

**THE CORRELATION BETWEEN ENGLISH DEPARTMENT
STUDENTS' GRAMMAR SCORES AND THEIR
TOEFL GRAMMAR SCORES**
(Students of English Department Academic year-2018 UIN Ar-Raniry)

SKRIPSI

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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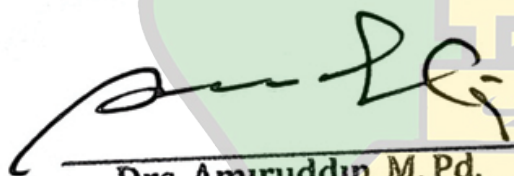


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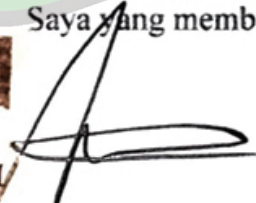
Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

The Correlation between English Department Students' Grammar Scores and Their TOEFL Grammar Scores (Students of English Department Academic Year-2018 UIN Ar-Raniry)

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Desember 2023
Saya yang membuat surat pernyataan,




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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The extraordinary and deepest thanks are to my beloved family, for my father, who gave me a great spirit and extraordinary love that can never be replaced until heaven. My mother, a fantastic mother who is always strong under any circumstances, fights for my education with love, struggle, and intense prayers in every worship. Last but not least, thanks are to all of my friends for all their kindness and memorable experiences and for being friends in every condition. Finally, I finished this thesis to complete my bachelor's degree for my final project. I hope that this thesis will help increase the knowledge of the readers.

Banda Aceh, March 2023

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ABSTRACT

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The researcher intends to conduct a research about the The Correlation Between English Department Students' Grammar Scores And Their TOEFL Grammar Scores because regard with Language Development Unit at UIN Ar-Raniry which use that kind of TOEFL test. The TOEFL PBT was tested by Language Development Unit at Universitas Islam Negeri Ar-Raniry Banda Aceh. It is obligation of every student in the English Study Program in Universitas Islam Negeri Ar-Raniry Banda Aceh to pass the minimum TOEFL score at least 500 points. But in fact, this rule makes some students find difficulties in answering TOEFL whereas they are students of English Education Study Program who basically learn English. Based on the research finding, it is found that the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It can be seen from the data analysis that $r_{xy} = 0.386$ and $t_o = 2.253$ with degree of freedom (Df) = $n - 2 = 31 - 2 = 29$; in the table of significant of 5% it is obtained $r_t = 0.367$ dan $t_t = 2.045$. As a result, $r_{xy} > r_t$ and $t_o > t_t$ that means there is correlation between the students' grammar mastery and their reading comprehension although the correlation is weak. Then, it can be concluded that if the students have high scores in grammar, they will also have high scores in reading comprehension, and the other way around.

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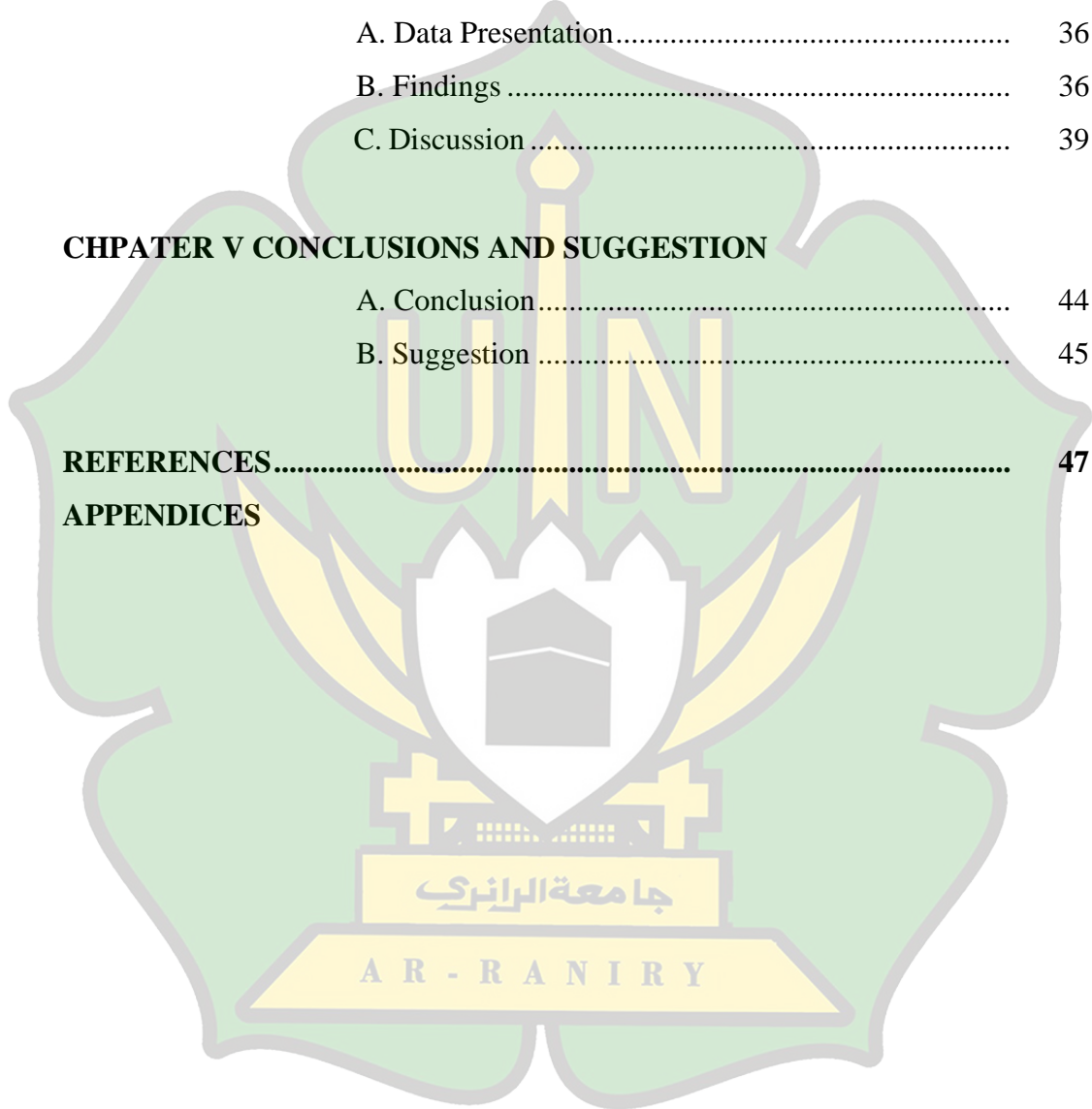
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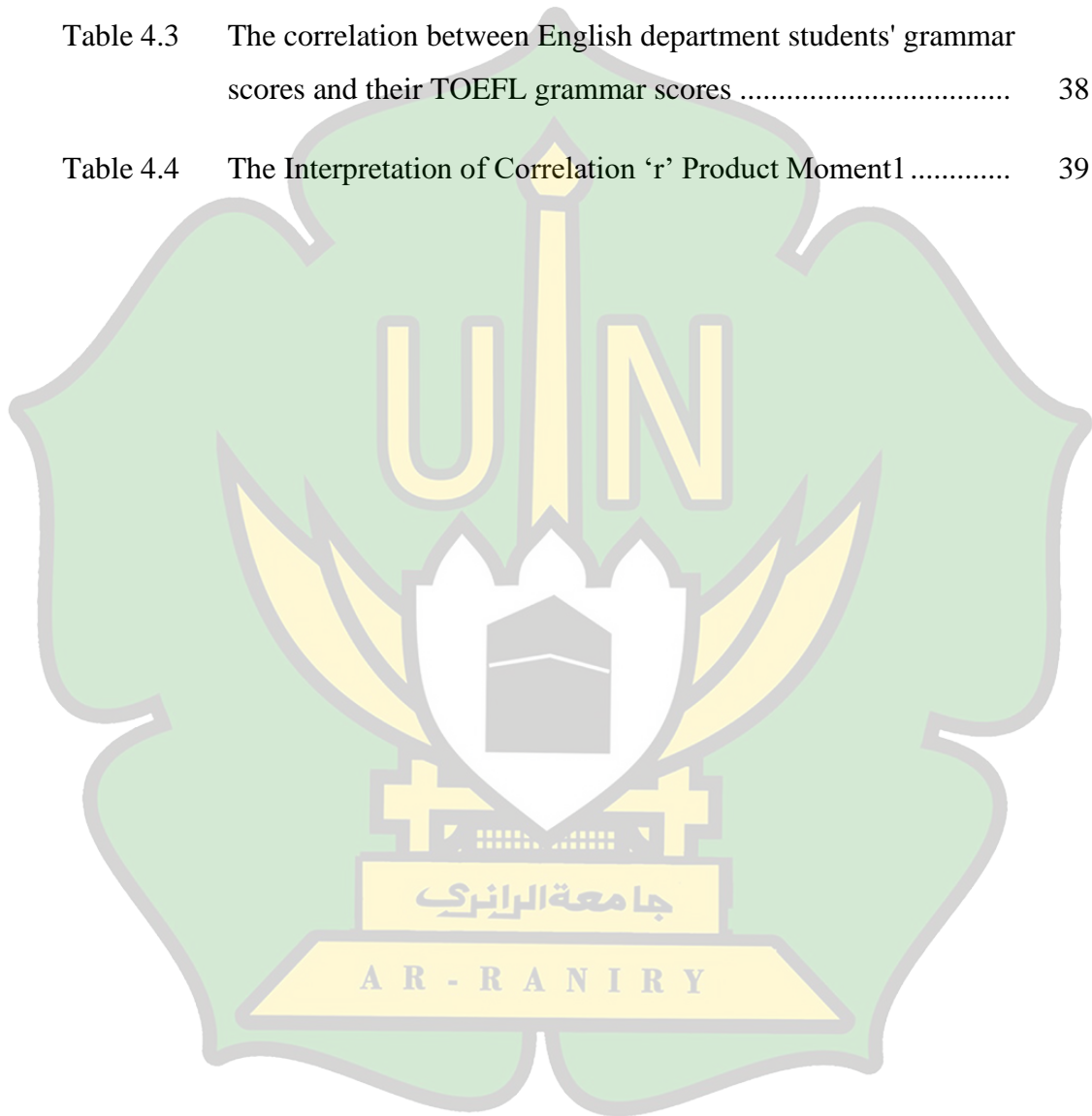
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CHAPTER I

