

# The Correlation among Grammar Mastery, Translation Ability, and Reading Skill at SMA NWDI Pringgabaya

M Adib Nazri<sup>1</sup>, Usuluddin<sup>2</sup>, Horyatul Maemanah<sup>3</sup>, Ari Prasetyaningrum<sup>4</sup>

Universitas Hamzanwadi, Indonesia

<sup>1</sup> adibnazri88@gmail.com, <sup>2</sup> usuludin15@gmail.com,

<sup>3</sup> horyatulm.210202007@student.hamzanwadi.ac.id, <sup>4</sup> rheafanny1981@gmail.com.

## Abstract

This research investigates the relationship between grammar mastery, translation skills, and reading comprehension among eleventh graders at NWDI Pringgabaya High School. Employing a quantitative correlational design, the study involved 15 purposively selected participants. Data were obtained through three assessment instruments: a grammar test, a translation test, and a reading comprehension test. Findings revealed a significant positive correlation between grammar mastery and translation skills ( $r = 0.711$ ,  $p = 0.003$ ). However, no significant relationship was observed between grammar mastery and reading comprehension ( $r = 0.251$ ,  $p = 0.368$ ) or between translation skills and reading comprehension ( $r = 0.144$ ,  $p = 0.607$ ). These results suggest that while grammar mastery substantially influences translation ability, neither appears to significantly impact students' reading comprehension.

**Keywords:** Grammar Mastery; Translation Ability; Reading Skill; Correlation

## INTRODUCTION

English is a language which is utilized practically everywhere in the world. According to Rao (2019), English must be learned as a global language in this competition towards globalization. English is now widely used as a communication language in a variety of fields, including trade, bilateral relations, science, technology, and many more. (Agustina et al., 2024). As a global lingua franca, English serves as a bridge for communication among people from diverse backgrounds. Proficiency in the language enables individuals to expand their horizons and access a wider range of knowledge, information, and technological advancements. The main goal of learning English as an international language for learners is the mastery of language competence which is an indicator of the success of a language learner (Alanazi & Mugaddam, 2025). In general, in terms of English language learning, the purpose of competence is the ability that includes knowledge, skills, attitudes and behaviors that must be acquired by learners related to the ability to use English (Shobikah, 2020). Learning objectives can be said to be successful if not only one component can be mastered by students but four components of language skills. Grammar is a set of structural rules that govern the use of English (Pratama & Sulistiyo, 2024). In other words, grammar is a rule or guide used to learn a language (Якупова, 2023). Learning grammar is not an easy thing because there are many terms and formulas that must be considered. The use of grammar is important to form sentences that are correct, effective, and easy to understand, and to communicate clearly (Saengboon et al., 2022). In addition, translation skill is a student's ability to change text or language from one language to another with accurate and precise (Khasanah & Solikhah, 2022). It involves understanding the source language and target language, as well as the ability to transfer meaning and context from one language to another is closely related to grammar, especially in the use of English. Talking

about grammar and translation skills cannot be separated from the ability to read it self, where the ability to read in English it self is the ability to understand writing in English, which includes understanding the meaning of words, sentence structure, and context. Therefore, it is like an inseparable flow, if the understanding of grammar and reading of students is good then the ability to translate students also will be good (Suseno et al., 2022). However, in reality many students still have difficulties in mastering grammar due to its complicated rules (Ajaj, 2022). As a result, the ability to translate is also less than optimal due to weak understanding of language structures. In addition, students' reading ability is still low due to the lack of mastery of grammar and vocabulary. There are not many lessons that combine grammar, translation, and reading in an integrated manner. Therefore, it is important to examine how the mastery of grammar and the ability to translate can affect students' reading skills. A deeper understanding of the relationship between these three aspects is expected to be the basis for the development of more effective, integrated, and oriented English learning strategies to improve students' overall language competence. From this case, the researcher can conclude that there are some factors appear on this research. First, students' mastery of grammar is still low, so they have difficulty understanding the sentence structure in the text. Second, students' translation skills are not optimal because they are still limited to word for word translation without understanding the context. Third, students are not accustomed to reading English texts, plus the learning methods used have not integrated grammar, translation, and reading thoroughly. This condition hinders the development of students' language skills to the fullest. To overcome the problems, researcher need to implement a more integrated and interactive learning method that connects grammar, translation and reading skills in a meaningful way. Providing varied learning materials, such as reading texts accompanied by grammar exercises and guided translations, can help students understand sentence structures while improving their vocabulary and comprehension. Some previous relevant studies were conducted by several researchers. The first research was carried out by Andini et al. (2017). This study centers on examining the relationship between students' mastery of grammar and their ability to comprehend reading texts. This study used random sampling while the current study used purposive sampling technique. The second research was conducted by Oktari et al. (2019). The findings indicated a strong and significant relationship between grammar mastery and translation ability. However, their study was limited to translating English texts into Indonesian and explored the level of students' proficiency in grammar. The third research was conducted by Maximilian et al. (2020). His research explored the association among translation ability, reading habits, and reading proficiency. Meanwhile, the current study concentrates on examining the link between grammar mastery, translation competence, and reading proficiency.

