi siswa di SMK swasta di Kab. Indramayu.

Keywords Vocabulary, Grammar, Pemahaman Membaca, Narrative

Abstract *The aim of this research is to determine: 1) the influence of vocabulary and grammar mastery on students' ability to read narrative texts 2) the influence of vocabulary mastery on students' ability to read narrative texts 3) the influence of grammar on students' ability to read narrative texts. The research was conducted using a survey method. The population is class XI students of SMK IBS Tathmainul Quluub and SMK YAPIIM Indramayu with a sample size of 46 students, using survey and random sampling techniques. Data analysis using multiple linear regression, the results of the study showed 1) a significant influence of vocabulary and grammar mastery together on students' ability to read narrative texts, this was proven by the acquisition of $Sig = 0.000 < 0.05$ and $F \text{ count} = 11.455$; 2) There is a significant influence of vocabulary mastery on students' ability to read narrative texts for private vocational school students in Kab. Indramayu. this is proven by obtaining a value of $Sig = 0.003 < 0.05$ and $t = 3,173$; 3) there is a influence of grammar mastery on students' ability to read narrative texts for private vocational school students in Kab. Indramayu, this is proven by obtaining a Sig value = $0.013 < 0.05$ and $t = 2.600$. The results of this research are useful for increasing the influence of vocabulary and grammar mastery on students' ability to read narrative texts at private vocational schools in Kab. Indramayu.*

Keywords Vocabulary, Grammar, Reading Comprehension, Narrative

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INTRODUCTION

Currently, the dissemination of information is advancing rapidly. The dissemination of information is conveyed both verbally and in writing. Oral and written information has developed along with advances in technology in the current era of globalization, many online media are circulating on the internet through social media, in the form of books,

information and science videos and so on. All of these online media are an inevitable necessity in an effort to increase students' knowledge. In relation to the absorption of information, it is appropriate that in the Educational Unit Operational Curriculum (KOSP) for the field of English study the reading competency standard is in first place and gets more time allocation than the other competency standards, namely listening, speaking and writing.

Basically, the goal of students learning English is to have good listening, speaking, reading and writing skills. Reading or reading as one of the language skills that language users must have plays an important role. Reading is a receptive skill, namely receiving information through written language. In the process of receiving this, the most important thing is understanding the information conveyed through written language. If understanding the information cannot occur then the absorption of information will also experience obstacles so that the meaning of reading is wasted.

As an important English language skill, reading teaching is carried out in formal situations in educational institutions. This means that reading teaching is carried out to meet curriculum targets. Teaching reading in formal situations is providing guidance to students so that they get used to reading so that they have adequate reading skills. The main topic of reading in the current curriculum, namely the KOSP curriculum for Vocational High School level, is presented for 4 lesson hours a week. For each hour the lesson is 45 minutes. So if calculated in two semesters, it is approximately 160 hours of study. Each week the time allocated for all lessons is 30 hours of lessons. In KOSP for class XI vocational school level, learning is packaged in comprehensive material.

If students are accustomed to reading various discourses, whether related to English lessons or other lessons, it will certainly be easy for students to understand the ideas contained in the text. However, in reality teaching reading has not received serious attention. For example, although teaching reading gets quite a lot of hours, the time provided is not utilized properly. Many teachers do not utilize the time provided for lessons on reading existing texts (messages), in fact this subject is often deliberately skipped just to teach other subjects that are considered more important. Apart from that, teachers only practice reading as is, for example the reading material is only taken from existing textbooks and reading comprehension training is just answering questions in the book without further development from the teacher himself. If you look at the questions in the textbook, there are very few leads to understanding the content of the reading. Besides that, quite a few schools do not provide complete library facilities to support students' reading skills. As a result,

students lack the ability to understand the content of reading in accordance with the objectives of teaching reading contained in KOSP. Based on this objective, reading teaching should be directed at understanding the meaning of written discourse by reading aloud and reading silently.