INTRODUCTION

A. Background of Study

The most commonly spoken language in the world today, English is also the one that is spreading the fastest. Graddol (1998) foresaw this truth, stating that without more research or strategy management, the English language will continue to gain popularity and impact. Additionally, he said that English in the twenty-first century affects a number of areas, including youth culture, global media, online communication, time and location, the workplace, education, and training. The need for English in the field of education has changed over time. Some people want to learn English in order to be eligible for international scholarships, while others just need to pass their university or school's final exam.

If someone wants to advance in their school or employment, they must be able to demonstrate their English proficiency. A variety of exams are available to gauge English proficiency. According to ETS (Educational Testing Service), the TOEFL is the most widely used and well-liked exam. Many universities provide TOEFL classes to help people obtain the score they require. However, since all of the information has already been covered in their lectures, it appears that the English Department in Teacher Training and Education Faculty students do not need to take those classes.

From the foundational to the advanced levels, students are taught all of the English language skills and aspects, including speaking, listening, reading, writing, vocabulary, and grammar. As a result, it is anticipated that graduates of the English department who have mastered the language will obtain a minimum TOEFL score of 500.

A score of 500 indicates either post intermediate proficiency or competence as a user. Nevertheless, enrolling in a large number of courses does not ensure that a student will receive the desired TOEFL score. After conducting informal interviews as part of her analysis, the researcher discovered that several of them fell short of the required minimum score of 500. According to Sujana et al. (2005), the English Department students' TOEFL score for that year was only 459, indicating that they were either independent users or at the Upper Intermediate level. For Reading Comprehension, the range of scores was 310-570, with an average of 25 out of 50 correct answers.

English is considered a foreign language in Indonesia. This is because in everyday life situations, even in informal or formal situations, perfect English is not used for communication except in special cases. Therefore, many Indonesians are unaware of the role of English even though they have learned it from an early age, even in primary school (Plastica, 2017:1). It is now well known that in countries where English is not the native language, societies must have credible tests to assess English proficiency. In this manner, in today's world a few colleges indicted the understudies to take after an English Dialect Capability (ELP) test, particularly English outside Dialect (EFL) students" since it's a device to assess their English Capability. In expansion, it is vital for them since in some area ELP test may well be utilized as necessity in numerous perspectives such as, prerequisite for grant, to apply for think about overseas or indeed as prerequisite for pass from their college (Cho and Bridgeman, 2013:422). Those are moreover as the reason why ELP test as a rule utilized to decide the students' victory. Abedi (2008:193) contends that English Language Proficiency (ELP) estimation is still a profoundly eminent side particularly for English Dialect Learners (ELL).

According to Powers and Adler's (2014) research, taking a basic English course or a course focused on standardized testing can help students improve their English competence by using the TOEFL exam. In order to assess undergraduate students' comprehension of English speech and text and to reach the caliber of their university degrees, all universities mandate that students take the TOEFL exam. Universitas Islam Negeri Ar-Raniry Banda Aceh, an Islamic English language institution, is one of the government institutions that require students to pass the TOEFL. Thus, in addition to general classes like grammar, listening, writing, reading, and speaking, students enrolled in English language programs at Islam Negeri Ar-Raniry Banda Aceh University are also required to take courses like the TOEFL (Test of Look Up English). In addition to being a requirement for a thesis, or munaqasah, the foreign language test is administered at the end of the semester.

The Language Development Unit at Islam Negeri Ar-Raniry Banda Aceh University administers the TOEFL PBT. The goal for each student enrolled in Islam Negeri Ar-Raniry Banda Aceh University's English language program is to receive a minimum TOEFL score of 500 points. But in reality, this regulation causes some students to have difficulty answering TOEFL questions, even though they are students in an English language program and mainly study English. Furthermore, a crucial concern the cumulative GPA of the pupils is a significant additional factor associated with their academic performance. (Grade Point Average) As this serves as a foundation for students' evaluations of their academic careers and is seen to reflect their knowledge, abilities, and expertise in the field. The caliber of their output, numerous research studies, like those by Cohn, Balch, and Bradley (2004) and Aslo Dietz (2006) have examined the use of GPA in many nations and have all demonstrated that GPA has the ability to be a strong positive predictor of college student participation.

Successful and useful in many aspects, such as graduation requirements for students, standard requirements for receiving scholarships, criteria for participating in research programs, requirements for pursuing undergraduate program cycles, and postgraduate cycle. In summary, in many countries, GPA is one of the most important factors affecting student achievement and academic performance in general (Nodoushan, 2009). GPA is still a role in students graduating from college, according to Cabrera, La Nasa, and Burkum's (2005) research. Nonetheless, there is still a positive association between students' GPA and TOEFL results, despite the fact that this relationship has been the subject of numerous research conducted worldwide, including Putri's (2018) study. According to a study by Ghenghest (2015), there is a large but moderately favorable correlation between students' GPA and TOEFL scores, which indicate their overall academic success.

Furthermore, Cho and Bridgeman (2012) also examined the relationship between TOEFL iBT scores and academic achievement based on GPA of American college students and reported that students with higher TOEFL iBT scores have a higher GPA. It can be concluded that this problem occurs not only in Indonesia, especially at UIN Ar-Raniry, but also in other countries and universities around the world. On the other hand, the relationship between TOEFL scores and GPA of UIN Ar-Raniry students has not yet been studied to improve the difference compared to previous studies.

