

Chapter One

Introduction

The first part of this thesis discusses an introduction that is about the background of the study, statement of the problem, limitation of the study, questions of the research, the objective of the research and significance of the research, statement of the study, and the last is outline of the study.

Background of the Research

In the recent day, most people do the communication to express themselves through a language by several means and one of them is reading. Reading is a bridge to connect people to learn from others. The need of increasing reader's comprehension through reading, it opens the chance for the scholars, scientists, politicians and academicians to share their useful knowledge to public. People now can easily access a variety of books in the school and university provided the library which consisted of maybe thousand of free books to read. Most of the people share their knowledge by using international language due to many languages used by other people from other countries. English is international language that is often used by people to communicate, share and help people for teaching among a different background of language, culture, and education. Therefore, most of the people abroad produce science book, history, business, match, and other books, which are written in English, so other people from the different countries are able to read it as well. To

read such kind of any other English book, the second language learners such as Indonesian student required them at least to have a basic understanding of English.

Moreover, Indonesian students who have learnt English in university must have read a lot of English sources and at least have an easiness to understand what is written in the book. On that way, they could have attained deep understanding such as about vocabulary and grammar of the language. It means that most of the students should have no difficulties to read English text. However, in fact, students still have common difficulties such as understanding some part of grammar and vocabulary used to gain the meaning. The common difficulties include the understanding of the passive or active sentences, adjective, adverb and tenses and many other factors that second language learners can encounter in reading. Therefore, if students learn it intensively, they must be able to overcome the difficulties and be able to analyze and describe the time use and meaning of the statement that explains the context in the book.

Meanwhile, readers cannot deny that English is still a challenge to everyone who is not a native speaker. Especially, Indonesia is not an English spoken country. In formal education level, English has been taught. Most of the teachers emphasize their students to read a particular book to be able to develop their nature of reading, which most people called as reading habit. Reading is generally known as a process between reader and text to get a meaning. According to Toit (2001), reading is a process of contemplating, thinking, recollecting, and connecting the concepts under of every written word. From that statement, it can be affirmed that reading has many

processes to be through to gain the final inference. Therefore, analyzing elements of the text can lead the readers to the precise meaning. To execute that away, readers need an effort and knowledge about grammar to parse entire texts that he or she intended to grasp. Sometimes, readers are struggling hard to get the gist from delivered message of the text to find particular information such as an important fact, data or just news, which are solely for entertainment. Moreover, reading habit is always consistent to reading the schedule and repetitive action. It means that when people or students have a short duration of reading time, less than one hours per day and not do it continuously, it can be said that students have a low reading habit. In contrary, if students read more than two hours per day repetitively, it shows that students have a good reading habit.

Moreover, there are several factors may influence the reading habit. First of all, most of the Indonesian students do not realize that reading needs a repeated action. Reading habit comes over the frequent of reading exercise in the amount of time so that it could be EFL student' activities. The second, other factors which are considered to contribute to the development of student reading habit including "age distribution, social class, and parent occupation" (Adetunji, 2007). Internet facility allows them access to the online reading material (Akyay and Ogeyik, 2009) and other is the facility use and environment toward reading activity. That factors are the issues of reading. If a reading habit is not cultivated from the early age, students will be constrained to start read a book later on when they are sitting in higher education level. Moreover, the technology now becomes more sophisticated. In a positive side,

it should support the student to find the easy way to access the material of reading and learning, but now the protection is less decisive from the parents in the use of technology itself. The last is role from parents to control their children to use the technology. The control means that when a parent does not concern to introduce how to use proper technology for learning, they may use the technology such as phone or computer to access another think beyond their priority. Otherwise, students use the devices unproductively for their education

There are several factors that could develop a reading habit, first of all, "environmental influence, parental influence, and peer pressure and school curriculum" (Adetunji and Oladeji, 2007). Sometimes, the environment consisted of students who have a good reading habit like classmates in the school or university; other students could probably be influenced by their classmates who have good reading habit. When students at home, they also supported by the family, where parents provide many books to pursue them to read. The second is about the grammar, According to Weisi (2012) "The grammar of the language explains the description in which words can change their forms and can be combined into sentences in that language" (p 147). By understanding grammar, it helps the student to parse every related word in the sentence, the form, and the meaning. In particular situation, students have less interest to read English book as they have lack understanding of grammar. Grammar can be taught, this supported by Cook (2008) says that "grammatical explanation in the classroom has thus relied on the assumption that rules are learned consciously can be converted into the unconscious process of

comprehension and production." (p. 41). It means that students can learn grammar unconsciously. Therefore, people or students cannot deny that the prior knowledge of the grammar of L2 has a high influence to help students to interpret the sentences. There will be a barrier between students and English book as the students have less knowledge of grammar and make them lazy to read. Moreover, grammatical competence is considered to have the crucial role to identify each syntactic structure of the sentence and show how grammar knowledge assists to L2 reading comprehension (Shiotsi and Weir, 2007, p. 99). The last is about the time, Nunan (2006) said that "reading is not something that every individual learns to do. An enormous amount of time, money, and effort spent on teaching reading than any other skill" (p. 249). In other words, students should have an eagerness to spend and manage their time to read the English book.