The lack of students' ability to understand the content of the reading is certainly detrimental to the students themselves, because a lot of scattered information cannot be absorbed. Even though the information conveyed through writing is very meaningful for his life. Apart from that, general information is given from teachers in other fields of study to students as a reading assignment, of course this requires special skills in understanding what is contained in the reading. If students are not used to or trained to read, it will be difficult for these students to understand what is implied in the reading. Apart from that, students are less trained to utilize the flow of information which is increasingly spread across a society that continues to develop so that they will be left behind by up to date information. The lack of students' ability to understand the content of the reading is apart from the lack of training given by the teachers, it is likely that other factors that hinder students in understanding the content of the reading cannot be ruled out.

Reading text is a series of sentences that form one thought. The series of sentences consists of words. Words are part of language. Without words humans cannot see the world, without words humans cannot communicate with each other. People can understand speech and understand reading because they understand and master words. In short, vocabulary mastery is the key to opening the world through reading.

Vocabulary as a factor that influences reading comprehension has an important position. Vocabulary is a language element that supports language activities. The English curriculum states that mastery for elementary school level is around 9000 words, middle school 14000 words, and high school/vocational school around 21000 words. Based on the curriculum, this means that vocational school students are required to master 21,000 words, either words from learning at school or vocabulary obtained from their experiences. Acquiring vocabulary at school is a vocabulary learning result. The vocabulary taught at school includes sub-subjects of word choice such as nouns, pronouns, adjectives, adverbs, phrases, and others.

Various terms are taught at each grade level, these terms cover various fields of study or sub-fields of study. At the vocational school level, learning is packaged in English language subjects that are appropriate to the specialty program. These expertise programs include TBSM, TKJ, Accounting, Multimedia, TKR, TOI and so on. The English language taught is chosen with several characteristics, namely student-centered, providing direct experience, the separation between lessons is not very obvious, presenting concepts from

various subjects, being flexible, learning outcomes in accordance with students' interests and needs, and using the principle of learning while playing. This teaching is needed to support lessons in other fields of study. Considering how important the role of vocabulary is in English, English vocabulary lessons need to receive serious attention in schools, especially in vocational schools.

Mastery of vocabulary and grammar is necessary to support teaching in other fields of study, for example students are assigned to read texts in other lessons that use English texts, of course understanding what they read is the main goal. To help understand the content of reading, the role of words is something that should not be ignored because by understanding words it is easier for students to grasp the ideas contained in the reading.

Good and correct mastery of English grammar will help students understand the location or placement of subjects, predicates and objects. Because in English sentences the adjective is written before the noun, which is different from Indonesian grammar which places the adjective after the noun. For example, beautiful girl is defined as a beautiful woman.

Based on the things above, the author is interested in researching the influence of the two variables, namely vocabulary and grammar mastery on the ability to understand narrative text. From this research, we will see how much influence mastery of vocabulary and grammar has on the ability to understand narrative text.

METODE

Based on the research objectives mentioned above, the design used in this research is a correlational descriptive survey research design. According to Masri Singarimbun, the survey method is research that takes samples from a population and uses questionnaires as the main data collection tool. (Masri Singarimbun., Sofian Efendi, 1995:3).

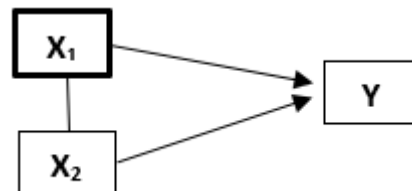
According to Kerlinger, quoted by Sugiono (2005:27), "Survey research is research on a population where the data studied is data from samples taken from that population, so that relative events, distribution and repetition between sociological variables are found. psychological. Survey research is usually carried out to make generalizations from observations that are not in-depth, but the generalizations made can be more accurate if representative samples are used. According to Widodo (2008:43), survey research is used to solve problems. The problem is actually large scale with a very large population, so a large sample size is needed.

According to Sukmadinata (2011:82) there are 3 main characteristics of surveys, namely:

- 1). Information is collected from a large group of people to describe certain things or traits, such as abilities, beliefs, attitudes, population and knowledge
- 2). Information is obtained through asking questions (generally orally or in writing) of a population.
- 3). Information is obtained from samples, not from populations. There are three reasons behind researchers using survey methods in research, namely as follows:
 - a). This survey is versatile, it can be used to collect sample data in any area and problem.
 - b). The use of surveys is efficient enough to collect reliable data and information at affordable costs.

