

Chapter have to face many texts either long

[Life](#), [Relationships](#)



CHAPTER I INTRODUCTION The first chapter present background of the study, statement of the problem, objective of the study, scope and limitation of the study, hypothesis, significance of the study, and definition of key term.

1. 1 Background of the Study Nowadays, English is taught and learnt from elementary school until university. The objective of teaching English is clearly stated in English curriculum 2013, that the students are intended to have the English ability in Reading, Listening, Speaking and Writing. Language is the gear of communication, to make people able to connect with others.

They talk and share their thought in every time using language. The language that people use to communicate must be the same in order to make them be able to understand what their partner is talking about. When people go overseas, they have to know the language of that country in order to speak with other person, that's why English has become the international language. Parida in her book stated that, " the language deserves to 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 because it can link people across countries. To master English people must learn about grammar first. They should know more about vocabulary, how they put it into a sentence and use it to express their thought and feeling.

Grammar is a set of rules of a language. Every language has its own grammar. Based on Rodney Huddleston 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 either long or short, that have to be read and be understood by them in limited time in reading activities. According to Jeremy Harmer in his book (1991: 190), reading is a training which the eyes and the brain are dominated: while the eyes receive messages, the brain has to exercise the meaning of these messages. It means that in reading, the reader needs to focus and concentrate due to the exercise in understanding the text is a complicated activity which needs the eyes -to read the text- and the brain -to process the meaning of text at the same time. The main goal of reading activities is reading comprehension. Reading comprehension is an ultimate goal in reading. Without comprehension of a text that has been read, reading is nothing. In getting comprehension in reading something, it needs a complicated process which is related to the readers' abilities in reading. The abilities in reading influence the readers in 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 the mind which works so hard to understand the written language while the eyes which move smoothly over the printed words. Grammar has an important role in learning English, so it also has a big influence to reading comprehension ability. People who want to get a text message have to know about how the text is formed or they will not be able to have a complete understanding about what the writer was meant. If they do not master grammar well, they will have difficulty mastering reading comprehension too. The comprehension is also an achievement resulting from the knowledge of grammar and relationships between words in a sentence. Grammar mastery is also an important aspect because it is an

aspect supporting the comprehension of the text. Knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty.

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

As a result, they will have a sense of self satisfaction, enjoy in reading English texts and are eventually encouraged to follow up the process of English learning. It seems that by learning about sentence structures the students will recognize easily the main ideas, supporting details and the part of speech that ease them understanding the meaning of the sentences in the texts completely, which is it is 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 Problem

According 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 Study

Based 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 Study

Limitation 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.)

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5 Hypothesis

Since 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 achievement and reading comprehension achievement of the 4th semester students' English education of X University2. Hypothesis one that there is correlation between students' grammar achievement and reading comprehension achievement of the 4th semester students' English education of X University 1.

6 Significant of the Study In this study, there are two kinds of significant of the study, namely theoretically and practically1. Theoretically a. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

b. To add the body of knowledge about the theory of grammar achievement and reading comprehension2. Practically a. It will improve both teacher and students' ability to solve their problem to master English especially in grammar and reading b. The research can get large knowledge about learning and communication in applying or using it, especially in reading teaching learning.

This study is expected to have a significant contribution in quality improvement of the language teaching. In particular, it is expected to be a very useful input for foreign language teachers in teaching grammar. It is also hoped that the result of the study can help the students to find alternative ways to improve their comprehension in reading. 1. 7 Definition of Key Terms In order to lead the reader of the study to be a better understanding of it, the researcher will explain the definition of the main terms. Those are:

1. Grammar achievement is the way to achieve/receipt a set of rules of a language.
2. Reading is action or skill of reading written or printed matter in narrative, recount, task, etc.
3. Comprehension is the action or capability of understanding something.