

# [Chapter have to face many texts either long](https://assignbuster.com/chapter-have-to-face-many-texts-either-long/)

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CHAPTER IINTRODUCTION             The first chapterpresent background of the study, statement of the problem, objective of thestudy, scope and limitation of the study, hypothesis, significance of thestudy, and definition of key term. 1. 1 Background of the SrudyNowadays, English is taught and learnt from elementary school until university. Theobjective of teaching English is clearly stated in English curriculum 2013, that the students are intented to have the English ability ini Reading, Listening, Speaking and Writing. Language is the gear of communication, to makepeople able to connect with others.

They talk and share their thought in everytime using language. The language that people use to communicate must be thesame in order to make them be able to understand what their partner is talkingabout. When people go overseas, they have to know the language of that countryin order to speak with other person, that’s why English has become theinternational language. Parida in her book stated that, “ the language deservesto be a world language is it helps linking human across countries” Parida(2007: 2) according to that opinion, English can be said as the world language becauseit can link people across countries. To master English people must learn aboutgrammar first. They should know more about vocabulary, how they put it into asentence and use it to express their thought and feeling.

Grammar is a set ofrules of a language. Every language has its own grammar. Based on RodneyHuddleston and Geoffrey K.

Pullum (2005: 1), grammar deals with the sentences’form and the smaller units, such as clauses, phrases, and words. In addition, the students often had difficulties due to they have to face many texts eitherlong or short, that have to be read and be understood by them in limited timein reading activities. According to Jeremy Harmer in his book (1991: 190), reading is a training which the eyes and the brain are dominated: while theeyes receive messages, the brain has to exercise the meaning of these messagesIt means that in reading, the reader needs to focus and concentrate due to theexercise in understanding the text is a complicated activity which needs theeyes -to read the text- and the brain -to process the meaning of text at thesame time. The main goal of reading activities is reading comprehension. Reading comprehension is an ultimate goal in reading. Without comprehension ofa text that has been read, reading is nothing. In getting comprehension inreading something, it needs complicated process which is related to thereaders’ abilities in reading. The abilities in reading influence the readersin understanding the texts or signs.

As Larry Lewin had stated in his book(2003: 2), reading comprehension is an activity which is so complex due to themind which works so hard to understand the written language while the eyeswhich move smoothly over the printed words. Grammar hasimportant role in learning English, so it also has a big influence to readingcomprehension ability. People who want to get a text message have to know abouthow the text is form or they will not able to have a complete understandingabout what the writer was mean. If they do not master grammar well, they willhave difficulty mastering reading comprehension too. Thecomprehension is also an achievement resulting from the knowledge of grammarand relationships between words in a sentence. Grammar mastery is also animportant aspect because it is an aspect supporting the comprehension of thetext. Knowledge of grammar is important in comprehension because complexity ofgrammar can cause difficulty.

Based on Fromkin and Rodman that hadbeen stated by Darmono (2013: 25-26) in his article they stated that tounderstand the nature of language, it is a must for student to understand thenature of this internalized, unconscious set of rules which is part of everygrammar of every language. Grammar has importantpart in successful of language student; it involves the successful of readingcomprehension. In reading comprehension, the students should acquire what thewriters’ messages completely. By understanding the sentence structures, theywill acquire the complete messages of the writer’s idea due to theirunderstanding of how to put the words into sentences that means it ease them tounderstand the meaning of the texts. Zahra Akbari (2014: 125) stated in hisarticle that while reading a text, once the students study how to use syntacticstructures in a text, their comprehension is significantly promoted. Furthermore, it permits them to get detailed reading comprehension, deepentheir understanding and increase their reading speed.

As a result, they willhave a sense of self satisfaction, enjoy in reading English texts and areeventually encouraged to follow up the process of English learning. It seemsthat by learning about sentence structures the students will recognize easilythe main ideas, supporting details and the part of speech that ease themunderstanding the meaning of the sentences in the texts completely, which is itis a long and complicated sentences. Then, they will get enjoy reading intendedfor understanding the texts easily and if they have often used their knowledgeof sentence structure (grammar), they can increase their reading comprehension. Based on someresearch above, in this thesis the researcher plans to know about thecorrelation between grammar achievements to the reading comprehensionachievement, especially to the 4th semester students’ Englisheducation of X University 1. 2 Statement of the ProblemAccording to the Background of the study above, the researcher hassome problems which are going to be answered as follows: Is there asignificant correlation between students’ grammar achievement and reading comprehensionachievement of the 4th semester students’ English education of XUniversity? 1. 3 Objective of the StudyBased on thestatement of the problems above, the researcher has purpose: The correlation between students’grammar achievement and reading comprehension achievement of the 4thsemester students’ English education of X University 1. 4 Scope and Limitation of the StudyLimitation isvery useful for the researcher.

It is used to determine the problems that willbe analyzed. In this study, the researcher only tries to explain a correlation betweenstudents’ grammar achievement and reading comperhension achievement of the 4thsemester students’ English education of X University It is also limited of documentation(Score of grammar and reading comprehension of the students at 4thsemester students’ English education of X University that the researcher getsfrom English teacher at X university.) 1.

5 HypothesisSince there isalways a possibility that the result of the study will show on relationshipbetween the variables, the hypothesis is stated in the following1.     Nullhypothesis that there is no correlation between students’ grammar achievementand reading comprehension achievement of the 4th semester students’English education of X University2.     Hypothesisone that there is correlation between students’ grammar achievement and readingcomprehension achievement of the 4th semester students’ Englisheducation of X University     1.

6 Significant of the StudyIn this study, there are two kinds of significant of the study, namely theoritically andpartically1.     Theoreticallya.      Theresult of the research can be used as the reference for those who want toconduct a research in English teaching learning process.

b.     Toadd the body of knowledge about the theory of grammar avhievement and readingcomprehension2.     Practicallya.      Itwill improve both teacher and students’ ability to solve their problem tomaster English especially in grammar and readingb.     Theresearch can get large knowledge about learning and communication in apllyingor using it, especially in reading teaching learning.

This study is expected to have a significant contribution inquality improvement of the language teaching. In particular, it is expected tobe a very useful input for foreign language teachers in teaching grammar. It isalso hoped that the result of the study can help the students to findalternative ways to improve their comprehenshion in reading. 1. 7 Definition of Key TermsIn order tolead the reader of the study to be a better understanding of it, the researcherwill explain the definition of the main terms. Those are: 1.     Grammarachievement is the way to achieve/receipt a set of rules of a language.

2.     Readingis action or skill of reading written or printed matter in narrative, recount, task, etc. 3.     Comprehensionis the action or capability of understanding something.