

CHAPTER I

INTRODUCTION

A. Background of the Study

These days, English is very important. As a result of the progress of the modern era and the globalization of society, we are required to master other languages such as English. English is one of the world's most spoken languages, so learning it is important (Aziza, 2020). It means that people from different nations utilize English as their primary means of communication worldwide. From elementary school through university, English is taught in Indonesian schools. Setyaningrum (2017) cite English as one of the foreign languages taught at all levels in Indonesia. Because English is taught at all levels of education in Indonesia, this proves how important it is to comprehend English.

In English, there are three components, such as grammar, vocabulary, and pronunciation. Following that, there are the four skills of writing, reading, speaking, and listening. Regarding grammar and reading, these components and skills are related. According to Rraku (2013), Reading is one of the key abilities that English foreign learners need to possess and develop in order to do so successfully learn it. When we come to learn a new language like English, of course, we need to learn grammar because grammar cannot be ignored and we need to understand what grammar is.

Reading activity is something that is done to obtain written knowledge or information about what we want to know, such as articles, books, novels, etc. We also gain fresh ideas, get the information we need, and have the ability to sustain and develop our ideas through reading. Reading is also another activity that readers do to understand the author's message expressed through a text. As a result, mastering reading is the most crucial ability that every English language learner (EFL) must have (Pardede, 2019). Based on Molinsky (as cited in Yunita et al., 2019) reading skills have a portion in the teaching and learning process. Furthermore, one of the aims of the teaching and learning process in the classroom is to challenge students to develop and comprehend the text's meaning. All students must be able to understand the main ideas, stated and unstated information and the vocabulary of the text. Lewin (2003) According to the book *Paving the Way in Reading and Writing*, reading comprehension is an especially difficult skill to acquire since it necessitates paying close attention to how eyes move quickly over printed words in order to understand language. It means, comprehension is work for the process that the learner must go through to understand the meaning in a text.

The mastery of grammar is an important ability that foreign speakers of English must acquire. The structure and system of meaning in language are known as grammar. The majority of grammarians, according to Morenberg (as cited in Murtini et al., 2013), have studied sentences formed from language components like words, phrases, and clauses. This is to find out

how the components are connected and how they can interact to create meaningful sentences. Grammar exists in all languages, and each language has its own grammar. Knowledge and mastery of this language are important in all languages that intersect the four language skills. The existence of a grammar that helps people use language properly in both spoken and written form. Without knowledge of grammar, it will produce grammatically incorrect sentences and cause the meaning written by someone is not conveyed. Furthermore, knowledge and understanding of grammar are important because the complexity of grammar can cause difficulties.

The assertion above leads to the conclusion that grammar is a rule used in a sentence to express different meanings or objectives. To ensure that the intended message is understood effectively, students must learn to construct proper grammar before they speak or write. In learning a language, accuracy and fluency are the two factors that the success of English Foreign Learning (EFL) in the future (Krstinić, 2020). Accuracy is the capacity to construct accurate statements using the proper grammar and vocabulary. EFL students can create grammatically perfect spoken and written English with the aid of teachers who emphasize the importance of accuracy. While fluency is the capacity to read, write, or speak expressively. In other words, speakers can relate meaning to context to clearly comprehend, read, and respond to language. EFL students can learn to speak English fluently with the aid of teachers who place an emphasis on fluency. EFL students are more concerned to focus on context and meaning and less careful about grammatical errors.

The structure and system of meaning in language are referred to as grammar (Yunsei et al., 2018). Reading is entirely ineffective without grammar. Besides that, EFL students also cannot meaningfully reconstruct without having mastery of grammar. Grammar is crucial to language learners' success, which also affects their ability to understand what they read. For reading comprehension, students need to fully comprehend the author's message completely. Students can readily understand the author's idea by comprehending the sentence structure. Because it is simpler for students to comprehend the content of the text when they are able to combine words into meaningful sentences.

According to Akbari (2014), students' reading comprehension significantly increases if they understand how to employ the grammatical structures of a text. It is also supported by Jung (as cited in Pratiwi, 2019) also asserts that grammar mastery has an impact on reading comprehension, either directly or indirectly. Additionally, it enables students to improve their reading comprehension throughout, their comprehension level, and their reading speed. As a result, students will like reading materials written in English, which will finally inspire them to continue the process of learning the language. Therefore, by understanding sentence structure, students may more readily identify the primary idea and any supporting details, as well as comprehend the meaning of lengthy and complex phrases. Once they can understand the text easily, they will like reading, and if they use their

knowledge of sentence structure, they can improve their reading comprehension.

In English, the purpose of integrating words into phrases has specific language (grammar) rules. According to (Greenbaum & Nelson, 2002) there are rules that determine which units go together in a sentence and in what order. This is how sentences are structured. These three units are phrases, and phrases have structure. Where we are unable to control order of the three phrases in the sentence. This is not an English phrase: heavy snowfall a, blocked has, the passes mountain. A heavy snowfall and a mountain pass is a noun phrase and has blocked is a verb phrase. They are characterized as this type of phrase because of their structure: in noun phrases, the noun is the main word, while in verb phrases, the verb is the main word. A description like that identifies the three units' respective structural types.