According to Arikunto (2006:367), "in correlational analysis what is analyzed is the correlation coefficient, namely the relationship that shows the degree of relationship between two variables that have a cause and effect relationship and cause changes to each variable. The variable in this research is the dependent variable, namely the student's ability to read narrative text (Y) and the two independent variables are the influence of vocabulary mastery (X1) and grammar mastery (X.2). It is suspected that there is a causal relationship between the independent and dependent variables and they change each other. Therefore, correlational techniques are used to prove the hypothesis. The constellation model of the relationship between variables in this research is a research constellation model which can be seen in the following picture:

Picture 1. Research Constellation Model



X_1 = Mastering Vocabulary

X_2 = Mastering Grammar

Y = Reading Comprehension of Narrative

RESULTS AND DISCUSSIONS

In this chapter, the researcher discusses the test requirements for each variable: Vocabulary Mastery (X_1), Grammar Mastery (X_2), and Students' Reading Ability in Narrative Text (Y).

The results of this research obtained scores resulting from the influence of mastery of vocabulary and grammar on students' reading comprehension ability of narrative texts. The collected data is processed using statistics consisting of: (a) maximum and minimum values, range of values, standard

deviation and variance; (b) central symptom measures include: mean, median and mode; (c) measures of curve slope, namely kurtosis and skewness and; (d) presentation of data in the form of a frequency distribution and histogram. The complete data presentation is as follows:

A. Description of Data

1. Data on Vocabulary Mastery (X1)

Vocabulary Mastery data was taken from vocabulary mastery test scores answered by 46 students with the lowest score 3.00, the highest score 70, mean value 38.5652, median 40.00, mode 40, and standard deviation 16.28722

Table 1. Data Description

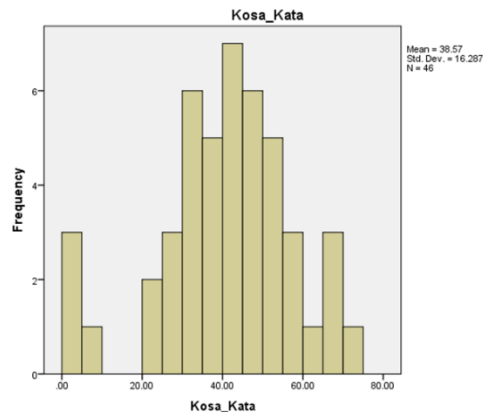
		Kosa_Kata	Tata_Bahasa	Membaca_Nara tif
N	Valid	46	46	46
	Missing	0	0	0
Mean		38.5652	35.6739	65.5000
Std. Error of Mean		2.40142	2.15645	2.05381
Median		40.0000	36.0000	64.0000
Mode		40.00	36.00	62.00
Std. Deviation		16.28722	14.62578	13.92958
Variance		265.273	213.914	194.033
Skewness		-.421	.099	-.258
Std. Error of Skewness		.350	.350	.350
Kurtosis		.184	-.408	.117
Std. Error of Kurtosis		.688	.688	.688
Range		67.00	67.00	59.00
Minimum		3.00	4.00	32.00
Maximum		70.00	71.00	91.00
Percentiles	25	30.0000	21.0000	57.0000
	50	40.0000	36.0000	64.0000
	75	50.0000	44.7500	75.2500

Based on the results of the calculations above, it can be concluded that the Vocabulary Mastery of students at IBS Tathmainul Quluub Vocational School and YAPIIM Indramayu Vocational School is not good. This is shown by obtaining an average score of 38.5

To clarify the data above, it is depicted in a histogram as follows:

Picture 2.

