

CHAPTER I

INTRODUCTION

A. The Background of the Research

English has become the international language. According to Parida (2007:2), “English can be said as the world language because it can link people across countries.” So, people from other countries have an enthusiasm to be a master of English. 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.

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, should know four skills. They are listening, speaking, reading, and writing. Besides, they has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.

Students of school can learn about reading comprehension achievement and certainly with grammar too. Whereas not all students can learn of grammar. Certainly, reading comprehension achievement is the subject which have correlation with grammar. If the people’s have good of reading, that not certain good grammar too, that they have. Moreover, if the students have good grammar, it does not mean have a good reading comprehension.

Based on Alderson (2000) in Hossein Karami book (2008:2), “Reading through which we can access worlds of idea and feelings, as well as the knowledge of ages and vision of the future, is at once the most extensively researched and the most enigmatic of the so-called language skill.” Simple sentences are easier to understand but compound and complex sentences need strategies to understand the author’s message. The study of grammar and usage has been great help. The use of dictionary is important to understand the meaning of difficulties words. A very long sentence can be broken up into smaller parts.

Reading comprehension is knowing where to look to discover main ideas and supporting details. Reading comprehension must regarded as language-related process; reading and the teaching of reading comprehension must rigorously be studied in relation of language. Reading is not only thinking, it is also evaluating the material read and defining the author’s purpose in writing and your purpose in reading comprehension.

The highest level of reading demands that the reader not only understand and retain the information in the printed pages, but also acquire this quickly and efficiently but that they contribute something on the part, from they find general knowledge to the words and thoughts of the author.

Reading comprehension is seen as an essentially active activity since one of the objectives of reading teaching-learning process for the seventh grade of Junior High School ask the students to be able to construct and comprehend meaning of the text. Basically, it is the same as comprehension of reading

text. All students are expected to be able to understand the main idea of the text, factual information, stated and unstated information in the text as well as the vocabulary in the text. Then, according to Eskey (1986:57), “Reading is very important for teacher to establish reading skills for their students.” The teaching of reading comprehension achievement in Al Muslim grade VII is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives.

Reading comprehension achievement is then a purposeful activity, because reading is knowing what to do with a printed page. Reading, thus is a combined physical and mental activity. The picture of this printed figures of a page are formed by the reader’s eye and reflected to the brain, but is the brain that gives those picture meaning. It is however true that a brain without having clear pictures cannot supply the reader with meaning and yet pictures without the meaning, provided by the brain, have hardly and significant. Here, reading means getting meaning from certain combinations of letters, words, phrases, sentences, paragraphs, chapters and even whole books perceived by the eye.

Thus, reading comprehension is one of the most important skill in language learning. By reading, information and ideas, can be conveyed and maintain social relationship by communicating with others. In addition, a large percentage of the world’s language learners study English in order to be able to communicate fluently, especially in correlation between grammar

ability and reading comprehension achievement in Al Muslim School of grade seventh.

Nowadays, English is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (SLTP), like in the Al Muslim School grade VII as a compulsory subject. The process continues to senior high school (SLTA). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English grammar.

In learning English people cannot only master one skill. They have to master all of them. The reading skills, however, are viewed as a tool of communication in the written language through the form of magazines, newspapers, textbooks and others. So it can be concluded that the reading comprehension skill is very important for people who mostly learn English through written texts. As Ward (1974:12) says that "Reading is one of the fruitful skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their studies."

Another important factor is the knowledge of grammar. The knowledge of grammar is important in mastering a language because grammar intersects and overlaps with the four language skills. The lack of knowledge of grammar will result in the grammatically incorrect sentences which can lead

to mis understanding of what one is saying or writing. Further, knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty. It is also to say that grammar gives high contribution to students' reading comprehension as well. Regarding to the explanation above, it is reasonable because reading comprehension is naturally different skill to achieve, because of some crucial factors such as grammar, vocabulary, reading interest, etc.

Then, all languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language-that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

Grammar is a way of organizing what we know about language, so that we can talk about and manipulate this knowledge. Much of our adult knowledge of grammar is intuitive and unconscious, acquired as we learned language as children. By trial and error and by imitation of the adult around us, we learned grammatical structures and how to organize speech to communicate our needs, to ask questions, and to name the world. In addition, a conscious aspect to grammar, a reservoir of linguistic understanding that we can access when we speak and write. Nunan, David (2005:3) in his book

described “Grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences.”

