Chapter Two

Literature Review

In this chapter, the literature discusses reading habit and grammatical mastery. The points of reading focus on the definition of reading, reading habit, types of reading and purpose of reading, problems of reading, grammatical mastery, the importance of grammar, how to enhance and measure grammar knowledge, conceptual framework and hypothesis afterward.

Reading

Definition of reading. In this part, the researcher believes that there are so many thoughts of everyone who have dealt with the world of reading. Those thoughts are to be the main sources for today's scholar to continue further observation over today's human reading habit which defines reading, the proficiency of EFL (English foreign language learner) and reading component skills.

Most of EFL or second language learners and experts have many definitions about what it calls as reading. Reading is carried out to gain the gist from a sentence or text, where the part of the vocabulary and grammar structures are used at the same time (Chang, 2010). Another definition of reading revealed by Cline, Johnstone and King (2006), they define that reading is a process of receiving a meaning from the written text. For most of the readers, a process of reading relates to decoding the text. The understanding of a text is influenced by the purpose of reading, the context, the characteristics of the text, and the strategies and knowledge of the readers' strategies.

Irvin (1998) described the reading process as a collaboration between what is in the head with what is written on the page and the interaction of what is in the head of what is on the page within a particular circumstance that causes students to understand what they read. So, reading shows the ability for recognizing, examining and understanding the Information in the printed word. According to Toit (2001), reading is a process of contemplating, thinking, recollecting, and connecting the concepts under every written word. That definition refers to reading fluency, learning to recognize the most high-frequency word in text automatically, decoding words and using multiple strategies for inferring the variants of the familiar word including employing skill to parse the syntax of the sentence.

Reading can be an "interactive" process between a reader and a text. This process can build automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he or she tries to understand the meaning and various kinds of knowledge used including systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing) (Heskam, 2005).

According to Sabatini (2013), reading has important components that can be considered as a reader proficiency in reading; these consist of six components: word recognition and decoding, vocabulary, morphological awareness, sentence processing, the efficiency of basic reading comprehension. In another hand, those components are very needed for measure learner expertise toward reading. Even

though mastering all of the components might be time-consuming, but it obviously distributes depth knowledge to learners' comprehension about reading.

       Reading habit. Reading habit is considered as the intensity of time consumed, how many books and what books they read (Shen, 2006). The time-consuming which base on the overview above is also supported by Iftanti (2012) who describes reading habit as a repetitive action which is often done by people continually and unconsciously doing it. In additional, Reading consistently has been as a result of the repetitive action itself. Another author Akarsu (2014) says that those reading habits element could be changed and even form new reading habit due to the development of technology and reading facility. It means that reading habit is also influenced by today's technology. Students can easily sustain their reading habit through it. According to several authors Morris and Bloodgood (2003) say that good reading habit can be indicated by fluency, automaticity, accuracy and high interest of reading exercise, amount of reading, good ability in English. From the reported study, it has implied that reading habit increased by some indicators that represent the aspects of the reading habit. So, if students do not perform good at some indicators, they may have a low reading habit.

       As it is cited in Gaona (2010), the existence of reading habit is related to the amount of time, the numbers of the book that have read in particular time or place. These statements indicate that time is the most important thing to contribute opportunity to students to read one or even more in a comfortable place. This indicates that the three essential aspects are thoroughly connected to each other.

Moreover, the amount of time is also deemed as reading habit due to the time consuming on reading activity. Taken from relevant research, this is explained by Akande (2007) says that students at university spend between 1-2 hours per day on reading. Another researcher, Karim (2007) classifies that students who spend around 7 to 9 hours per week on reading is at a good level.

Types of reading. Most of the readers, especially, students are required to recognize which types of reading are they. Recognizing self – reading types is an effective way to understand the reading passage. For instance, the assignment is given for analyzing the whole text meaning and attention to grammar form or grasp general understanding of the text, which types of reading will they use. Therefore, reading has its own particular types than other, namely intensive reading and extensive reading.

According to Brown (2000), intensive reading "calls attention to grammar form, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical, relationship and the like" (p.312). In these types, readers thoroughly use their linguistic knowledge such as vocabulary, syntax, and their skill to use that knowledge to interact with text. The characters of these types usually emphasize the reader deeply involved in the text and focus on linguistic details. In the practice of intensive reading gives short texts, which has a level of difficulty in the same material. In other circumstance, if in the class consisted of students with variety reading abilities, they might find hard to read on

their own. Intensive reading is good as it provides a base to learn structure, vocabulary, idiom to grasp the particular reading material.