Polygon Hystogram of X1

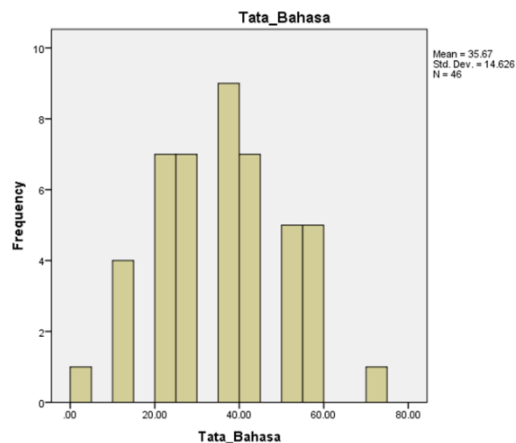


From the histogram and frequency polygon above, it can be concluded that the vocabulary mastery of students at IBS Tathmainul Quluub Vocational School and YAPIIM Indramayu Vocational School is normally distributed.

2. Grammar Mastery Data (X2)

Grammar Mastery data was taken from questionnaire scores answered by 46 students with the lowest score 4, highest score 71, mean value 35.6739, median 36.00, mode 36, and standard deviation 14.62578.

Table 2. Data Description of Grammar Mastery (X2)



From the histogram and frequency polygon above, it can be concluded that the grammar mastery of private vocational school students in Indramayu Regency has a normal distribution.

3. Data on Comprehension Ability to Read Narrative Text (Y)

Data on Students' Narrative Text Reading Comprehension Ability was taken from reading test scores taken by 46 students with the lowest score being 32, the highest score being 91, the average score being

65.50, the median being 64.00, the mode being 62, and the standard deviation being 13.92958.

Table 3. Data Description Reading Comprehension (Y)

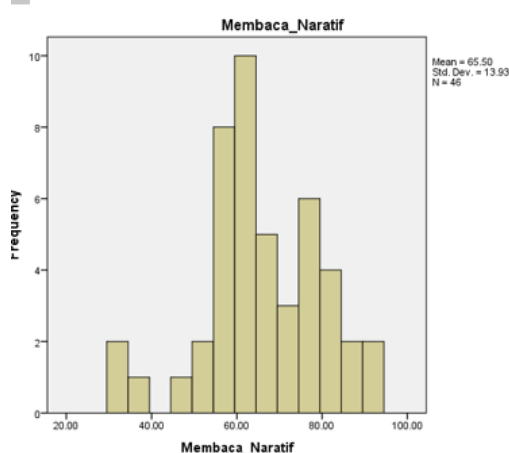
Statistics		Membaca_Naratif
		if
N	Valid	46
	Missing	0
Mean		65.5000
Std. Error of Mean		2.05381
Median		64.0000
Mode		62.00
Std. Deviation		13.92958
Variance		194.033
Skewness		-.258
Std. Error of Skewness		.350
Kurtosis		.117
Std. Error of Kurtosis		.688
Range		59.00
Minimum		32.00
Maximum		91.00
Percentiles	25	57.0000
	50	64.0000
	75	75.2500

Based on the results of the calculations above, it can be concluded that the reading comprehension ability of students at IBS Tathmainul Quluub Vocational School and YAPIIM Indramayu Vocational School is quite good. This is shown by obtaining an average score of 65.50.

To clarify the data above, it is depicted in a histogram as follows:

Picture 3.

Polygon Hystogram of Y



From the histogram and frequency polygon above, it can be concluded that the ability to read narrative texts of students at IBS

Tathmainul Quluub Vocational School and YAPIIM Indramayu Vocational School is normally distributed.

B. Data Testing

1. Data Normality Test

Data normality testing for each sample is tested through the following hypothesis:

- a) The data in the sample is not normally distributed
- b) The data in the sample is normally distributed

Calculations were carried out using the SPSS 23.0 application. The criterion for data normality is "if the p value (Sig.) > 0.05 then H₀ is accepted", meaning that the data in the sample is normally distributed. The p value (Sig.) is the number listed in the ·Sig column. in the table of data normality test calculation results using the SPSS program. In this case, the Kolmogorov-Smimov method is used. The calculation results can be seen in table below:

Table 4

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		46
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.92963810
Most Extreme Differences	Absolute	.122
	Positive	.079
	Negative	-.122
Test Statistic		.122
Asymp. Sig. (2-tailed)		.084 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the normality test, it is known that the significance value is $0.084 > 0.05$, so it can be concluded that the residual value is normally distributed.

