

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Grammar is one of English components that should be learned by the students. Grammar is very important for English language learners since it is one of the important aspects to master communicative skill. Harmer (1991:22) states that grammatical knowledge is very important for learners who want to have communicative competence. In Indonesia, learners have learned grammar since they were in junior high school. In grammar, students are learning many roles of language, one of them is tense. Greenbaum, S. and Nelson, G (2002) states tense is category of grammar that refers to time which is signaled by the form of verb. In grammar, tense has many pattern that depend on the situation and condition that happened. For example, when talk about daily activity it uses simple present, when talk about experience it uses simple past tense, and when talk about tomorrow it uses simple future tense. In reality, many students are difficult to understanding grammar. In term of grammar mastery, mostly the students were lack of understanding the grammar skill Jufrizal and Refnita (2013) argue that most learners difficult, confusing, and boring when learning grammar. Most of them are still confused in using the appropriate pattern in a sentence according to the situation. Mastering the grammar, students are able to write English sentence correctly, especially how to answer the question and completely the text by using the correct word to the good text.

Reading is one of the activities which is crucial to enrich knowledge and understand the meaning. According to Johnson (2008), reading is practise of using text to create meaning. It means that reading is the activity that implicates text, and someone reading comprehends to the text to get some information. Reading is essential thing that should be mastered by students in teaching and learning process. The students succeed in reading class if they understand what they read.

Reading comprehension is the process understanding meaning, content, main idea, and other thing that related to the text. Alderson (2000) clearly defines that reading comprehension is an activity of comprehending which involves one's knowledge of word. Thus, it can be concluded that reading is how to understand the meaning of the text to get information through a process of transferring ideas. In studying English based on the Curriculum 2013 in Senior High School there are some kinds of text are expected to be able to comprehend such as recount, descriptive, narrative, report and procedure. In this case, the text will be learning in the first year students of senior high school is descriptive text. Besides that, the students also expected to master four aspects in reading comprehension namely, word comprehension, paragraph comprehension, sentence comprehension, and text comprehension.

Unfortunately, not all of the students easy to understand reading text. Most of the students have difficulties in reading comprehension. The problem can be affected by many factor related to the component of reading comprehension such as, prior knowledge, grammar mastery and vocabulary mastery. In addition, prior knowledge helps learners to comprehend reading material and construct meaning

(Nozen et al., 2017; Vecca 2002). According Shanahan (2013) there are two aspects that can influence students comprehension in reading; they are vocabulary background and grammar complexity. Based on the explanation above can be concluded that prior knowledge, vocabulary mastery and grammar mastery have an influence on reading comprehension. Reading without comprehending the meaning of the text is nothing.

Reading and grammar are two things that cannot be separated. Baldwin (1985) states, reading text is an interactive process of grammar competence owned by the reader. When the readers begin to read the text and comprehend the text, they will use their vocabulary knowledge and structure knowledge to help them interpret the meaning of the text. Veit (1986) defines grammar is a language knowledge. With grammar, students can easy to understand when the text is happened and also the meaning of the text. Therefore, Grammar is one of the important things for students in language learning. Each child will learn make a sentence after learning word by word. Based on Rodney Huddleston and Geoffrey K. Pullum (2005) grammar deals with the sentences form and the smaller units, such as clauses, phrases, and word. It means by knowing grammar will make it easier for students to understand words, clauses, and phrases. Grammar also to be the important language elements because students enable produce new sentences. By understanding the structure of the text, they easy to know how to put the word into sentences. It means easy to them to understand the meaning of the text or the writer's idea. In other word, the students will able to express their mind clearly before they speak or write.

Based on the explanation above the interesting title to conduct the research is “The Correlation between Students Grammar Mastery and Reading Comprehension at the tenth grade of MAN 2 Jember”.

1.2 Problem of Research

The problem of the research can be formulated as follows:

Is there any significant correlation between student's grammar mastery and reading comprehension at the tenth grade of MAN 2 Jember?

1.3 Objective of Research

To find out whether there is or not a positive correlation between grammar mastery and reading comprehension.

1.4 Operation Definition

It is necessary to define the term operationally to avoid misunderstanding both of researcher and the reader. The term that are necessary to be defined operationally in this research are grammar mastery and reading comprehension.

1. Grammar Mastery

Grammar mastery is an important aspect to supporting the comprehension of the text. The researcher means a level of mastery shown by the test result achievement by the students. The steps taken to obtain the test result are the students must answer some question on the paper. The focusing of grammar mastery is the basic tenses there are simple present tense. The student's grammar mastery will be in the form of score by giving the test. Because of pandemic COVID-19, the test will be

given to the students by online test. The kind of the grammar mastery tests in this research is multiple choices.

2. Reading comprehension

Reading comprehension is one of the vital in learning English, because reading not only get new information but also must comprehend the meaning of the word, the meaning of the sentences, the meaning of the paragraph, and the meaning of the text. Based on the explanation above the reading comprehension is focusing on descriptive text. While to know the students comprehension mastery in this research is using the test. Reading tests will be given to students by online test, with the help of the teacher. The form of reading test are given to the students are multiple choice. The indicators of the test are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

1.5 The Significance of the Research

The result of the study will be hoped to be useful for many people, especially for those who are closely related to English education. The significance of the study stated as follows:

1. To the students

After having known the result of the study, hopefully the students will increase their grammar mastery in order to master their reading comprehension.

2. To the teacher

The result of this study can give suggestion to the teacher to know the important of teaching grammar to help students in understanding reading text.

3. To the readers

The researcher hopes that this study helps the reader understanding the correlation between grammar mastery and reading comprehension.

1.6 The Scope of the Research

The scope of this research is focus on the correlation between student's grammar mastery and their reading comprehension at the tenth grade of MAN 2 Jember in the 2020/2021 academic year.