With this information coming from both the test TOEFL and informal interview, many people assume that English Students with high GPAs also have high TOEFL scores because others know about their academic performance in class. Learning English is great, in fact English learners primarily learn English, while the TOEFL score is essentially an English test. However, a lot of students who enroll in programs taught in English are unable to earn a 500 on the TOEFL their first attempt. In order to shed

light on this matter and acknowledge the critical significance of students' scientific English proficiency as measured by GPA and their English dialect ability as measured by the TOEFL, the analyst decided to look into the relationship between students' GPA and TOEFL scores. The TOEFL PBT was chosen for this study because the UIN Ar-Raniry Dialect Enhancement Unit values it. One of the TOEFL assessments called the PBT (paper-based test) evaluates students' proficiency in English by looking at their utilization of language, comprehension adjustment, complicated phrases, and language structure (Abunawas, 2014).

Considering these views, it is imperative to conduct an investigation into “the correlation between Students’ grammar scores and their TOEFL grammar scores.”



A. Research Questions

Based on the background of study, the researcher formulates the research question, "Is there any correlation between English department students' grammar scores and their TOEFL grammar scores (students of English department academic year 2018) at UIN Ar-Raniry”.

B. Objective of the Study

Based on the research question of the previous study, the aim of this study was to investigate the relationship between the students' grammar course scores of UIN Ar-Raniry students in the English department and their TOEFL grammar scores.

C. Significance of the Study

Hopefully, this research gives benefits:

1. For the students

This study expected to give information about TOEFL scores and grammar score and it helps students in preparing themselves for the TOEFL examination.

2. For the lecturers

To help English lecturer in teaching grammar and lecturer can add TOEFL material to the grammar examination.

3. For the other researchers

This research expected to be reference for further research that want to analyze the correlation between grammar source scores and TOEFL grammar scores. This study can be reference and provide positive contributions and informations.

Due to the limitations of earlier research, like Martirosyam, Hwang, and Wajohi (2015), who also examined this topic but employed a retrospective methodology, this study is anticipated to provide significant

contributions. Gather information all year long. Furthermore, Wait and Gressel's (2009) study included a diverse group of people. In the meantime, comparable studies were carried out by Putri (2018) and Wijaya, Sudarsono, and Regina (2015), although they did not measure all English classes. However, because a relational design was necessary to collect data, this study used homogenous members and appropriate relational types, assuming greater performance in each English course tested.

Additionally, information about TOEFL scores and students' grammar scores or the meaning of the results of this study would be helpful to students in properly preparing for the TOEFL exam, as well as to instructors in this study when considering Adding TOEFL materials to the TOEFL exam. And for other researchers, this study can be a reference and provide positive contributions and information.



CHAPTER II

LITERATURE REVIEW

A. The Nature of TOEFL

TOEFL was established in 1964 by the National Council for the Test of English as a Foreign Language (ETS: 2015). That is why ETS (Educational Testing Service) created and administers the TOEFL test. This was done to measure English as a foreign language. It was usually required in higher education institutions abroad (ETS: 2009). The Test of English as a Foreign Language (TOEFL) was developed in 1963 as a collaboration of more than thirty public and private organizations. The National Council on Testing English as a Foreign Language was formed, consisting of representatives of private organizations and government agencies that test the English of native English speakers who wish to attend colleges and universities in the United States.

The program was first administered by the Modern Language Association and was supported by funding from the Ford and Danforth Foundations. The program was jointly taken up by the Educational Testing Service (ETS) and the College Board in 1965. The English language competency is measured by the Test of English as a Foreign Language (TOEFL). This widely recognized test can be used by people whose first language is not English to assess their level of English proficiency. Before September 1976, there were five monolingual sections on the TOEFL:

- a. Part I: Listening comprehension
- b. Part II: English Structure
- c. Part III: Vocabulary
- d. Part IV: Reading comprehension
- e. Part V: Writing ability

200 questions were examined. The updated TOEFL exam assesses the same five language proficiency areas. Three sections make up the test: Part I: Listening; Part II: Written Expression and Structure

c. Reading comprehension and vocabulary in Part III

There are 150 test questions. All foreign exams, both domestically and internationally, now use the updated TOEFL. The TOEFL score report provides the overall score as well as the results for each of the test's three components. A scale ranging from 20 to 80 is used to determine the scores for the three components. The three part scores are added together, and the result is multiplied by ten thirds to determine the overall score, which is determined on a scale from 200 to 800 consequently. Nunan (2005:7) states that "you learn to understand and speak a language mainly by listening to and imitating native speakers". This means that before students have learned to read well, it is through listening that they can make the most direct connection to the meaning of a new language.

"Listening is a mental process of constructing meaning from spoken input," according to Hegelson and Brown (2007:3). Likewise, listening is defined by McDonough and Shaw (2005:117) as follows: Understanding what you hear is not a passive process. It's an intricate, dynamic process where listeners have to distinguish between different sounds, comprehend vocabulary and grammatical structures, decipher intonation and stress, remember the information gleaned from all of the above, and interpret it in the context of both the utterance and its broader sociocultural setting. The study of listening comprehension processes in second language learning, according to Richard and Schmidt (2010: 313), focuses on the roles of individual linguistic units (such as words, phonemes, and grammatical structures), as well as the listener's expectations, the situation and context, prior knowledge, and topics.

Over 344,000 persons took part in special or worldwide TOEFL testing sessions in 1981–1982. In 135 nations and regions, 850 testing facilities offer the exam. For admission to more than 2,000 colleges and institutions in the US, Canada, and other nations where English is the primary language of teaching, candidates who are not native English speakers must complete the TOEFL.

In addition, many scholarship programs run by government agencies and other established organizations also use this test. Each school or institution requiring TOEFL scores determines its own acceptable scores. The TOEFL Office does not make pass/fail decisions. TOEFL teaching materials are compiled by experts in English, a language spoken abroad. Members of the Board's ETS testing experts and TOEFL Review Board members produce additional resources. All item specifications, questions, and final test forms are reviewed internally at ETS for cultural bias and content appropriateness, according to clear and established procedure established by ETS. Every final TOEFL sample is also examined by a minimum of one outside expert, and it is often devoid of any language or content indicators that could offend or be unsuitable for any reason to the majority of TOEFL test takers. Any purposes make sure the form does not contain language symbols or the content being broadcast. Maintain any negative attitudes that may have been instilled in these small groups. These advisers need to have substantial experience living or working overseas and be authorities in the fields of cross-cultural psychology, anthropology, or English as a foreign language. Every questionnaire was distributed to a certain cohort of international students.

B. The PBT Version of TOEFL

The TOEFL was created by the Modern Language Association's Center for Applied Linguistics, which started operations in 1961. The National Association of International Student Advisors and the Institute of

International Education are two other American organizations that are a part of the project. "Trying to identify a common core of language skills relevant to the variety of situations students encounter in college" was a crucial first step in creating the new placement test.

As stated by Hussein (2011), the "competency-based approach to language teaching" that informed the TOEFL's original design saw language as "composed of separately identifiable elements such as phonetics, grammar, and vocabulary." In succeeding decades, as the idea of linguistic competence as an increasingly valued communication skill gained traction, this understanding of linguistic competence—which was informed by Chomsky's emphasis on linguistic structure—was discarded. But at the time, it was generally acknowledged that the skills on this list, developed by psychologist John Bissell Carroll, might serve as the foundation for an English test.

- b. Knowledge of structure.
- c. General dictionary knowledge.
- d. Discrimination in hearing (phonemes, homophones, segments).
- e. Phonemes, assonance, and segmentation in oral expression.
- f. Reading (as in the act of converting written symbols into auditory signals)
- g. Writing (spelling, or the process of translating sounds into printed notation).
- h. Listening accuracy and speed.
- i. Speaking cadence and quality.
- j. Reading accuracy and speed.
- k. Writing accuracy and speed.

Given the conspicuous (and controversial) lack of assessment of real tests on language generation in his PBT version of the TOEFL, writing and speaking are (albeit emphatically) on Carroll's list here. It is

interesting to note that) is mentioned. It's not about effective communication it's about "accuracy" and "accuracy"). However, incorporating written and oral assessment into the test created problems for which no practical or meaningful solutions existed at the time.

"The difficult areas turned out to be speaking and writing, which were 8th on Carroll's list and 10th on his, respectively," according to Taylor and Angelis, who developed the TOEFL. Eventually, ETS decided on a 140-question multiple-choice structure for the PBT, which eliminated the speaking and writing components. The creators of PBT mainly relied on other language testing formats that were in use at the time, like the Chinese University Language Center test, in order to choose a completely multiple-choice style.