The distinction of extensive from intensive reading is that L2 learner read a large number of books based on their linguistic competence (Richard and Bamford, 1998). That perception of extensive reading referred to the linguistic competence of how readers used to get a universal understanding of a text. The statement of universal understanding of a text is also supported by Long, and Richard (1971) reveal more specific that extensive reading "occurring when students read large amounts of high-interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words" (p. 216). This implies that how does the reading course in the class run. In this course, the students are set to read a book that they are highly interested and choose by their own self. The purpose of it is to get pleasure, some information and a general understanding that is how the extensive generally works out within English text.

The purpose of reading. The various of reading elements such as strategy of reading, types, and text material have been the main object to be observed by several researchers. Moreover, they are increasingly interested to determine the exact circumstances which lead readers to generate the inference within a text and conclude the purpose afterward. Reading generally is an interaction between book and reader, which based one purpose only.

Come further to look at the purposes of reading which are increasingly interesting. The purposes of reading are another mean to form the reading habit. It is

generally known as a reading for pleasure, accomplishing the specific task or exactly for both of them. According to Grabe and Stoller (2002) state that the objectives of reading consist of finding the information, learning a specific subject, to chain the information, or submit the needed information.

According to Narvaez and Ruiz (1999) in their research, they test the participant in two separate sessions. The first test, they asked the participant to read the expository text and narrative text. The second session, the participants were asked to read two books, viruses and all about suicide. Based on the result of this test, they revealed that "reading purpose (studying or entertainment) significantly affected three types of on-line responses: repetitions, knowledge break and evaluation" (p. 6). This research reveals that reading for studying or entertainment generally influence reader to act repetition more often to gain meaning and attain more information, then evaluate it.

The problems of the reading. For a decade, the problem of reading has been a focus for some researchers to be explored. Some readers generally have its own problem on reading which can be assumed as the consistent factors that often related to reading. As the authors (Clark and Foster, 2005) say that many kinds of studies carried out to determine reading habit about the number of young people do not read, male enjoys reading less than female. Concisely, gender is also contributed as the factor of reading interest. Sometimes, a male students might have read the book as the requirement to fulfill the task given with no pleasure. In other hands, they might not read a bok if there is no such assignment that requires them to read.

According to Akyway and Ogeyik (2009) revealed that foreign language learner dislikes reading in the foreign language for having joy because of the language problem in short of lack fluency and vocabulary. The lack knowledge of English grammar and unfamiliar word is assumed to be a deficiency of students to grasp overall message conveyed in the sentence (Weisi, 2012). Considering to the essential of grammar and vocabulary surpass the important of reading strategy and metacognitive knowledge.

According to Fayaz (2012), he reveals that students from rural area spend 1-2 hours on reading per day and students from urban spend 2-3 hours per day on reading. It can be inferred that time consuming on reading can be influenced geographically. Students in the rural area may have less facility accommodation of book from their school and teacher with lack experience of how to lead students read in intensive time. Despite that, parents role indicate low concern about reading itself. Parents should be able to pursue them managing timetable to spend their time in many activities like playing a game, sport and technology. Otherwise, they will lose control over the time that they intensively focus on one activity, and others are not efficiently use. Whereas, in an urban area, they are managing the time intensively on the variety of activities, precisely on reading improve their knowledge and skill. Therefore, parents perform moral responsibility for their children.

Overall, the main problem of reading that most often encounters by reader is lack of motivation. Readers find it difficult to start reading without any purpose. Meanwhile, motivation is one important aspect that reader should have the most. This

supported by Department of Education and Skills (1999) stated that positive attitude and motivation are crucial for development in literacy ad numeracy. The motivation is not always arise from internal, but teacher who involves in teaching on reading should encourage reader motivation by all means, and how teacher handled unmotivated reader.

All of the issues above are considered to be the primary factor to rising the problem of reading. Regarding the problem of reading which touch many areas and one of it, according to Iftanti (2012) students may have assumed as the poor reading habit by identified them as passive reading, purposeless reading, and regression. There are many problems toward reading material have been found.

Grammar

Grammar mastery. Grammar is an explanation about the structure of the language, include of how to combine the phrases or a word formed in accordance with the rule of a language. In this research, the field of grammar is too wide to be described thoroughly. So, syntactic functions are involved as a part of grammar which used to measure respondent comprehension through visual activity that the researcher calls as reading.

After all, Grammar as a means to describe how a language have been used perfectly over the years amid its development. Contain various rule of language; grammar is considered as the study of syntactic rule or function and principles of

arrangement and blend of words to form a correct and meaningful sentence grammatically.