2. Linearity Test

- a) Linearity of the regression line for variable X₁ against variable Y

The results of the linearity test of the relationship between variable X₁ and variable Y can be seen in table below:

Table 5

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Membaca Naratif * Kosa Kata	Between Groups	(Combined)	4604.833	12	383.736	3.069	.005
		Linearity	2139.756	1	2139.756	17.111	.000
		Deviation from Linearity	2465.078	11	224.098	1.792	.096
	Within Groups		4126.667	33	125.051		
	Total		8731.500	45			

Based on the results of the linearity test between X1 and Y, the Sig value is known. Deviation from linearity is $0.096 > 0.05$, so it can be concluded that there is a linear relationship between Vocabulary Mastery and students' ability to understand narrative text.

b) Linearity of the regression line for variable X2 against variable Y

The results of the linearity test of the relationship between variable X2 and variable Y can be seen in table below:

Table 6

Table 3

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Membaca Naratif *	Between Groups (Combined)		1250.725	8	156.341	.773	.628
Tata Bahasa	Linearity		678.424	1	678.424	3.355	.075
	Deviation from Linearity		572.302	7	81.757	.404	.893
Within Groups			7480.775	37	202.183		
Total			8731.500	45			

Based on the results of the linearity test between X2 and Y, the Sig value is known. Deviation from linearity is $0.893 > 0.05$, so it can be concluded that there is a linear relationship between Grammar Mastery and students' ability to understand narrative text.

3. Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds perfect correlation between the independent variables. Collinearity test calculations are carried out simultaneously with the regression line test, namely by looking at the VIF (Variant Inflation Factor) value. The test criteria are "if the VIF value > 10 then multicollinearity occurs, but conversely if the VIF value < 10 then multicollinearity does not occur". The results can be seen in table below:

Table 7

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	45.391	5.758		7.884	.000		
Kosa Kata	.387	.116	.452	3.327	.002	.922	1.084
Tata Bahasa	.145	.130	.153	1.122	.268	.922	1.084

a. Dependent Variable: Membaca Naratif

From the results of the multicollinearity test, it was found that the Tolerance Value was $0.922 > 0.10$, so it can be concluded that multicollinearity did not occur. Then it is also confirmed by the results of the VIF value of $1.084 < 10.00$. It can also be concluded that multicollinearity does not occur. Thus it is also concluded that the variables X1 and X2 do not occur multicollinearity.

4. Heteroscedasticity Test

What is meant by heteroscedasticity is if there are errors in observations or residuals whose variance is not constant. Heteroscedasticity conditions often occur in cross section data, or data taken from several respondents at a certain time.

One way to detect heteroscedasticity is by using the Glejser test. The following is a table of heteroscedasticity test results.

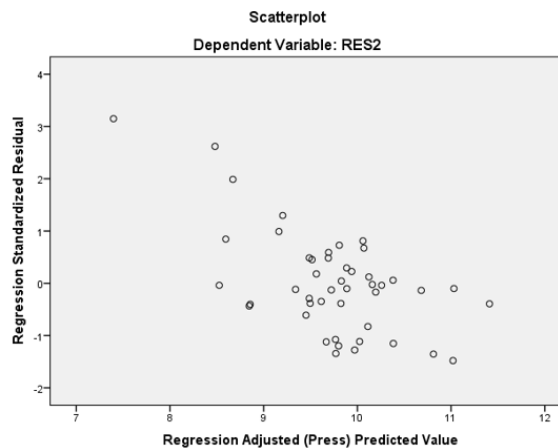
Table 8

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.161	3.257		2.506	.016
Kosa Kata	.035	.066	.083	.526	.601
Tata Bahasa	.006	.073	.013	.083	.934

a. Dependent Variable: Pemahaman membaca teks naratif

Based on these results, it is known that the sig X1 value is $0.601 > 0.05$ so it can be concluded that heteroscedasticity does not occur. Then based on the results it is known that X2 is $0.934 > 0.05$ which can be concluded that there is no heteroscedasticity.