As a result, when the PBT was first introduced in 1964, the idea and format of proficiency that was intended for testing closely matched the 1960s attitudes that were developed regarding language learning, language testing, and linguistics in general. For the remainder of the 20th century, attitudes altered significantly, but the TOEFL stayed largely unchanged.

C. The TOEFL Test Type

In order to more accurately gauge non-native speakers' English competence, TOEFL has modified its testing procedures since 1964. Abboud and Hussein (2011) stated that the TOEFL comes in four different forms. These are the Computer-Based Test (CBT), Internet-Based Test (IBT), Paper-Based Test (PBT), and Institutional Testing Program (ITP).

1. Institutional Testing Program (ITP)

The TOEFL or pre-TOEFL may be taken on old-sized paper by eligible colleges, English language schools, and other organizations. This is how the Institutional Testing Program varies from other programs. The TOEFL program is not the same as this one. Your student can use their

own resources, personnel, surroundings, and timetable for exams. As a result, the ITP test has been in use since 1965 and is still administered globally. (Page 115, Abboud et al., 2011).

2. Computer Based Testing (CBT).

Pyle (2001) claims that the TOEFL computer-based test has the same content as the TOEFL PBT. The responses to the questions, however, differ. Furthermore, according to Sharpe (1999), a computer was employed as a testing tool for the TOEFL CBT exam. There are four sections in this: writing, reading, listening, and structuring. The paper-based TOEFL Test of Written English (TWE) is comparable to the writing section of this exam. Participants who register on the same day will not receive the identical exam questions because the TOEFL CBT is a flexible test. The selection of questions is based on the student's level of skill. The overall score on this test is limited to a range of 0 to 300. (2009, Sharpe)

3. Internet-based test (IBT)

His TOEFL exam is a web-based assessment that concentrates on her four English language proficiency areas and helps test takers by offering questions concerning academic English situations that are significant to them (ETS, 2015). Its primary objective is to assess a candidate's capacity for effective academic communication. It takes the place of the candidate's computer-based and paper-based TOEFL. The "Speaking" section is a new addition to the document. There are four sections of the TOEFL IBT there are Speaking, writing, reading, and listening. The table below (Abboud et al., 2011) displays the structure of these sections, the quantity of questions in each segment, and the amount of time given for each component.

4. Paper-based test (PBT)

According to Sharpe (1999), the TOEFL test is a paper-based assessment consisting of written tasks, questions, and answers that are printed or drawn. He is taking the TOEFL PBT exam for two reasons. Grade students first, then evaluate their development. In the event that CBT is not feasible, there is still another option. The three portions of the TOEFL PBT are Reading, Structure and Writing, and Listening. The range of scores is 310 to 677.

D. Content of the PBT

PBT, the original TOEFL administered by ETS since 1964, is a multiple-choice exam with a format akin to other ETS exams like the GRE and SAT (Scholastic Aptitude Test). I employ. There are 140 multiple-choice questions in the PBT test, broken down into three categories: reading comprehension (50 questions), listening (50 questions), and structure and writing (40 questions omitted). In the PBT's listening comprehension component, test takers listen to a taped English dialogue or monologue. The narrator asks them to select the best response out of four for each line.

Candidates must select a fill-in-the-blank paragraph from the PBT's "Structure and Writing" section, then select the response that best completes the sentence. It also includes the components that the candidate needs. In order to make the example sentence grammatically correct, determine which of the four underlined words has to be corrected. Using the printed text as a guide, candidates select the best response to a question in the reading comprehension part. Parts 1 (Listening) and 3 (Reading) of the PBT's raw scores are translated to a scale of 31 to 67, whereas Part 3 (Structure and Writing) has a scale of 31 to 68.

Scores from the three sections are averaged and multiplied by 10 to get an overall score range of 301 to 677. The essay test, known as the TWE (Test of Written English), is scored separately on a scale of 0 to 6 when taken as part of the PBT. The subject's results on the TWE do not affect their overall results on the PBT. PBT score is the only criterion for university admission.

E. TOEFL PBT Testing Area

According to Plastica (2017: 14), who cites A. Sharpe (2004: 69–76), there are three types of TOEFL tests.

a. Listening skills

The TOEFL test's listening component is tested first. This component assesses a candidate's comprehension and interpretation of spoken English. Applicants should be able to tell between words that sound same, comprehend both complete sentences and individual words or phrases, and discriminate between similar-sounding words. Taking notes, underlining, or scribbling through the exam book is prohibited. Candidates only need to be able to hear and select an appropriate response.

b. Structure and sentence expression

Structure and Writing tests a student's ability to recognize standard written language used in North America. There are two different sections with different kinds of questions. The structural section, Part A, has some sentences that are not full. Students complete the missing phrase by choosing the best response from a list of options. In Part B, each question in Part B contains a phrase written with her four underlined words, and the student selects the incorrect answer. Students are given just twenty minutes to respond to the questions.

c. Reading Comprehension and Vocabulary

The Reading and Vocabulary portion assesses students' understanding of written English from 23 textbooks and other academic resources from institutions in North America. There are five reading passages in the reading comprehension part, and there are typically ten questions following each one. There should be 250–300 words in this article. No pictures or visual cues are present.

H. Definition of Grammar

1. The Concept of Grammar

It is necessary to follow the laws of each language in order to make it comprehensible. A student's language learning process can be made easier by comprehending the rules of the target language. It is indisputable that understanding grammar is essential to learning a language successfully since, in addition to vocabulary, grammar is a fundamental skill that students must acquire.

Darmono's essay supports the assertion made by Fromkin and Rodman, stating that students must comprehend the nature of this internalized (unconscious) set of rules that are a component of every language's grammar in order to comprehend the nature of language itself. The claim was substantiated by Darmono, who reiterated the findings of Fromkin and Rodman in his article. According to Darmono, students must comprehend the nature of this internalized (unconscious) set of rules that constitute every language's grammar in order to comprehend the nature of language. The statement demonstrated that, as grammar is a necessary component of language, mastering it is vital to learning a foreign language.

The student can utilize the foreign language in the proper structure and grammar by comprehending its grammar. Lack of grammar

understanding will make it harder for the learner to use the language appropriately. According to Peat, Elliot, and Baur, grammar is the study of understanding why something reads incorrectly and knowing how to correct it. It is evident that a reader who is not familiar with grammar will find it more difficult to understand statements that are not in a grammatical pattern, while a reader who is may readily correct such sentences and understand their meaning. Kolln and Funk divided the definition of grammar into three categories:

- a. Our mental rule system is called grammar. Furthermore, the internalized rules and subconscious system that make up your language competency vary depending on the language community.
- b. The formal definition of the rules is found in grammar. It alludes to the area of linguistic study that studies the formal description of language, or the identification of sentence structure and form.
- c. Grammar is not the social implications of usage; rather, grammar is the dos and don'ts of linguistic etiquette. For example, in some contexts, certain words are considered to be bad manners; the labels "poor grammar" and "good grammar" are equally applicable in this description.

Grammar, according to Rodney Huddleston and Geoffrey K. Pullum, deals with the structure of sentences as well as its constituent smaller parts, including words, phrases, and clauses. The grammar of Standard English is far more stable and uniform than the pronunciation and word stock; there is surprisingly little disagreement about what is and isn't grammatically correct. It turns out that the grammatical rules of Standard English are constant and there is little disagreement in deciding which sentences are grammatically correct or not. In other words, if you master English grammar, it will be easier to use English, and if you master

English grammar, you will no longer be confused about how to use English. A student is a good language learner if he or she can communicate well with his or her friends without encountering confusing statements.

This is supported by friends of Gana Kumara and Sharaf in their article "Crystal Definition of Grammar", who said that grammar is the structural basis of people's ability to express their thoughts. The more a student becomes familiar with and understands the grammar of a language, the more structured and grammatical the language becomes. The more structured and grammatical a language is the easier it will be for students to use it. Facilitate the Reader or Reader The student's communication partner facilitates understanding of the student's ideas. This means that communication between them works well, whether written or spoken, without experiencing confusing language usage.