From explain above, it can be inferred that grammar mastery, translation ability, and reading skills do not stand alone, but interact with each other in the language learning process. Ratna & Clara (2020) states that students with good grammar and vocabulary show better reading skills. It means that if the students can mastery of grammar and able to translate so their reading skill also will be good. In other words, a learning approach that integrates these three aspects in an effective way will be more effective in improving students' language competence. Therefore, the researcher deemed it necessary to conduct this research which aims to examine the Correlation Among Grammar Mastery, Translation Ability, and Reading skill at SMA NWDI Pringabaya”.

## METHOD

This research design employed a quantitative correlational approach (Ghanad, 2023). This study aims to investigate the relationship between reading proficiency, translation proficiency, and grammar competence. Research that examines the link between two or more variables is

known as correlational research. (Putri et al., 2025). The main purpose of correlational research is to identify the relationship between the variables under study and to determine the strength of that relationship. In correlational research, data are collected to identify whether relationships exist between two or more variables and to determine the strength of those relationships. The correlation coefficient is used to measure the degree of association. In this study, the correlational approach involved a single group of participants, with data gathered at one point in time and without the application of any treatment. The design was presented as follows:

- X<sub>1</sub>: Students' Grammar Mastery
- X<sub>2</sub>: Students' Translation Ability
- Y: Students' Reading Skill

The population of this research comprised all eleventh graders of NWDI Pringgabaya High School during the 2025 academic year. Grade XI was chosen because students at this level are considered to be at an intermediate stage of English learning, making them suitable for examining the relationship between grammar mastery, translation ability, and reading skills. The sample consisted of a single class, specifically class XI, which included 15 students. Since the number of students was relatively small, all members of the population were used as samples. Therefore, the population and sample in this study are the same group, which is referred to as the study population. The use of one class as the sample was intended to ensure better control of the variables and facilitate the effective conduct of the study. The use of a study population allows the researcher to avoid bias in sampling and provides more accurate and representative results. In this study, data collection techniques were carried out through written tests for each variable. Data collection was carried out using the one-shot testing method, where all instruments were given to respondents at the same time or close together, during school lessons. This method was chosen to maintain the consistency and objectivity of the results obtained. The data from the three tests were then analyzed using correlation statistical techniques to determine whether there is a significant relationship between grammar mastery, translation ability, and reading skills. To analyze the data, this study used inferential statistics with Pearson Product Moment correlation analysis to examine the relationship between variables. Specifically, this study aims to determine the correlation between grammar mastery and reading skill, the correlation between translation ability and reading skill, and the simultaneous correlation between grammar mastery, translation ability, and reading skill through multiple regression analysis. The researcher describe the formula of Pearson Product Moment correlation as bellow:

$$r = \frac{n(\sum XY) - (\sum X) (\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Explanation:

r = correlation coefficient

n = number of respondents

X, Y = scores of the correlated variables

## RESULTS AND DISCUSSION

### Results

#### a. Grammar Mastery Test

The researcher utilized a paper with 20 multiple-choice questions to get an overall grammar comprehension score. The participants joined of the test were 15 students. Below are the grammar test scores as follows:

**Table 1.** The Result of Grammar Mastery Test Score

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Grammar	15	50	45	95	1075	71.67	15.774
Valid N (listwise)	15						

Based on the results of descriptive analysis on Grammar data, it is known that the number of samples (N) is 15 respondents. The grammar value has a range of 50, with a minimum value of 45 and a maximum value of 95. The total value (sum) of grammar from all respondents is 1,075. The mean of the grammar scores was 71.67 with a standard deviation of 15.774, indicating a high variation of grammar scores among the respondents. All data analyzed were valid listwise.

b. Translation Ability Test

The Translation ability test results provide an overview of the participants' performance in translating the text, reflecting their understanding of the source and target languages. This section presents descriptive statistics of the scores obtained to show overall proficiency and variations between respondents.

**Table 2.** Translation Ability Test Score

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Translation	15	67	30	97	1197	79.80	17.043
Valid N (listwise)	15						

Based on descriptive statistics for Translation data, it is obtained that the number of respondents is 15 people. The translation score has a range of 67, with a minimum score of 30 and a maximum of 97. The total translation score obtained by all respondents is 1,197. The mean translation score was 79.80 with a standard deviation of 17.043, indicating a variation in translation ability among respondents. All data analyzed were valid listwise.

c. Reading Skill Test

The Reading skill test results show the participants' ability to comprehend and interpret written text. This section presents descriptive statistics to illustrate the overall performance and variation in reading ability among respondents.

**Table 3.** The Result of Reading Skill Test Score

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading	15	40	60	100	1380	92.00	12.649
Valid N (listwise)	15						

Based on descriptive statistics for Reading data, it is known that the number of respondents is 15 people. Reading ability scores have a range of 40, with a minimum value of 60 and a maximum of 100. The total reading score obtained by respondents is 1,380. The average (mean) reading score is 92.00 with a standard deviation of 12.649. This shows that the reading ability of the respondents is high, although there is still variation between individuals. All data analyzed were valid listwise.

d. The Correlation Among Grammar Mastery, Translation Ability, and Reading Skill.

