

## **CHAPTER 1**

### **INTRODUCTION**

This chapter will explain the background of the research of the correlation between student's grammar mastery and reading comprehension of seventh grade students of AL-ANWAR integrated islamic junior high school, also explain the formulation of the problem, objective of the research significant of the research limitation of the research and operational definition of the terms.

#### **A. Background of the Research**

In learning English, there are four aspect that must be studied to achive the comprehension of English, there are listening, writing, reading, and speaking, those basic has immportant role when learn English.

The test of English proficiency is dominated by 75 percent reading text, students will face with some questions with text and find the meaning, fill the blank words or find the purpose of the text, and it will be difficult if students do not understand the stucture of the text based on their knowledge of grammar.

Reading is one of the important skills that English learners cannot ignore. Reading is a skill that can expand learner's knowledge. The importance of reading is comprehending what the text tells about. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading .

Someone's comprehension can be seen if he knows what he understand and what he does not. Armbruster (2000)

Reading ability is one of the necessary aspect for student to be more active to achive informations inside the text. Grabe and stoller (2002:76) define comprehension as a processing word, forming a representation of general main ideas and integrating it into a new understanding. It means that comprehension is an understanding when reader can rely on particularly of the man ideas of the text and construct into a new understanding in accordance with their own understanding. Nuttal (1985) states those are five reading skills that should be mastered by reader to comprehend the text deeply by following :

1. Determining main idea, is a skill to grasp the main point of the passage by summarizing the passage and look for repetition ideas word
2. Finding the specific of information or part of the text
3. Finding infernce, the reader imply the sentences or passage understand and conclude it logically.
4. Understanding the purpose of the text by its structures and interpreted by their own.
5. Finding and understanding vocabulary

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 complicated process which

is related to the readers' abilities in reading. The abilities in reading influence the readers in understanding the texts or signs. In addition, the background knowledge also has impact in getting comprehension of a text. As Larry Lewin (2003) had stated in his book, *Paving the Way in Reading and Writing*, 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. It means that reading comprehension is not an easy job for the process that they need to pass in order to understand the meaning of a text, and another aspects need to be controlled to achieve the comprehension of reading, one of them is grammar, or called as the rules to conducted sentences

Furthermore, vocabulary also determine of reading comprehend according to Lehr (2004) vocabulary is knowledge of word and word meaning in both oral an written language and in productive ad receptive form, based on that statement can be assumed that to achieve reading compregension has two fundamental things, those are grammar and vocabulary, but in this research focus on aspect of grammar..

Reading skill in this research is focusing on comprehension of procedure text, Siswanto (2005:98) said procedure text is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of step. The purpose of this text to help the reader to or make something. This text uses simple present tense, the generic structure of procedure text are goals/aim (or title), materials, steps.

Grammar usually called as English structure is regulations of using English for written and spoken. This is a must in learning English especially for new learners blaming English as their second or even foreign language. Stated by Rajarajeswari and Balamurugan (2013:61-62) Furthermore, by mastering grammar, the language learning process will be easier due to they know how to make a good sentence and use every unit—clauses, phrases, words-in appropriate positions following the grammar rules in which it will get no difficulty to be understood by the reader.

Swan (1998:19) states grammar is the rule that says how word changed to show different meaning, and they combine into sentence. Based on that statement Grammar usually called as fundamental English rules of using English as written or spoken, this is the basic rules that every learner must understand to create sentences. In this research the grammar is focusing on basic and simple grammar that is simple present tense, because simple present tense is one of kind material in grammar, first grammar that usually taught first.

Some practitioners or researcher have conducted a correlation Research. First Okta mahendra & Fenny theresia (2016) conducted with the purposes of this research were to determine the correlation between students's grammar mastery and reading comprehension, to determine what the basic point to make student understand in reading and the result is grammar.

According to Subasini and Kokilavani (2013), pointed grammar is the sound, structure, and meaning system of language. All languages

have grammar, and each language has its own grammar. Grammar is important to make a sentence meaningful and comprehensible to the reader.

Grammar rules the word form and sequence of words in a sentence. In other word, words are arranged by following the grammar rule in order to give meaning. Knowing grammar can help students to comprehend what the text means correctly.

Betty Azar (2006:5) on her book said understanding and using English grammar is a developmental skills text for students of English as a second or foreign language. While focusing on grammar, it promotes the development of all language skills in a variety of ways. It functions principally as a classroom teaching text but also as a comprehensive reference text for students. Therefore, it can be assumed that the higher student's grammar mastery is, the higher reading comprehension student will be.

Based on that statements the researcher wants to investigating the correlation between grammar mastery and reading comprehension, with aims to give some overview to readers and help students get their best achievement in reading section skill.

In this research, the grammar mastery is focused in simple present tense and adverb of time investigated because those aspects are among kinds of material in Grammar that must be grabbed by students in understand procedure text. The pre-elementary research showed that students at seventh B grade of T AL-ANWAR Mojokerto. So that display limited understanding about simple present tense especially,

students will also have a limited understanding in procedure text. This is one of some problems confronted by English language learners including of students at seventh B grade of SMPIT AL-ANWAR Mojokerto.

The researcher conducted pra-survey at students of seventh B grade of SMPIT AL-ANWAR Mojokerto grammar mastery especially for their simple present tense and adverb of time mastery and the ability in comprehend procedure text. Below is the result of.

#### **B. Formulation of the Problems**

Does grammar mastery have a significant correlation with reading comprehension of procedure text?

#### **C. Objectives of the Research**

The purpose of this research is to investigate the correlation between grammar mastery especially simple present tense and reading comprehension of procedure text to seventh B grade of 22 students SMPIT AL-ANWAR Mojokerto.

#### **D. Significances of the Research**

This research is expected to give advantages directly, The advantages are as follow:

For students, this research will be helpful for students in reading comprehension by understanding their basic skill of grammar and also in reading comprehension.

For other researcher, to be source of information for other researcher who are also investigate the correlation between grammar mastery and reading comprehension.

For the writer , the result of this research can be useful to enlarge his knowledge about grammar and the correlation with reading comprehension.

#### **E. Limitation of the Problem**

In order to make this research work, the researcher focused on research of reading comprehension of procedure text using simple present tense and adverb of time mastery at junior high school of seventh B class of 22 students SMPIT AL-ANWAR Mojokerto, that will be tested to the students are grammar test especially for simple present tense and adverb of time test of procedure text comprehension.

#### **F. Operational definition of the Terms**

##### **1. Simple present tense and adverb of time**

Simple present tense is structure of sentences to express or show habitual activity, based on Raymond Murphy (2003:4) said we use simple present to talk things in general.

Time signal or adverb of time is sign of time that uses in sentences, to shows time informations that ease readers can comprehend of sentences said Betty Azar (2006:16).

##### **2. Procedure text**

Siswanto (2005:98) said procedure text is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of step. The purpose of this text is to explain or show to make or operate things around us, such as how to operate computer.

This text uses simple present tense , the generic structure of procedure text are: 1. Goals/aim (or title) 2. Materials 3. Steps

### 3. 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 complicated process which is related to the readers' abilities in reading.

The abilities in reading influence the readers in understanding the texts or signs. In addition, the background knowledge also has impact in getting comprehension of a text. As Larry Lewin had stated in his book, *Paving the Way in Reading and Writing*, 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.

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