2. Types of Grammar

Kolln and Funk distinguish between two kinds of grammar: transformational grammar and structural grammar. The following will elucidate each type:

a. Grammar in Structure

The significance of characterizing language on its own terms is recognized by structural. The Structural studied the sentences objectively, paying close attention to how words vary in sound and spelling (their forms) and how they are used in sentences (their functions). Furthermore, modern grammar emphasizes the systematic nature of English, which is another significant aspect of structuralism.

b. Transformational Grammar

In contrast to structural, who sought to understand the systematic nature of sentences by analyzing actual speech,

transformation a lists sought to uncover the mysteries of language by creating a model that could generate every grammatical sentence. Consider our innate language system as a computer program, if that helps. It is the transformation a lists' attempt to explain that program.

The grammar of a language is defined by Jeffrey Coghill and Stacy Magendanz (2003: xvi) as the body of rules that dictate its organization in their introductory book English Grammar. The arrangement of words to create coherent units is determined by grammar. A language's grammar is a system of rules that arranges some of its structural elements. The arrangement of words into meaningful linguistic units is determined by grammar.

"A language's ability to manipulate and combine words, or parts of words, to form longer units of meaning, is known as grammar" (Ur, 1996: 11). Like the description above, principles describing how words can be combined, ordered, or transformed to show a specific type of meaning are described by Michael Swan (2005: xix). The rules that specify how words are joined, grouped, or altered to communicate meaning are known as grammar rules. Apart from the conventional interpretation, linguists like Greenbaum and Leech define grammar in many ways.

According to Leech et al. (1982: 3), grammar is: Citation of Mechanism Language is effective when it is utilized to communicate with other people, according to Roommate. Grammar serves as a means of assembling words, but the sound of meaning has not received much attention. Ur (2001: 4) defines grammar as a language's manipulation and combination of words (or word fragments) to create longer units of meaning. For example, in English the present form of the verb is in the third person has two distinct forms, and if the plural are is combined with

a singular subject, the result is usually unacceptable or “ungrammatical”. There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who knows grammar is one who has mastered and can apply these rules to express him in what would be considered acceptable language forms.

Grammar serves as a reference mechanism when it is applied in accordance with the role that language plays in interpersonal communication. The principles of grammar govern hyphenation, or the meaning of a merger sound. More severe, well-known Grammar expert Grammar is defined by Greenbaum (1996:25) as follows: A book with one or more volumes is a grammar in the strict sense of the word. Of course, the book's contents are likewise written in grammar. The contents of the book are what we compare when comparing grammars for coverage and accuracy: a grammar is a book on grammar, just as a history is a book on history. The dictionary definition of grammar states that it is a book that includes. Grammatical rules are crucial to acquiring a language, claims Harmer (1987: 4). Without understanding the construction of words, people are unable to employ them.

Additionally, a language's grammatical features dictate the structure of its sentences. Many English language learners still struggle with grammar and find it challenging to communicate their ideas. However, they are perplexed when they encounter written English because they are unaware of or do not comprehend the forms utilized in the language, particularly with regard to sentence construction. Therefore, you should focus more on following the guidelines when crafting proper statements.

1. The Importance of Studying

syntax "To use a language properly we of course have to know the grammatical structure of the language and their meaning," state Leech and Svartvik (1973: 21) in St. Nurhayati (1993: 34). Grammar study by itself

won't always translate into improved writing. However, by learning more about how language functions, one should also be able to influence how one arranges words into sentences and sentences into paragraphs. To put it briefly, learning grammar could make us better writers.

The facts that follow provide basic illustrations of the importance of grammar in everyday interactions and how to acquire it. Grammar is something that kids learn as they speak. Because those around them are using grammatically correct sentences, they too employ those same sentences. It's a learned experience. Determining and characterizing the constituents of their sentences is the challenging part. Speaking a language is easier than writing and understanding it. Speaking is a natural skill that can be acquired with or without formal instruction.

On the other hand, formal instruction and teaching are associated with writing and grammar. It is a deliberate attempt to educate a child, whether that education is provided by a parent sitting down and showing them, or if the child attends school to learn it in a classroom. In the other instance, it was discovered that grammar should be taught to pupils on par with math and history. It part of who we are, and we ought to speak the same language. In history, we look to the past to comprehend how and why our nation came to be as it is today.

2. Grammatical Units

There are four parts of grammatical units. Those are the utterance, the sentence, the morpheme and the word.

- a. The Utterance
- b. The Sentence

Because they understand that neither words nor sentences, nor any other unit of linguistic description for that matter, are always and without fail analyzable in raw language data, linguists no longer debate about which is more "basic": a sentence or a word. A linguist starts describing language data by starting with an idea that is more fundamental than a word or sentence: the utterance. According to Harris, an utterance is "any stretch of talk, by one person, before or after which there is silence on the part of that person." However, an utterance and a sentence are not always the same thing because, for instance, a large number of utterances in English are made up of single words, phrases, incomplete sentences, etc.

Field sentences are described as "an independent linguistic form, not included" by Bloom's. By virtue of any grammatical structure found in a more comprehensive language. In a nutshell, Bloomfield's definition's main idea is that a sentence is the biggest unit of grammatical description. According to another definition, a sentence is a collection of words that represents a whole idea and has a subject and a verb. For a sentence to be considered a sentence, it must contain a minimum of one subject and one verb. Certain sentences require additional components in order to convey a full idea. In English, sentences can be classified into four fundamental categories: simple, compound, complicated, and compound-complex sentences.

1. Simple sentence

A sentence with a single subject-verb pairing is considered simple. In a simple statement, both the verb and the subject could be complex. Above all, though, a simple sentence has just one subject-verb pair.

2. Compound sentence

A comma and a coordinating conjunction join two basic sentences to form a compound sentence. A comma appears before the coordinating conjunction in a compound sentence. Sentences with two or more separate clauses are known as compound sentences. Connectors or conjunctions like and, but, or, etc. are frequently used to unite these two independent clauses. Additionally complex sentences exist in compound form. Dependent clauses can appear in one or both of the independent clauses (Ba'dulu, 2008: 66).

I. **Related study**

This study has correlations with other earlier studies. First, there is the 2009 study "The relationship between TOEFL scores and academic success of international engineering students" by Wait & Gressel. This study's primary objective is to determine how TOEFL scores affect academic achievement. The quantitative methodology of this study is based on logistic and linear regression analysis. The participants were from a United Arab Emirates university with an American curriculum. Furthermore, 24.6% of students are international nationals and 75.4% of students are from the Middle East and North Africa. Students majoring in engineering, commerce, and the arts made up the participants.

Second, the study by Sahragard, Baharlo, and Soozandehfar (2011) focuses on the relationship between language proficiency and potential academic success as determined by students' GPA. Evaluated used the

TOEFL. Students studying English literature at Shiraz University in Iran made up the study's sample. The 60-question Test of English as a Foreign Language (TOEFL) was used to gather data for this investigation. There are multiple choice questions in this passage.

There are thirty grammatical comprehension items, fifteen written expression items, and fifteen structural items in the exam. The Pearson's product moment formula was utilized to compute the data and ascertain the correlation among the variables under investigation. Additionally, the T-test and ANOVA were utilized to identify group differences.

This study discovered no statistically significant differences between male and female participants, and it also demonstrated a substantial positive association between language proficiency and academic accomplishment.

Furthermore, lower classmen's academic performance differed significantly from that of other groups, and upperclassmen performed better than other groups in terms of language proficiency. Thirdly, Ghenghesh (2015) carried out this investigation. The purpose of this study is to determine whether educational institutions should be concerned about the association between academic achievement and English competence among university students.

The goal of this study is to ascertain how students enrolled in preparatory courses from three faculties—the Faculty of Engineering, the Faculty of Business Administration (including Business Administration), Economics and Political Science, and Information Science and Computer Science—relate to one another in terms of their overall academic ability and English proficiency.

The findings show a modest but positive correlation between students' general academic success and their proficiency in English. To put it another way, students who fared better in both their major subjects and English proficiency upon entering university did so with higher levels of proficiency in the language.