The main goal of this research was to find out whether or not there was a correlation among grammar mastery, translation ability, and reading skill at class of XI SMA NWDI Pringgabaya. To find out the correlation between three variables above, the researcher was used Pearson product moment formula to compute the data. There were three variables, grammar mastery as variable  $X_1$ , translation ability as variable  $X_2$  and reading skill as variable  $Y$ . Based on the data from the grammar mastery, translation ability, and reading skill, the degree of index correlation between variable  $X_1$ ,  $X_2$  and variable  $Y$  was presented in the following table:

**Table 4.** The Correlation Score

<i>The Correlation Score</i>				
		X1	X2	Y
X1	Pearson product moment	1	.711**	.251
	Sig. (2-tailed)		.003	.368
	N	15	15	15
X2	Pearson product moment	.711**	1	.144
	Sig. (2-tailed)	.003		.607
	N	15	15	15
Y	Pearson product moment	.251	.144	1
	Sig. (2-tailed)	.368	.607	
	N	15	15	15

Based on the results of Pearson product moment, it was found that there is a significant relationship among grammar mastery ( $X_1$ ) and translation skills ( $X_2$ ) with a correlation coefficient of  $r = 0.711$  and a significance level of  $p = 0.003$  ( $p < 0.05$ ). This shows that the higher one's of grammar mastery, the better one's of translation ability. Meanwhile, the relationship between grammar ( $X_1$ ) and reading skill ( $Y$ ) shows a correlation coefficient of  $r = 0.251$  with a significance value of  $p = 0.368$ , which means there is no significant relationship between the two. Similarly, the relationship between translation ability ( $X_2$ ) and reading ability ( $Y$ ) has a correlation coefficient of  $r = 0.144$  with a significance of  $p = 0.607$ , which also shows that the relationship between the variables is not statistically significant. Thus, of the three relationships tested, only the relationship between grammar mastery and translation ability showed a significant relationship.

**Discussion**

This study highlights important insights into the interplay between grammar mastery, translation ability, and reading skills. The results suggest that students' grammar competence

serves as a strong foundation for their translation performance. This supports previous perspectives, such as Mujani et al. (2022), who argue that grammar underpins accurate and meaningful communication. Students who demonstrate solid grammatical knowledge are more capable of restructuring sentences while preserving both form and meaning in translation, a view consistent with Nurdin et al. (2024). In line with Harliani (2019) and Salah & Sabah (2023), translation is more than the replacement of words; it requires a nuanced understanding of context, culture, and structure. The significant relationship found between grammar and translation ability underscores the role of grammatical competence in enabling students to navigate these complexities effectively. On the other hand, the relationship between grammar mastery and reading skills appears less pronounced. This suggests that reading comprehension depends on broader factors beyond grammatical precision. As Wahyono (2019), emphasizes, reading involves cognitive processes such as decoding, vocabulary knowledge, text-structure awareness, and inference-making. Therefore, even students with moderate grammar mastery can achieve strong reading comprehension if they employ effective strategies and draw on prior knowledge. Similarly, translation ability and reading skills do not necessarily reinforce one another in a direct way. While both involve comprehension, translation requires a more analytical and reconstructive approach, whereas reading emphasizes interpretation and understanding of meaning. This divergence indicates that students may excel in one area without showing equal strength in the other, highlighting the distinct nature of these skills. Taken together, the findings affirm the importance of grammar in supporting translation but also demonstrate that reading ability is shaped by a wider range of cognitive and linguistic factors. For language instruction, this suggests the need for an integrated yet differentiated approach. Grammar-focused activities can enhance students' translation competence, while reading instruction should prioritize comprehension strategies, vocabulary development, and critical thinking. By addressing each skill with its specific demands, language programs can more effectively foster balanced and comprehensive language proficiency.

## CONCLUSION

Based on the results of data analysis and discussion in the study entitled “The Correlation Among Grammar Mastery, Translation Ability, and Reading Skill at SMA NWDI Pringgabaya”, several conclusions can be drawn. First, the students' level of grammar mastery was moderate and a standard deviation is high variation in grammar performance among the participants. Secondly, students' translation skills were good and also reflected considerable variation. Third, students' reading ability was high, with a mean score of 92.00 and a standard deviation of 12.649, indicating that although students' reading performance was good, there were still differences in ability between individuals. The results of the Pearson product-moment correlation analysis revealed a significant positive association between grammar mastery and translation skills, indicating that students with stronger grammar knowledge tend to perform better in translation tasks. However, no significant links were identified between grammar mastery and reading ability, nor between translation ability and reading ability. These findings suggest that, within the scope of this study, grammar and translation skills do not have a notable impact on students' reading comprehension. Among the three relationships examined, only the connection between grammar mastery and translation ability demonstrated statistical significance.

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