Another example; "Beautiful girl" is a well-formed phrase, while "beautiful girl" "beautiful girl" is not (an asterisk indicates that the sentence is not grammatically formed). From that example, it can be seen that the article (the) must come before the adjective (beautiful), and the adjective (feeling) must come before the noun (girl). Therefore, these types of phrases require the order of article + adjective + noun into sentences grammatically proper. So, it may be concluded from these examples above that English has distinctive rules for combining words into phrases.

Based on the researcher's interview with the grammar and reading lecturers in the third semester of English education department at Ahmad

Dahlan University academic year 2021/2022, almost every student was unresponsive when asked questions during the learning process, especially in grammar class; Sometimes they frequently do not respond to the lecturer's questions during both online and offline learning, which makes the class passive.

Additionally, the researcher also conducted with a number of participants in interviews. According to the interview findings, students had the following issues: there was no material feedback after giving assignments; difficulties in finding main ideas, general statements, topic statements, and others in lengthy reading texts with limited time; lack of mastery of vocabulary; difficulties in identifying the clauses and the parts of speech in lengthy sentences; and difficulties constructing grammatically proper and good sentences.

Students in the third semester of English education at the Ahmad Dahlan University academic year 2021/2022 have been at the pre-advanced level, which means they are able to understand and engage in conversations with a good level of accuracy. Also, students must be able to comprehend how English sentences are assembled properly to accomplish the learning goals. But they still have trouble comprehending distinctive phrases or sentence structures, due to the fact that grammar works with sentences, forms, and smaller units like clauses, phrases, and words.

As a result, students frequently struggle to comprehend what they are reading, which makes it difficult to find the meaning of the text. Also, sometimes they face the problem of limited time to understand the length of text. The fact that they are at the reading level in a professional context; a level that equips students to analyze paragraphs and topic paragraphs, and finds clues from contexts in professional contexts. According to the above statement, the researcher wants to research:

“The Correlation between Grammar Mastery and Reading Comprehension in the Third-Semester Students of English Education Department at Universitas Ahmad Dahlan Yogyakarta Academic Year 2021/2022”

B. Identification of the Problem

The researchers found a variety of problems based on the research's background, which led to the following statements:

1. Students have trouble comprehending the structure of distinctive phrases or sentences, because grammar deals with sentences, forms, and smaller units such as clauses, phrases, and words. These difficulties make students struggle to comprehend sentences and construct grammatically proper and good sentences.
2. Students frequently struggle to comprehend what they are reading, which makes it difficult to find the meaning of the main idea, general statement,

and topic statement, and also students often face the problem of limited time to understand the text.

C. Delimitation of the Problem

This study focuses on the correlation between students' mastery of grammar and their reading comprehension in the third-semester of the English Education Department at Ahmad Dahlan University, Yogyakarta academic year 2021/2022.

D. Formulation of the Problem

The following are some of the study's problem formulations:

1. How is students' grammar mastery in the third semester of English education department at Universitas Ahmad Dahlan Academic Year 2021/2022?
2. How is the students' reading comprehension in the students' third semester of English education department at Universitas Ahmad Dahlan Academic Year 2021/2022?
3. Is there any significant correlation between students' grammar mastery and reading comprehension in the third semester of the English Education Department, Universitas Ahmad Dahlan, Yogyakarta academic year 2021/2022?

E. Objective of the Study

The objective of this study is to investigate the correlation between student grammar and their reading comprehension at the third-semester of the Department of English Education of Ahmad Dahlan University Yogyakarta academic year 2021/2022.

F. Significance of the Study

a) Theoretical

This study provides a good opportunity to understand the two variables involved in this study. The findings of this study have the potential to help educators and individuals interested in education comprehend the significance of teaching grammar to students in order to assist in their comprehension of the text.

b) Practical

1. For teachers, realizing the significance of their student's mastery of grammar, they will be able to know how to help their students in improving their comprehension of reading
2. For students, realizing the significance of grammatical mastery for reading comprehension will help them to comprehend that besides vocabulary, grammar mastery is necessary to understand a variety of texts that contain simple or short sentences but also complex or long sentences.

G. Operational Definition

1. Grammar

Based on (Subasini & Kokilavani (2013) Language's grammar is its system of sounds, structures, and meanings. Every language has its own grammar, and every language has one. Grammar allows a person to understand words and sentences. Grammar forms the order of words in a sentence, therefore words are arranged according to grammatical rules to give meaning. Knowledge of grammar has an important role in understanding the text. Because the lack of grammatical knowledge makes it difficult to produce grammatical sentences that can lead to the meaning of the text.

2. Reading

Reading is one of the skills that must be mastered by students in learning English. Reading is to inform the reader about a topic (Afdaleni, 2013). It means that if students need information from the book, they must read the material in its entirety to understand what is being read. Therefore, by reading, students will get new ideas, get the information they need, and find support for the ideas they need. Reading's a crucial activity in the classroom since it not only provides information but also helps students develop their language skills.