This study and the researchers' goal of examining the connection between GPA and English proficiency are comparable. Moreover, this study will use papers as research tools in addition to calculating students' overall academic success based on their grade point average.

As an author, Gengesh concentrated on the IELTS exam to ascertain students' English language competency and investigate the potential impact of students' educational backgrounds on their academic achievement.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researchers employed a quantitative approach in this investigation. When determining association or causation, quantitative research employs the static gathering and analysis of numerical data (Ary, 2010: 39).

This study's attempts to elucidate the connection between a student's TOEFL grammar score and their English exam grammar score. As a result, static methods must be used to examine numerical data for this investigation.

B. Research Type

Correlational research is the kind of quantitative research used in this investigation. Finding the strength and direction of a relationship between two or more variables is the goal of a correlational study. Correlational study yields indices that show the strength and direction of the association between or among variables by taking into account all variables (Ary, 2010, p.648).

Thus, the goal of correlation study is to comprehend the connections between the traits of individuals or other entities. Stated differently, the objective is to ascertain correlations between variables or formulate forecasts (Johnson, 2009, p. 49).

C. Place and Time

The data for this study was collected at UIN Ar-Raniry on Tuesday, July th5 2022, for the TOEFL scores of 31 students, and the

students' grammar scores were collected on Wednesday, July th3 2022. The researcher will need two weeks to examine the TOEFL grammar findings for the students.

D. Population and Sample

1. Population

The population is the largest group that warrants consideration for generalizations. All members of a certain group are referred to as the population when it comes to research, according to Fraenkel, Wallen, and Hyun (2011, p. 105). All UIN Ar-Raniry students enrolled in the English Education study program who took the TOEFL exam comprise the research's population.

2. Sample

A small group being observed is called a sample (Ary, 2006: 148). As part of an empirical inquiry, the sample is the set of individuals that the author actually looks at (Dornyei, 2007: 96). Stated otherwise, the sample is a portion of the total population's representation. This implies that it is necessary to be aware of all pertinent population features. Dornei (2007) stated so on page 98. Because he asked several students about their friends who asked him to do it, the writer employed the snowball sampling technique. Many of the study's samples of students were successful on the TOEFL exam (Students of English department academic year 2018 UIN Ar-Raniry).

E. Instument for Data Collection

The author's tool is the recording of the TOEFL scores that students have attained during the test. Because the researcher spoke with the informant directly, the author was able to receive the material from UIN Ar-Raniry's English laboratory, which administers the TOEFL exam.

F. Data Collections Method

In this study, the researcher applied the following steps:

1. The researcher obtained data (Documents of students' TOEFL scores) from the Language Laboratory
2. The researcher took the data of students grammar scores from PRODI
3. Finally, the researcher compared the students' grammar scores with their TOEFL grammar scores.

G. Data Analysis

The author tested for a substantial link between students' grammatical competence and their TOEFL results using the Pearson Product Moment link Formula (Sudijono, 2004).

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

r : Koefisien Korelasi Pearson

N : Number of respondents

X : The Students' TOEFL Score

Y : Students grammar test score Test Score

$\sum XY$: The sum of Students' TOEFL Score and Students grammar test score

$\sum X$: The Sum of The Students' TOEFL Score

$\sum Y$: The Sum of Students' grammar test score Test Score

$\sum X^2$: The Sum of The Squared The Students' TOEFL grammar Score

$\sum Y^2$: The Sum of The Squared Students' grammar test score Test Score

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Presentation

Data presentation is the process of visually representing data sets to convey information effectively to an audience. In an era where the amount of data generated is vast, visually presenting data using methods such as diagram, graphs and charts has become crucial. There are three forms of presentation of data:

1. Textual of descriptive presentation
2. Tabular presentation
3. Diagrammatic presentation

The form of presentation data that researcher used in this study is tabular presentation. In the tabular presentation the data presented in the form of rows and columns and this data positioning makes reading and understanding the data more feasible are derived from the presentation of the data.

This chapter includes a presentation of the data, research findings, and discussion that the investigator gathered while conducting the study in the field. As the researcher noted in Chapter 3, the researcher solely looked at English proficiency and component topics while gathering data on students' grammar scores and students' TOEFL grammar scores.

Subjects of proficiency Speaking, writing, reading, and listening are the four main areas of study for English. Vocabulary, pronunciation, and grammar are the three areas of English component courses. Each course is worth two credits (SKS). 44 credits total—all of these courses combined—are awarded (SKS).

B. Findings

Table 4.1 Grammar Scores (Students of PBI let-18 UIN Ar-Raniry)

Participants	Gender	Grammar Scores
HTS		(X)
AN	F	66
DA	M	77
WD	F	69
TR	F	88
AA	M	88
DF	F	71
RK	F	76
MR	M	80
SM	F	80
SL	F	83
FB	F	76
VN	F	80
MI	M	97
IK	F	71
DR	F	76
RR	F	85
MU	F	71
ST	F	76
SW	F	60
MT	F	71
NN	F	77
MA	M	57
DY	F	76
DV	F	76

RM	F	71
MF	M	57
WH	F	63
NV	F	80
MR	F	77
FN	M	60
KL	F	90

From the scores that were collected above, the researcher needed to know the statistical score of the data including the mean, median, mode, maximum score, minimum score, and standards deviation of the scores. To find out those statistical scores of the data above, the researcher used SPSS. The descriptions of the finding were described below:

Table 4.2 Grammar Score Statistics (Students of English department let-18 UIN Ar-Raniry)

N	Valid Missing	31
		0
Mean		75.00
Median		76.00
Mode		76
Std. Deviation		9.606
Variance		92.267
Minimum		57
Maximum		97

From the calculation of SPSS, the average score of grammar is 75. The median score of grammar is 76. The mode or the score that show the most is 76. The highest score of grammar is 97 and the lowest score is 57. The standard deviation is 9.606 with variance 92.267.

Table 4.3 the correlation between English department students' grammar scores and their TOEFL grammar scores

Participants	X	Y	XY	X ²	Y ²
AN	66	40	2640	4356	1600
DA	77	57	4389	5929	3249
WD	69	53	3657	4761	2809
TR	88	53	4664	7744	2809
AA	88	57	5016	7744	3249
DF	71	50	3550	5041	2500
RK	76	93	7068	5776	8649
MR	80	60	4800	6400	3600
SM	80	83	6640	6400	6889
SL	83	80	6640	6889	6400
FB	76	73	5548	5776	5329
VN	80	70	5600	6400	4900
MI	97	93	9021	9409	8649
IK	71	90	6390	5041	8100
DR	76	67	5092	5776	4489
RR	85	70	5950	7225	4900
MU	71	57	4047	5041	3249
ST	76	63	4788	5776	3969
SW	60	60	3600	3600	3600
MT	71	60	4260	5041	3600
NN	77	40	3080	5929	1600

MA	57	53	3021	3249	2809
DY	76	67	5092	5776	4489
DV	76	50	3800	5776	2500
RM	71	70	4970	5041	4900
MF	57	57	3249	3249	3249
WH	63	75	4725	3969	5625
NV	80	73	5840	6400	5329
MR	77	63	4851	5929	3969
FN	60	53	3180	3600	2809
KL	90	75	6750	8100	5625
N = 31	$\sum X =$ 2325	$\sum Y =$ 2005	$\sum XY =$ 151918	$\sum X^2 =$ 177143	$\sum Y^2 =$ 135443

The results of both calculations (manual and SPSS calculation) are similar. The results showed that the value of r_{xy} is 0.386. It means that there is no mistake in manual calculation process. In addition, the degree of freedom (Df) is $31-2=29$. Then, in table significant of 0.05 it is obtained 0.367.