Then another way to detect heteroscedasticity is to create a scatter plot of standard residual values (ZRESID) and standardized predicted values (Y). The following is a point distribution image which shows that there is no change along the Y boundary so that it can be concluded that there is no heteroscedasticity in the error (residual).



The image above shows that the points are spread randomly and do not form a clear pattern, and are spread above and below the number 0 on the Y axis. This shows that heteroscedasticity does not occur in the regression model, so it can be used to predict the reading ability variable. Students in Narrative Text based on Mastery of Vocabulary and Grammar.

C. Hypothesis Testing

Submission of hypotheses is carried out in accordance with the provisions explained in Chapter III. The results of calculations and testing can be seen in the table below:

Table 9

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 ^a	.267	.232	12.20392

a. Predictors: (Constant), Tata Bahasa, Kosa Kata

b. Dependent Variable: Membaca Naratif

Table 10

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3035.022	2	1517.511	11.455	.000 ^b
	Residual	5696.478	43	132.476		
	Total	8731.500	45			

a. Dependent Variable: Membaca Naratif

b. Predictors: (Constant), Tata Bahasa, Kosa Kata

Table 11

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	40.822	5.450		7.490	.000
Kosa Kata	.347	.109	.406	3.173	.003
Tata Bahasa	.317	.122	.332	2.600	.013

a. Dependent Variable: Membaca Naratif

1. The influence of vocabulary mastery (X1) and grammar mastery (X2) together on students' reading comprehension of narrative texts (Y):

From the table data above, the significance value is $0.000 < 0.05$, so it can be concluded that there is an influence of mastery of vocabulary (X1) and grammar (X2) together on Reading Comprehension of narrative text (Y). Then the calculated F can be seen from the table above is 7.813 and the F table is obtained from the formula $k; n-k$ or $2; 46-2$ or $2; 44$ and the result from looking at the F table is 3.21, thus F count is $11.455 > 3.21$ (F table), so it can also be concluded that there is an influence of mastery of vocabulary (X1) and grammar (X2) together on reading comprehension of the text narrative (Y).

2. The Influence of Vocabulary Mastery (X1) on the Ability to Read Narrative Text (Y)

From the data in table 11, the significance value is $0.003 < 0.05$, so it can be concluded that there is an influence of vocabulary mastery (X1) on Reading Comprehension of narrative text (Y). Then the calculated t can be seen from the table above is 3.173 and the t table is obtained from the formula $a/2; n-k-1$ or $0.05/2; 46-2-1$ or $0.025; 43$ and the result from looking at the t table is 2.017, thus t count is $3.173 > 2.017$ (t table), so it can also be concluded that there is an influence of vocabulary mastery (X1) on Reading Comprehension of narrative text (Y).

3. Influence of Grammar Mastery (X2) on Reading Comprehension of Narrative Text (Y).

From the data in table 4.12 above, it is found that the significance value of Then the calculated t can be seen from table 4.12 above is 2,600 and the t table is obtained from the formula $a/2; n-k-1$ or $0.05/2; 46-2-1$ or $0.025; 43$ and the result from looking at the t table is 2.017, so the t count is $2,600 > 2,017$ (t table), so it can also be concluded that there is an influence of grammar mastery (X2) on Reading Comprehension of narrative text (Y).

DISCUSSION

1. The Influence of Vocabulary and Grammar Mastery on the Ability to Read Narrative Text

From the output description after testing with the SPSS 23 program, the R Square value is 0.348, this means that the influence of variables X1 and X2 simultaneously on variable Y is 34.8%. This means that there is an influence of the independent variables X1 (Vocabulary Mastery) and X2 (Grammar Mastery) on the dependent variable Y (Ability to read Narrative Text).

