

Chapter One

Introduction

This chapter discusses the introduction of this study. To elaborate this chapter one, the researcher explains the background of the study, identification of the problem, and limitation of the problem. Then, the researcher formulates the research questions. Also, the research purposes of the study are based on research question. Lastly, the researcher defines the significance of the study.

Background of the Research

Reading English short story is one of strategies to increase students' reading skill and grammar. Besides, the students can choose familiar stories. Familiar stories are better to students because it stimulates students' curiosity through reading stories. Based on Zahra and Farrah (2016), short stories are one of the genres that English students can use to motivate themselves, increase cultural awareness and tolerate students, and improve students' language skills. Priya and Ponniah (2013) argued that reading makes more inputs which give strong impact on grammar, spelling styles, vocabulary, and fluent reading. Hence, Short stories also can be presented as a reading material.

Grammar tense based on the time consists of present, past, and future. Whereas, based on the event, it consists of simple, continuous (progressive), perfect, and perfect continues. Mostly, the tense which is often used in short stories is simple past tense. That way, past tense will always be used in short stories. To sum up, the assumption of the researcher from the relationship with reading short stories can enrich students' simple past tense.

Based on the above opinion, the researcher suggests that using short story can implement the students to read. According to Küçükoğlu and Sariçoban (2011), almost all levels from young learners to adult learners can use short stories as a source in learning in English language in classroom activity. In addition, Nurfadhilah (2015) mentioned that to increase readers' knowledge about grammar, it can be done through reading English texts.

In addition, Setianingsih (2013) stated that there is no correlation between mastery of grammar and reading. Besides, Andini and Delfi (2017) argued that there is significant correlation between grammar mastery and reading. According to Bara (2011), there is relationship between reading short story and grammar mastery. That way, regarding the result of those researches, there are some researchers who stated that reading and mastery of grammar are relevant. On the contrary, there is also researcher who has indicated that grammar mastery is not relevant with reading.

Based on the researchers' experience one of the courses in English Education Department of a Private University used English short stories. Students would be given short story sentence in every week. Lecturer would ask students to translate the sentences. Then, the results are from translated written by students on white board. After that, the lecturer checks and explains the tasks together with students in the class. In the task, the lecturer chooses the short stories to practice but the lecturer would give many short stories for students in the exam and students may choose the story by themselves. Therefore, the result of this study is

that the researcher want to find out the correlation between short stories and students' simple past tense mastery.

Identification of the Problem

This part will explain the problems related to reading and grammar. Based on the researchers 'experience and research observations, the problem of the correlation between reading and grammar is about the lack of interference in grammar knowledge of students' understanding of the time and events that occur in the story. Usually, students often use simple present tense forms when they discuss events that occur which is they should use simple past tense. Besides that, the problem of this research is the use of short stories is only used in the course so that the frequency is not too much. After that, the problem of short stories is native writers who use difficult language so it makes students feel difficult to understand the language and they also feel difficult to understand what the meaning about of the language.

Delimitation of the Problem

This research focuses on finding out the correlation between the frequency of reading English short stories and students' simple past tense mastery among the students at a private university in Yogyakarta. There are two variables namely the frequency of reading English short stories and students' simple past tense mastery. The researcher focuses on identifying the frequency of reading English short stories, students' simple past tense mastery, and the impact which is not counted. Hence, although parts of grammar have many aspects, the researcher only wants to examine the simple past tense.

Research Questions

Based on the background of the research, this research is intended to answer the following questions:

1. How frequent do the students read English short stories?
2. How is the students' simple past tense mastery?
3. What is the correlation between the frequency of reading English short stories and students' simple past tense mastery?

Objectives of the Study

Based on the research questions, the objectives of the research are:

1. to know the students' frequency of reading English short stories.
2. to know the students' simple past tense level.
3. to find out the correlation between the frequency of reading English short story and students' past tense mastery.

Significances of Research

This research is aimed to give positive advantages for some parties such as students, teachers, and other researchers.

For the students. From this research, English students will know the correlation between the frequency of reading English short stories and students' simple past tense mastery. Moreover, it is important for the students to know that reading English short stories have related to English grammar. Additionally, the information of this research can be an evaluation for the students to understand the tense use in order to ease them in reading English short stories and the recommendation to improve their reading skill.

For lecturers. This research will be able to make the lecturers know the correlation between the frequency of reading English short stories and students' grammar mastery. By knowing this study, English teachers or lecturers can determine whether the short story is still used or not to become reading materials. Besides, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an evaluation for the teachers on how they should teach and introduce the tense use to improve students' reading skill.

Other researchers. The result of this study gives information on the correlation between the frequency of reading English short stories and students' grammar mastery. Other researchers can use result of this study as the theoretical overview of forward study on the same topic. Therefore, by conducting this research, it can also encourage other researchers to conduct the researches related to the same area of this research.