Learners could not deny that grammar is necessary and playing the important part of the target language they have learned. Learners are required to master at least the basic system of that language to avoid misinterpretation of the information. Lock (1997) defined that grammar is a bunch of rule which determines the grammar of the language involving two aspects. The aspects constitute an arrangement of word and the internal structure of the word. The same ideas to what it had proposed after that by Brown (2001) states that grammar is a group of the rule governing the conventional arrangement and relationship of words in words or sentence.

All of the thought above is referring to the combination between word and how to change the word into a sentence. To do that, students should master syntactic function regarding word, noun, verb, modifier, phrases, clauses are needed to be understood in the very earlier inception. According to Kuhn and Stahl (2003) to drill the L2 reader by dissect the sentences into a good phrase and giving them a text were aimed to promote their comprehension to a significant level of comprehension.

The importance of the grammar mastery. Grammar truly plays a significant role in the use of language, which is generally in advance level it should be useful in communication. The advance level of grammar can be found in various field of communication topics such as education, economic, human right, scientific advance, and even all instrument which support students to learn through technology that using English as lingua franca.

Meanwhile, there are so many books, magazines and newspapers are printed in English. This is a wide door open up for L2 (second language learner) to grasp the gist of message or information of that materials by their grammar knowledge. It means that a grammar dominantly takes apart in analyzing a structure of language from someone's thought. In order, they can write a group of words which contain academic information or something else more educative and informative. Follow up the response of the scholar about grammar competence is argued to be indispensable for classifying syntactic relation of a part sentence (Jung, 2009).

In other description, a syntactic relation is a mechanism for combining the word together and produce acceptable sense to provide an easy way to understand each word. Moreover, knowledge of grammar has a chance to dissect sentence in order to be able to analyze, pars and ultimately elicit the unfamiliar tenses structure to develop an understanding of grammar itself. The significant rule of grammar in identifying entire related word component may need grammar competence with ways break the sentence apart at the beginning especially in reading. Besides that, grammar can help L2 to construct a group of the word to what it comes to be meaningful language. Also, the grammar function firstly determines a rule in the use of time, present continuous tense, for example, its orientation is providing a running event. Since the aim is to reveal how a situation is happening at the moment, the correct tense should be deployed.

Moreover, every reading materials have a real context of grammar structure. It means that, the tenses that have written down to describe an event, feeling, story and

experience will use a certain structure that explicates the moment at the time or past, so a reader can determine which particular tenses are appropriate to use in describing the event. Meanwhile, by possessing grammar knowledge, the reader probably encounter many various kinds of tenses in reading materials that will help the reader recognize the situation and able to gain the meaning. Otherwise, the reader will confuse as well. As it is generally known that English grammar has sixteen tenses, but some are often deployed in the book such as past tense and present tense.

 Basically, the common tenses used is present and past, both of them still have root division that based on the time it intended to describe the event. Realizing the form of time use exist in a sentence, readers' grammar competence will work to analyze the subject, noun, object and what changing verb is addressed to time use in a sentence. Researcher draw a conclusion that grammar comprehension critically plays a significant role in reading, as it functionality is helping a reader to generate an inference of varied syntactic word relation. Xu and Zhang (2015) said that interior and exterior level have the functionality to analyze a discourse. Interior analysis refers to break down the linguistic unit such as structure, cohesive device, coherence and the objective in which it is to cultivate learners' ability to classify and applying recognizing grammatical unit. While exterior analysis words that are uttered and composed in the particular situation.

Grammar ruled words become a complete sentence. There are many words that reader can get in reading, but that word may be difficult to generate the meaning. Sometimes, a learner is overwhelmed to translate a word to elicit the overall meaning.

This is a familiar issue that a word in English can contain double meaning even more, but the point is that reading provides a real context where each word is used to describe an event which fit in the situation. In this context, reader's sociolinguistic competence are called back to work as a device to help the reader gain the meaning of particular some particular words. According to Claire and Mizne (1997) sociolinguistic is "The study of language in context; the study of how situational factors (such as time; setting; age, sex, and gender of the participants) affect the language which being used and sociolinguistic competence is the ability to produce utterances appropriate to the social situation in which they are spoken", (p.11).