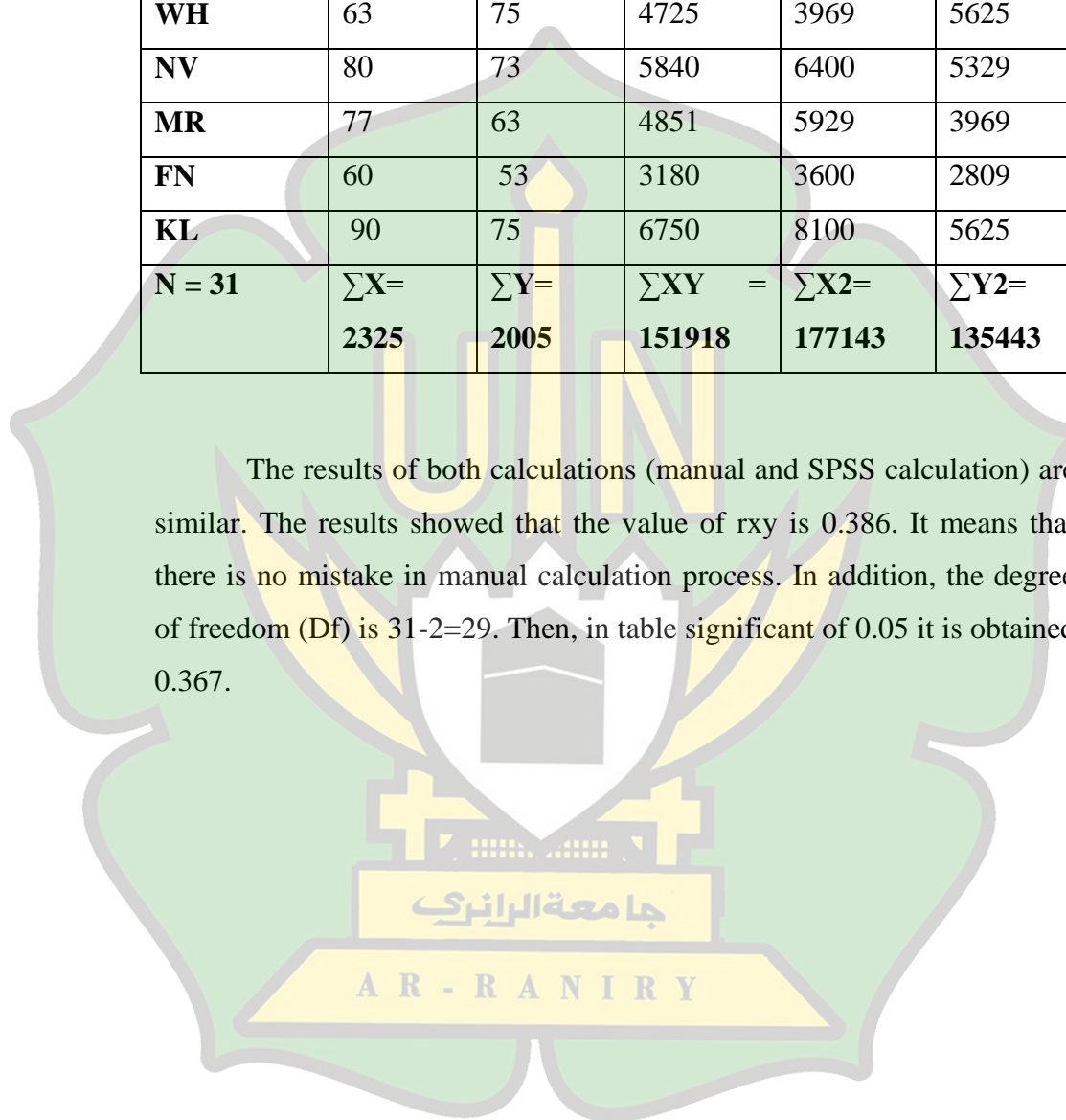


Table 4.4

The Interpretation of Correlation 'r' Product Moment1

Rxy	Interpretation
0.00 – 0.199	The correlation between X variable and Y variable is very weak or can be told There is no correlation between the variables.
0.20 – 0.399	There is weak correlation between X variable and Y variable.
0.40 – 0.699	There is medium correlation between X variable and Y variable.
0.70 – 0.899	There is strong correlation between X variable and Y variable.
0.90 – 1.00	There is very strong correlation between X variable and Y variable.

C. Discussion

After using the Product Moment formula to the calculation, the correlation value is $r_{xy} = 0.386$, and the degree of freedom (Df) is 29. If the Df value is 29, the table of significance for 5% is 0.367, as indicated by the significant values. According to the statistical assumptions,

1. The H_a is accepted if r_o is equal to or greater than r_t . It indicates that, at the sixth semester of the Department of English Education at UIN Ar-Raniry, there is a strong correlation between the students' TOEFL grammar and their grammar comprehension' scores.
2. If r_o is lower than r_t , the H_a is rejected. It means there is no significant correlation between the students' TOEFL grammar and their grammar comprehension' scores at the 6th semester of Department of English Education of State UIN Ar-Raniry

When the score of tobserved = 2.253 is compared by ttable of 5%=2.045, it means that tobserved is higher than ttable, $2.253 > 2.045$. This suggests that r_{xy} is higher than r_t , in which $0.386 > 0.367$. Consequently, the sixth semester of the academic year at UIN Ar-Raniry's Department of English Education showed a correlation between the students' grammar comprehension and their TOEFL grammar. Therefore, the null hypothesis (H_0), which claims that there is no meaningful relationship between the sixth semester grammar comprehension and grammar proficiency of students at the Department of English Education of State Islamic UIN Ar-Raniry, is rejected and the alternative hypothesis (H_a) which states that there is significant correlation between the students' TOEFL grammar scores and their grammar comprehension at the 6th semester of Department of English Education of State UIN Ar-Raniry

Based on the table above, it can be seen that the correlation index ($r_{xy} = 0.386$) is in the interval 0.20 – 0.399 which means that the correlation belong to weak correlation. In other word, there is low correlation between variable X and variable Y. Furthermore, it has a positive and weak correlation between the students' TOEFL grammar and their grammar comprehension at the 6th semester of Department of English Education of State UIN Ar-Raniry.

Based on the data description, this indicates that there is a moderate positive correlation between students' grammar source and their TOEFL scores. The obtained correlation coefficient score was 0.639, ranging from 0.40 to 0.70. It is interpreted as a moderate correlation, so there is a moderate positive correlation between a student's grammar scores and their TOEFL score and it can be described that a student's GPA result can sometimes predict the student's score. Students' TOEFL and sometimes not, Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. A student's grammar contributes 40.8321% to the TOEFL score of UIN Ar-Raniry English Education

students, UIN Ar-Raniry let-18 English Department students. Based on the information, it can be concluded that students with the highest grammar scores also had the highest TOEFL scores they achieved. The reason for this result is probably because there are other factors that affect students' grammar and TOEFL scores.

Similar results were also found in a study by Putri (2018), she found a positive and significant relationship between TOEFL score of 81 and GPA of students of the English department of Islam University Ar-Raniry State Darussalam Banda Aceh, although it only measures students' GPA for the seventh and eighth semesters.

Additionally, Sahragard, Baharlo, and Soozandehfar (2011) demonstrated a statistically significant positive correlation between academic accomplishment as indicated by the GPA scores of 151 English literature students at Shiraz University of Iran and language proficiency as evaluated by TOEFL scores. Furthermore, Ghenghesh's (2015) study discovered a moderately positive correlation between students' GPA—a measure of their total academic achievement—and their English proficiency. Conversely, Wait and Gressel (2009) discovered that there is less of a correlation between students' academic achievement, or GPA, and their TOEFL score or level of English ability.

This means there is little correlation between engineering students' GPAs and their TOEFL scores. In addition, Cho and Bridgeman (2012) also found a small correlation between TOEFL IBT scores and GPA, with $r = 0.16$ for graduate students and $r = 0.18$ for undergraduate students. .

And the same case with Arcuino (2013), he also found a weak $r = 0.14$ indicates a link between TOEFL IBT scores and GPA. A study by Thi Vu and Hoang Vu (2013) also revealed that there was no correlation between TOEFL scores and GPA scores, with $r = -0.272$ indicating a negative trend. This means that while some participants had perfect fours

but not high TOEFL scores, others had lower highs but no perfect average score of 82. However, it has not been demonstrated that TOEFL results are a reliable indicator of academic achievement as determined by GPA (Ghenghesh 2015). The fact that the students' cumulative GPA was deducted from their grades from the first to the eighth semester may be the cause of the study's somewhat favorable association.

