

Chapter One

Introduction

Background of the Study

In learning English, there are four skills that must be mastered: listening, speaking, reading, and writing. Reading is important in English teaching and learning process since it gives important contribution to the development of the productive skill, namely speaking and writing. Reading also helps students get more information. Moreover, reading is essential for students to improve their writing skill especially in improving their grammar mastery. Nunan (1998) said that reading is usually conceived as solitary activities in which the reader interacts with text. It can be inferred that reading is not only looking at words in the form of graphic symbols but reading is a communication process that involves an enjoyment of a reader's to interact with text. Harmer (2007) states that reading is fruitful not only for careers, study, and pleasure, but also for language acquisition. He further says that reading provides a good model for English writing and opportunities to study vocabulary, grammar, punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts. From this statement, it can be said that reading provides opportunities to strengthen students' grammar mastery.

Although reading is important for everybody in order to handle with new knowledge in a changing world in the technological era, Fisher (2004) stated that comprehending English text is not easy. For Indonesian students, the difficulty is

caused by the difference between English and Indonesian in terms of spelling, sounds, pronunciation, vocabulary, and also grammar.

According to Krashen (1993) through reading, readers develop a good writing style, and an adequate vocabulary and advanced grammar and become excellent spellers. So, based on Krashen's statement above, reading can improve the mastery of grammar. Bharuthram (2012) states that there is a strong correlation between reading proficiency and educational success. The learners of English tend to make greater progress in language learning when prepared with supported reading skills. Therefore, when reading has a portion or reading becomes a habit in language learning, the learners will make progress in language mastery including grammar mastery.

In EED UMY all courses require the students to read and to spend a lot of English texts. As a result of this requirement, students will supposedly have a good reading habit as well as good grammar mastery. However, based on the researcher's observation at English Education Department, the researcher found out that some students said they did not really like reading English textbooks. They were still reluctant to read and were particularly reluctant to read long texts. When they found a long written text, they already gave up from the beginning. The students did not have interest. This phenomenon is in line with what Thanuskodi (2011) argued that nowadays, a common allegation is raised that the reading habit is decreasing. Students have no motivation to read, especially textbook. Before they start reading, students tend to think that reading will make them bored. At the same time they cannot write in correct grammar or in other

words they lack of grammar mastery. The lack of grammar mastery also happens in EED. Not all students of EED have good grammar mastery. This is shown by their low score of TOEFL® especially in the section related to grammar and structure (Richards and Schmidt, 2002)

Based on the background above, the researcher was interested in carrying out a research on the correlation between reading habit and grammar mastery. The researcher was interested in finding whether there is a correlation between students' reading habit and students' grammar mastery of the students of English Education Department, Universitas Muhammadiyah Yogyakarta, batch 2012.

Statement of the Problem

Grammar is used to combine sentence elements to be appropriate sentences based on language rules. All of the students of English Education Department are required to master English grammar. However, not all EED students have good grammar mastery. In fact, reading a lot of English text provides opportunity to learn and master English grammar. The problem is that although EED courses require students to read a lot of English texts, not all students of EED UMY like and motivated in reading English texts. In other words not all students have good reading habit especially in reading English texts. This condition has raised a question whether the students reading habit has a correlation with students grammar mastery. The question is caused by the importance of reading habit in English language learning especially in acquiring

grammar as one of component in language learning as stated by Krashen (1993) that reading will bring a success in language learning.

Based on the problem above the researcher was interested in conducting a research on the correlation between students' reading habit and students' grammar mastery at EED Batch 2012. The research focused on students' reading habit especially reading English texts. The English text included all of kinds of English text in hard copy or soft copy.

Research Question

Based on the background and statement of problem, the researcher formulated the problem of the research as follow:

1. How is the students' reading habit at English Education Department UMY Batch 2012?
2. How is the students' grammar mastery at English Education Department UMY Batch 2012?
3. Is there any significant correlation between reading habit and grammar mastery of English Education Department UMY students Batch 2012?

Purpose of the study

The purposes of this research are:

To identify the students' reading habit at English Education Department UMY

1. To identify the students' grammar mastery of student at English Education Department UMY
2. To find out if there is a significant correlation between reading habit and grammar mastery of English Education Department UMY students Batch 2012

Significance of the study

The finding of this study is expected to be beneficial:

For the student. The students should keep reading to get more knowledge. They must realize that reading can help the student to solve the problem in learning process. Then, students can be more motivated or interested in learning English especially in Reading skill.

For the teacher. Teachers are motivated to teach grammar by using other skill such as speaking, listening, and writing. Teachers also will develop a finding the way to teach a reading and grammar in the classroom.

For other researchers. This study will also give benefit for other researchers. It can be one of the references or material for doing next research which has a related topic to this research, such as the correlation between reading habit and writing skill.

Outline of the Research

The research report will be presented in five chapters. In chapter one the researcher will explain the background of the study, statement of the problem, research question, objective of the study, and significance of the study. In chapter two the researcher talks about the definition of reading, reading habit, types of reading, grammar mastery and how to measure grammar mastery. In chapter three the researcher explores the methodology that include design of the study, setting and participants of the study, instrument of the study, technique of data collection and data analysis. In chapter four the researcher explores the discussion of finding of this study. Finally, in the last chapter the researcher presents the conclusion and suggestion.