      Improving grammar mastery. Grammar is to be indispensable for language learner which can be mastered in many ways. By learning grammar theory, students can practice it through reading. An activity that is not giving a stress for the students, but it is fascinating to be done is reading a book independently. However, reading contain many real contexts endeavor to describe a situation of the story in a book. There are several contexts in reading as means to help students developing their grammar, but the more focus of those is creating a context of a situation. This is where the students should focus on a particular passage which explicates any situation. The students are helped by a book to be acquainted with the field, tenor and mode of the passage in the following aspects. According to Xu and Zhang (2015), the field constitutes the main topic of the passage and examines the major verbs of the sentence which related to grammar structure and tenor examine the conjugation of the

passage and the last is mode decide that whether the passage decomposed in spoken language or written language.

Based on the explanation above, the students will be able to understand and recognize the lexical choices and syntactical features on the passage. Besides that, all aspects involved students' analyzing on the structure of the content. That will encourage the students to grasp the implied meaning of the passage and sharpened students' grammar and become acquainted with very kind of structure. In an attempt to develop grammar mastery, learning a model can be useful to expand grammar field mastery. The model breakdown into two kinds, namely the inductive and deductive. Inductive learning executes by seeing an example of a certain sentence and analyze the rules of grammar. Cohen and Macaro (2007) assumed this model in mastering the grammar as discovery rule, Where is deductive learning, in other definition still include reading which learns the rule of grammar from a book or teacher then put the rule in the sentence.

Measuring grammar mastery. The evaluation of grammar mastery is based on the components or unit of English grammar. These units are thoroughly important in terms of integrating the word as it this has a certain function in language. Those components according to Eastwood (1994) are words, clause, sentence element, and tenses. By recognizing those components, it can be assumed that students already have grammar knowledge, because all of the components are quite often used to construct the sentence in every reading topic.

Words. Words are a group of the alphabet that creates a particular meaning include word of noun, verb, subject and command. It is official can be affirmed that words are a unit of grammar as it has a lot of function in the grammar usage to form a sentence. The English language has an enormous amount of words as it is known that around millions of word, include the word which used often and rarely used. Imagine that, how the students are very required to learn a word as their basic foundation in order assist them to form a meaningful reference of the sentence.

Words contain several main clauses in grammar; they are noun, verb, adjective, pronoun, preposition, determiner and conjunction. All word classes are still divided into sub-classes as it shown in the table;

Table 1. The subclass of grammar

VERB			Determiner	Adverb	Adjective
Main verb	**Auxiliary verb**	**Modal verb**			
Go	Auxiliary be;	Can	**The definite article**; the	Slowly	Fast
Read	- I am writing letter from Emily	May	Possessives; my, yours, his	Easily	Bad
Eat	- she is cooking a cake	Must	Her, its, our, their, whose.	Especially	Sweet

			Demonstrative; this, that, those.		
Walk	Auxiliary do;	Should		Quickly	Angry
Run	- Does she make it?(interrogative)	Would	I**nterrogatives**: which		
	- I do like your new book.(emphatic)	Could	**The indefinite article**; a and An		
	- They didn't understand.(negative)	Might			
	Auxiliary have;	Shall			
	- We have done many things.	Will			
	- I have been tracking my pet.				

Clause. The clause is a construction of words or phrase, which contain a meaning, and pattern included subject and verb. The common thing of clause word namely independent clause and dependent clause, which often construct a full-related sentence understandably. The example of dependent clause and independent clause. This is the example of both independent and independent clauses.

*Independent clause***:** Belitung is a city

*Dependent clause***:** where I was born

If independent clause and dependent clause are combined, it will be a complex sentence.

Sentence elements

Sentence element is a unit that is constructing full sentence or clause. Here are the examples.

Subject: The cat	Subject: Two shepherd
Verb: is running	Verb: are
Adverbial: quickly	Compliment: very kindly
Full sentence: The cat is	Full sentence: Two shepherds
running quickly.	are very kindly

Subject: He	Subject: we
Verb: is making	Verb: bought
Object: a cup of coffee	Object: a cat
Full sentence: He is making a	Adverbial: yesterday
cup of coffee	Full sentence: We bought a cat
	yesterday.

Tenses. Tenses are a group of formulations to compile the words in an attempt to make complete sentence based on the expression of time. The tenses that generally use are being discussed present tense, past tense and future. In this research, present tense can be broken into three tenses, simple present, simple continuous and simple future. Whereas past tense, can be divided into three tense, simple past tense, past continuous and past perfect. The next is future tense, which covered simple future, future continuous and future perfect. These tense will be used in one of the test instrument to measure students' grammatical mastery.