Therefore, there may be many factors that influence their score in each English course, even if their skills or abilities from the first semester to the eighth semester are different. On the other hand, students have taken the TOEFL for eight semesters and their English skills or abilities may have improved. This is why a student's GPA can sometimes predict a student's TOEFL score, and sometimes not.

Possible reasons for this study's moderate positive correlation are that students' cumulative GPA was subtracted from their grades from the first to the eighth semester. So, there may be many factors that influence their grade gain in each English course, even if their skills or abilities from the first semester to the eighth semester are different. On the other hand, students have taken the TOEFL for eight semesters and their English skills or abilities may have improved. This is why a student's GPA can sometimes predict a student's TOEFL score, and sometimes not.

In keeping with the aforementioned theories and this study, the researcher came to the conclusion that students' GPA in the English study program helps them do better on the TOEFL at various levels. Nodoushan (2009) makes a similar argument on GPA in a variety of study programs. This is one of the most significant variables that can affect students' academic achievement internationally in other nations, and this study shows that students' GPA can also predict their TOEFL scores.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and recommendations of the study. The researcher explains the conclusions of the study and some recommendations for future researchers.

A. Conclusion

The research findings indicate that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. The data analysis shows that $r_{xy} = 0.386$ and $t_o = 2.253$ with degree of freedom (Df) = $n - 2 = 31 - 2 = 29$; $r_t = 0.367$ and $t_t = 2.045$ are obtained in the significant of 5% table. Consequently, $r_{xy} \sim r_t$ and $t_o \sim t_t$ indicate that there is, albeit weak, a correlation between the students' comprehension of reading and their grasp of grammar. Consequently, it may be said that children will score highly in reading comprehension if they have excellent grammatical scores, and vice versa.

B. Suggestions

In light of the aforementioned conclusion, the researcher would like to recommend the following:

a. For lecturers and teachers of English

The study's findings demonstrated a relationship between students' reading comprehension and their command of language. Furthermore, by teaching grammar rules to children through suitable and varied techniques and media, teachers can help them become more proficient in the language and improve their reading comprehension skills.

b. For Learners

Given that pupils' grasp of grammar affects their ability to read, it is imperative that they improve their grammar mastery due to it helps them to understand the meaning of text completely and accurately.

c. For Additional Study

It is recommended that future research examine the factors that may have an impact on students' and their TOEFL grammar scores in English courses, in addition to the correlation between the two variables. This means that future research on the same topic should use a qualitative design.



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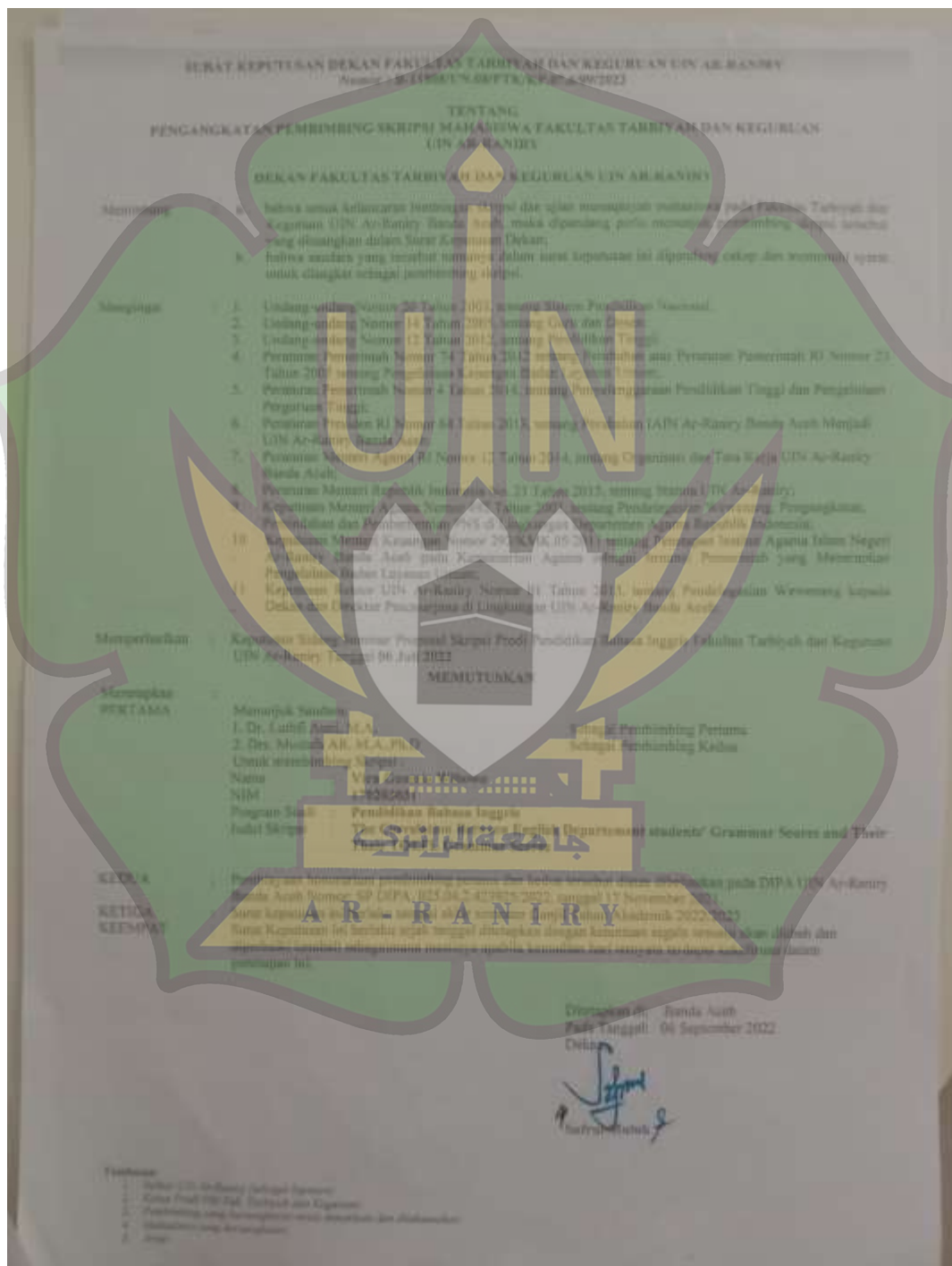
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APPENDIX

Appendix 1: Appointment Letter of Supervisor



Appendic 2: Research Letter

**KEMENTERIAN AGAMA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kapoeta Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : umma@uin-ar.ac.id

Nomor : B-13291/Un.08/FTK.1/TL.00/10/2022
Lamp :
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Bahasa Inggris, Ketua LDC UIN Ar-Raniry

Assalamu'alaikum Wr.Wb,
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini memberitahukan bahwa:

Nama/NIM : **VIRA GUSMIA WIBOWO / 170203031**
Semester/Jurusan : **XI / Pendidikan Bahasa Inggris**
Alamat sekarang : **Gumpong Rukoh, Kec. Syiah Kuala Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Correlation Between English Departement Students' Grammar Scores and Theirsrefl Grammar Scores*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 05 November 2022
Hubiburrahima, M.Com., M.S., Ph.D.

AR - RANIRY

Appedix 3

AUTOBIOFGRAPHY

Name : Vira Gusmia Wibowo
Student Number : 170203031
Place/Date of Birth : Meulaboh/11/Agustus/1999
Gender : Female
Religon : Islam
Status : Single
Occupation : Student
Nationally : Indonesia
Address : Desa Sigulai, kec. Simeulue Barat, kab Simeulue
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Educational Background

2005-2011 : SD N 15 Simeulue Barat
2011-2014 : SMP Inshafuddin Banda Aceh
2014-2017 : SMA Inshafuddin Banda Aceh
2017-2023 : UIN Ar-Raniry Banda Aceh

Parent's Background

Name of Father : Bowo - R A N I R Y
Name of Mother : Elinarwati
Father's Occupation : Guru Honor
Mother's Occupation : PNS
Address : Desa Sigulai, kec. Simeulue Barat, kab Simeulue