Some phenomena also exist in the university where the researcher observes students in English Education Department at University of Muhammadiyah Yogyakarta batch 2015. Students have some phenomena that indicate to their reading habit and grammar. This can be seen by the facilities provided by the university. Two of them are a library and reading corner. Based on researchers' observation, many students with different backgrounds of study visit the library to read certain books which are written in English or Indonesia, but the amount of visitor from EED batch 2015 is not too much. Another observation in reading center such as AMCOR (American Corner) which is used to be reading center especially for students of EED of UMY. This center has almost all books that are written in English with variety

discipline. AMCOR may be visited by students from different majors, but based on the researcher observations, students of EED batch 2015 who come to AMCOR is very small.

Based on the phenomena above, the students' frequency to visit the reading corner is very low and. It signifies that students have low reading habit. The low frequency to visit the library might be caused by the lack of interest and motivation to read English book in reading corner. If students have high interest and motivation in reading, they might come continually as they realize that reading corner or library promote their reading habit. Reading corner or library could actually assist to develop students' reading skill and mastery of the language, enhance students' knowledge and help them in their academic work. This indicates that students may have low reading habit as they rarely come to visit the reading corner or library.

The phenomena above are the issues to their reading habit. While students' grammatical mastery batch 2015 is still unknown due to students have not yet followed grammar test. Therefore, the researcher needs to measure students' grammatical mastery. By that phenomenon, the researcher is interested to conduct the research about the correlation between reading habit and student grammar mastery in EED of UMY.

Statement of the Problem

Based on the general problems mentioned in the background that discuss so much about the reading habit and grammatical mastery. The variables of this research

are the reading habit on reading English book and students' grammar mastery. For many years, especially in educational context, scholars have debated about the reading habit that has been dominated the discussion of its problems. Based on researcher's observation in two reading centers, the problem of reading indicates the factor of lack willingness or motivation, less interesting and less free time in reading of EED may exist, but there might still another undiscovered problem. The consequences if scholars have less concern about these problems, it will be affecting the facility use and lack of language acquisition. The library and another reading center provided by the university will have less visitors to come. It will have bad effects on students and their future. Besides that, the researcher does not have students' grammatical record due to they have not followed any official test such as TOEFL.

Limitation of the Problem

As the researcher mentioned previously, the researcher focuses on including a particular problem in this research about reading, grammar mastery, and its correlation. To clarify the discussion of reading English books, the researcher defines that reading English book means reading all kinds of books written in English like a magazine, newspaper, periodical and comic, history book and science book and another similar book. To provide specific focus on grammar mastery, the researcher does not do research on all of the grammatical components, but the researcher limits them into the topics of the verb that included a modal verb, auxiliary verb, verb tenses and part of speech that included a verb, adverb, and adjective. The researcher

only focus to that aspects of grammar as there is limitation of time to conduct the research. By that limitations, the researcher focuses on the correlation between English reading book and grammatical mastery of EED student batch 2015.

Question of the Research

In finding the correlation on this research, the researcher constructs the question as follow: 'What is student's reading habit on reading English book at EED of UMY?', 'how is students' grammatical mastery in EED of UMY?', 'what is the correlation between reading habit on reading English book and student grammatical mastery in EED of UMY?'.

Objective of the Research

Based on the problems depicted above, the researcher conducts this research in order to find out student's reading habit on English book in EED of UMY, to know student's grammatical mastery in EED of UMY, to find out the significant correlation of reading habit on reading English book and grammatical mastery in EED of UMY.

Significance of the Research

The students. This research will be a reflection for the student about their reading interest. After this research conducted, it hopes that it can encourage them to manage their time and encourage their motivation to keep reading English book. The researcher hopes that this research will motivate them to cultivate a good reading habit to enhance others skill of such as speaking and writing and others.

The lecturers. The result of this research will be a temporary data about student reading habit and grammar mastery in batch 2015. The next batch may represent difference perception about reading habit and different grammar comprehension level. The current research may help lectures to have a record about students' reading habit and their grammar knowledge.

The next researcher. The researcher hopes that this research will help the next researcher to find the further issue about reading habit and its correlation toward students' grammar achievement. Therefore, this research gives a sight of how to conduct the research with similar variables.

Outline of the Research

The researcher explicates the study which contains five chapters. The first chapter discusses the background of the research which defines the context and problem, statement and limitation of the problem, question of the research, objective of the research, significance of study and outline of the study.

Then, the second chapter of this study discusses the literature review which focuses on the definition of reading, reading habit, types of reading, purpose of reading and problem of reading, grammar mastery, the importance of grammar mastery, improving grammar mastery, measuring grammar mastery, the framework of the study and hypothesis.

The third chapter focuses on the discussion about the research methodology of this study used by the researcher, population, sample, data collection instrument, the

validity of instrument and reliability of the instrument, data collection method, and data analysis.

The four chapter discusses finding and research discussion. In this discussion, the researcher showed the result of data analysis to answer the question. Then, the final chapter discusses the conclusion and recommendation of this study.