Review of Related Studies

In this research area, there have been many researchers that conducted research about reading and its' correlation in grammar mastery. One related study from Setiyaningsih (2013). Her research title is about "The correlation study between students' grammar mastery and their reading ability at the eighth-grade students of junior high school 12 Purworejo in academic year 2012/2013". The research design of this study is research survey, and the population were at the eighth students of SMP N 12 Purworejo. The total population of this research was 64 students. In collecting the data, researcher used two tests namely grammar and reading test. The test consisted of 50 questions. 25 questions of grammar test and 25 questionnaires of reading habit. The researcher concluded that there was no significant correlation between students' grammar mastery and reading ability. The result of this research performed that the mean score of students' grammar mastery was 37.68. It indicates that students' grammatical mastery is the wrong

category. Afterward, the result of reading test is 53.75. This score means that students reading ability is in bad category. Therefore, there is no significant correlation between grammar mastery and reading ability. The result obtained the from critical value of the Pearson r with the 5 % significant level is 0.317 and the computation value of grammar test, and reading is 0.119. It means that the result obtained from the computation is lower than its critical value. The researcher concludes that there is no significant correlation.

Another researcher title is "The Correlation between Reading Habit and Grammar Mastery at English Education Department Batch 2012 of Universitas Muhammadiyah Yogyakarta". This research is conducted by Risa Nurfadhilah. She stated, "Not all students of English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) have high motivation to read, and high English grammar mastery." The statement underpinned the object of the research to students habit at EED of UMY, students' grammar mastery, and its' correlation. The data of the research were collected from 81 of undergraduate students of batch 2012. In this research, the researcher used the questionnaire to measure reading habit, and she took grammar score of the Structure and Written Expression Section of TOEFL in International Language Testing Class.

The taken data of the questionnaire and TOEFL were analyzed using descriptive statistic and descriptive correlation processed in SPSS 20.0. The researcher used The Pearson Product Moment correlation coefficient to know the correlation between reading habit and grammar mastery. Based on the analysis, students' reading habit score is in (28.4-36.6) as moderate level and (38.4-49.9) of

students' grammar mastery in moderate level. The research found that there was no significant correlation between reading habit and grammar mastery of EED UMY. This is shown by the correlation p-value was in 0.08. Whereas, correlation of two variables r=0.945.

There are several differences between Nurfadhilahs' (2012) research and the current research. The previous research observed batch 2012 and the recent research observes students batch 2015. On the other hand, the recent research used almost the same instrument with the old research, but the recent research measured students' grammatical mastery through grammar test, while the old research used TOEFL test and grammar score of the structure. In the recent test, the researcher included modal auxiliary, verb tense, adjective and adverb in the test item. The current researcher adapted the test items from two websites that recommended by the expert, www.owl.english.purdue.edu/excercise/2/ and www.grammarbank.com. The researcher choose the aforementioned items because those four parts of grammar are considered to be difficult to learn. Based on the researcher observation, the current research and the previous research conducted by Nurfadilahs' (2012) research is distinct in the terms of test instruments and the research participants.

Conceptual Framework

Grammar has a considerable contribution in a language that used to communicate, express the idea and receive information. The function of grammar is giving and accepting a clear instruction to make an inference, to make an order orally in speaking, to avoid misinterpretation in reading and evaluate order in listening. That

instruction uses a syntactical function, which focuses on word, phrase, clause, and tenses.

Focus on the first variable of this research; reading is one of the four skills that requires serious grammar focus in reading. It helps the students to recognize each related words and ultimately combine them into an acceptable to the meaningful sentence. Moreover, reading contain so many structures of the sentence, patterns, and rules. These obstacles will be exposed by the students. As a result, hopes to come, students' understanding and knowledge of both variables should have developed by this unconscious exercise of reading. Therefore, no matter kind of English books they have read, that will improve students' grammatical mastery as they pertain each other

Table 2. The research correlational table

Reading English Books	Correlation	Grammatical mastery
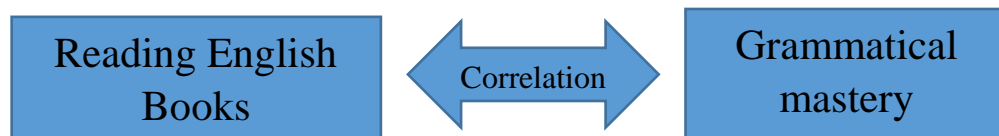
Hypothesis

The effort to answer research questions, the hypothesis are created whether there is correlation between reading English book and students' grammar mastery in EED of UMY batch 2015/2016 or not. The researcher made two hypothesis to disclose the correlation between reading English book and grammatical mastery. The first is alternative (Ha), which there is correlation between reading habit on reading English books and students' grammatical mastery at EED of UMY. The second is null hypothesis (Ho), which there is no correlation between reading English books and students' grammatical mastery at EED of UMY.