Our grammatical ability is extraordinary. It is probably the most creative ability we have. There is not limit to what we can say or write, yet all of this potential is controlled by a finite number of the rules. After studying grammar, we should be more alert to the strength, flexibility, and variety of our language, and thus be in a better position to use of it. Whether our own usage in fact improves, as a result, is less predictable. Our awareness into better practice-by reading, speaking and writing more effectively-requires an additional set of skills.

However, while students may be effective reading of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of reading comprehension achievement of English language to written language, teachers can demystify abstract grammatical terminology so that students can write-and read-with greater competence and confidence.

Then there is a score of middle test, this score also influence to the final score in document. The absence of the student, this is also has influence to final score in document. These facts able to become the weakness of this study that using document as the instrument. Because the document is not the only score of grammar ability and reading comprehension achievement itself,

but also contain of some facts that influence to final score of document in the end of semester. So that, in this thesis the researcher plans to know about the correlation between grammar achievement to the reading comprehension achievement, especially to the second semester students of Al Muslim School Kp Utan, Cibitung-Bekasi grade VII.

The document of semester test that the researcher used in this study contain of some final score of the student. Not only Grammar and reading semester test, but also the student score in activeness during the learning and teaching process. While the student more active in the classroom the more fine score the student will get. In contrast even the student has good score in grammar and reading comprehension achievement test, but the student little bit silent in the classroom the student will get low score in score of activeness.

In achieving the goals of National Education and improving the quality of education, certainly the teaching and learning process is quite determine which involve teachers and students. A teacher is the proffesional personality who has the main duty, namely educating, leading by hand, guiding, training and evaluating the students. While the students are the subject of study who have the unic and potensial characteristics which determine the successful of education. The student's capability in responding and implement the materials learning as well as utilize it, has the big effect in the successful of study.

Based on the description above, the writer is interested in doing research on The Relationship Between Students' Grammar Ability and Reading Comprehension Achievement on the Grade VII of Al Muslim School Kp Utan, Cibitung Bekasi West Java.

B. The Scope of Problem

In this research the analysis just focused on how to see the relationship between students' grammar ability and reading comprehension achievement on the grade VII of Al muslim School Cibitung.

C. The Statement of the Research

Related to the background, the problem to be stated: "Are there any relationship between students Grammar ability and Reading comprehension achievement on the grade VII of Al Muslim School ?"

D. The Hypothesis of The Research

Ho: There is no relationship between students' Grammar ability and Reading comprehension achievement on the grade VII of Al Muslim School.

Ha: There is any correlation between students' Grammar ability and Reading comprehension achievement on the grade VII of Al Muslim School.

E. The Objective of The Research

The objective of this research is to find out whether there is a significant relationship between grammar ability and reading comprehension achievement on the grade VII of Al Muslim School.

F. The Significant of the Research

1. For writer

In this study a lot of knowledge that can be taken. Especially for writers, ability in the English language would be better. Likewise for the other person will get additional knowledge in the English language that can be used in everyday life.

2. For the Students

Many advantages from analysis of grammar ability and reading comprehension achievement for the students which help them to be able to make the sentences grammatically correct both in reading and in writing and also realize that this is important to handle their lesson.

G. The Systematic of Writing

The systematic of the writing means to make the writer easier in taking the understanding of this paper and to make the paper in well edited composition, there are

Chapter I: In this chapter explains about background of the research, the purpose of the paper, the limitation of the problem, hypothesis, and the systematic of writing. It can be useful to add insight views and science.

Chapter II: Theoretical description, This chapter explains about what the meaning grammar, type of grammar, descriptive of grammar, meaning, variations skills of reading.

Chapter III: Methodology of the research, This chapter explains about what method that the research use to write her paper.

Chapter IV: Research finding, this chapter explains about grammar ability and Reading comprehension achievement.

Chapter V: Conclusion and Suggestions, This chapter explains about the conclusion grammar ability and Reading comprehension achievement.