

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis, and definition of the key terms used in the research.

### **1.1. Background of study**

Grammar is one of important rules or components for English learners who want to master English maximally because grammar is as basic system and structure through language. Based on David (2005:3) grammar is the description of language and the way in which units such as words and phrases which are combined together to create sentences. It is logical why grammar is one of being fundamental parts through English learners which will influence other skills, such as speaking, listening, writing, and especially for reading skill where the students will face reading through text which is organized by structures. To know the type of structures, students have to be familiar with the rule of how the structure is written.

Fromkin and Rodman (1983:12) once stated in their book that to understand the nature of language, learner must understand the nature of this internalized, unconscious set of rules which are parts of every grammar in every language. That is why grammatical competence is one of crucial competences that should be mastered by students.

Reading is an important skill which has a contribution to the success of learning language. Nuttal (1996) said that reading is an activity that essentially concerned through the process of getting meaning from mind to mind, a message from a writer to a reader. It means that in reading comprehension is being the basic needed of reading to understand the context and get the new message of the texts.

Grammar has important role in learning English, consequently it also has a big affect to reading comprehension ability. The language structure's role in reading comprehension has often been supported by many researchers (Alderson 2000; Sedita 2012 among others).

In reading comprehension, a text is being the main tool by learner who wants to learn that skill. Based on Grabe (1991: 280) "the fluent readers need a sound knowledge about the structure of language and a large recognition of vocabulary". A text is delivered through part of words, phrases, clauses, sentences that are combining into a unit which has a meaning. Therefore, it is important for learner who wants to get a text message must know about how the text is formed or they will not be able to have a complete understanding about what the writer means. If they do not master grammar well, they will also have difficulty mastering reading comprehension.

In the ninth grade students' level, there are some text types or genres which must be learnt by the students in English reading. Two main categories of text types that have been familiar learnt by students are literary and factual texts. For example, narrative belongs to literary texts; whereas, factual texts take in descriptive, recount, and procedure. All text has its own language features, such as

tenses that are used in different texts. Present tense is used in descriptive and procedure text; on the other hand, past tense is used in recount and narrative text.

The finding of the observation in SMP Muhammadiyah 1 Gresik, the researcher found that many students have already been familiar with reading text in learning English. However, they sometimes face some difficulties. They understand the language feature in certain text types, but they still feel difficult to apply their understanding of language feature in reading. In conservative teaching, teacher usually has explained the language feature before starting reading. In fact, there are still some problems that can be found from their result of reading achievement.

Based on interview with the teacher, the problem of the students could be found in students' score of reading narrative text. Mostly, students' score are under the standard competence. Those scores were taken in ninth grade of SMP Muhammadiyah 1 Gresik that consist of three classes (A, B, and C) with the total students are 82 students.

Many researches about the kind of components which are related on grammar mastery is conducted by some researchers. Kobayashi (2002: 210) examined the method effects on reading performance test through text organization and respond format, the evident contradiction in his research finding showed that "learners who had lower language proficiency did not benefit clear text structure. Juliarta (2014) investigated how students' grammar mastery influences students' reading comprehension achievement, her finding that grammar translation method could improve reading comprehension. Mastina

(2011) tried to find the correlation between students' grammar mastery and reading short story ability. The result is proved by finding of t calculation 0,554 higher than t table, at the level significant 5% or at the level significant 1%. It means that there is significant correlation between grammar mastery and students' reading short story.

As matter of fact that grammar mastery may influence to reading comprehension, the writer interests to conduct a study that examine the correlation of grammar mastery and reading comprehension at ninth grade students' of SMP Muhammadiyah 1 Gresik. This study will be conducted in reading comprehension. Researcher chooses to do the study at SMP Muhammadiyah 1 Gresik because the case is coming from and also there will contribute the variable exist that grammar mastery may influence reading comprehension.

## **1.2. Statement of the Problem**

Based on the background of the study, the problem statement in this paper addressed as follow:

“Is there any significant correlation between grammar mastery and reading comprehension?”

## **1.3. Objective of the Study**

The purpose of the study tries to examine and explore grammar mastery and reading comprehension. This project is determined to find out whether any significant correlation between grammar mastery and reading comprehension or not.

#### **1.4. Significance of the Study**

This study is conducted to determine the correlation between grammar mastery and reading comprehension at SMP Muhammadiyah 1 Gresik.

##### **1.4.1 Theoretical significance**

It will hopefully provide relevant information for educators about correlation study between grammar mastery and reading comprehension in similar context.

##### **1.4.2 Practical significance**

From the result of this research, researcher also hopes this research is being teachers' tendency to choose many approaches in teaching reading which will be applied in classroom.

#### **1.5. Scope and Limitation of the Study**

To limit the study into a broader discussion, the researcher scopes the study to students of ninth grade students' of SMP Muhammadiyah 1 Gresik about "The correlation between grammar mastery and reading comprehension. The limitation of this study is only focused on grammar mastery in past tense and reading comprehension in narrative text. The finding of observation in SMP Muhammadiyah 1 Gresik, the main problem is in a narrative text so that is why researcher only concerns with past tenses because mostly the material of narrative is dominated by past tense.

## **1.6. The Hypothesis**

“There is significant correlation between grammar mastery and reading comprehension”.

## **1.7. The Definition of Key Terms**

To avoid ambiguous meaning and misunderstanding of the study, researcher defines some terms bellow:

- 1. Grammar Mastery** is the ability of students SMP Muhammadiyah 1 Gresik to arrange structure of past tenses correctly.
- 2. Reading comprehension** is the process of students SMP Muhammadiyah 1 Gresik to comprehend the reading narrative text.
- 3. EFL learners** are the students of SMP Muhammadiyah 1 Gresik who are as the subject of this study.