From testing the significance value of $0.000 < 0.05$, it can be concluded that there is an influence of mastery of vocabulary (X1) and grammar (X2) together on Reading Comprehension of narrative text (Y). Then the F-count is $11.455 > 3.21$ (F table), which means it is proven that there is a positive influence of the independent variables X1 (Vocabulary Mastery) and Language on the ability to read narrative text is 34.8%. Every teacher must pay attention to reading skills based on mastery of vocabulary and basic structure of simple past tense. In order to obtain good results, the expected results must be formulated clearly, the targets are clear, and the way to achieve them must also be clear.

Text reading skills are one of the skills that every student must have. Reading skills are studied in grade 11 of vocational school, one of which is reading narrative texts. In reading narrative texts, students must be able to choose interesting words so that they create sentences that are attractive and attractive to the listener. Another important factor is the use of appropriate grammar in understanding parts of narrative text. That's why students must master various vocabulary and simple past tense verbs.

Reading comprehension skills are an activity of looking for the main idea of a reading. In finding ideas, students cannot get it haphazardly. Therefore, a good reader needs the ability to interpret the ideas contained in narrative texts into thought forms that are understood by students. Good mastery of the meaning of vocabulary will help readers understand the purpose of writing. With good vocabulary mastery, it will be easier for students to understand narrative texts. The more vocabulary students have, the better they will be at understanding a narrative text. It will also be useful if they also understand the simple past tense verb forms correctly.

2. The influence of vocabulary mastery (X1) on the ability to read narrative text (Y)

From hypothesis testing, the value obtained is $\text{Sig} = 0.003 < 0.05$ and $t = 3,173 > 2,017$ t table, then H_0 is rejected and H_1 is accepted, which means that there is a significant influence of the independent

variable X1 (Vocabulary Mastery) on the dependent variable Y (Ability to read Narrative Text) . One of the obstacles in understanding narrative texts is students' lack of vocabulary. Mastery of vocabulary influences the way students create a passage that is meaningful and understandable. This is not a simple skill and a spontaneous process because it includes recognition, selection and application.

Mastery of vocabulary has a significant contribution to students' ability to understand narrative texts. Vocabulary is an important part of the reading comprehension process. Without a large vocabulary, it will be difficult to understand narrative text. This means that there is a positive influence of vocabulary mastery on reading narrative texts. As we know that vocabulary is used to communicate with other people so it would be much better if students could explore and expand more vocabulary for their future needs.

3. Influence of Grammar Mastery (X2) on Reading Comprehension Ability of Narrative Text (Y).

From hypothesis testing, the value obtained is $\text{Sig} = 0.013 < 0.05$ and $t = 2,600 > 2,017$ t table, so H_0 is rejected and H_1 is accepted, which means that there is a significant influence of the independent variable). Mastery of Grammar is a set of linguistic rules that are used to arrange words and sentences so that they become correct sentences according to applicable language rules. And reinforced by the results of the survey, it was found that the use of grammar mastery had a significant effect on students' understanding of reading narrative texts. One aspect that students must master in understanding narrative text is simple past tense verbs. Its role is important because it is needed when they want to understand the meaning of reading that uses the past verb tense. Mastery of grammar and reading comprehension skills are very important because they have an important role in modern society. Correct grammar and reading habits also play an important role in modern society. Many of them lack vocabulary and do not know the past forms of verbs used in narrative texts. It would be even better if students are equipped with a strong basic vocabulary and tenses so that they will be ready when they are at a higher level of education and especially when they are in their field of work.

CONCLUSION

Based on the results of the analysis and discussion in chapter IV above, conclusions can be drawn:

1. There is a significant influence of Vocabulary and Grammar Mastery together on students' reading comprehension ability of Narrative Text. This is proven by the Sig value. $0.000 < 0.05$, calculated $F = 11.455$

2. There is a significant influence of Vocabulary Mastery on students' ability to understand Reading Narrative Text. This is proven by the Sig value. $0.003 < 0.05$, $t = 3.173$
3. There is a significant influence of grammar mastery on students' reading comprehension ability of Narrative Text. This is proven by the Sig value. $0.013 < 0.05$, $t\text{-count} = 2.600$

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