

Chapter One

Introduction

There are several important points presented in this chapter. The background of the study includes the reasons why the researcher was interested in researching the topic. Identification and delimitation of the problem are included in this chapter. Besides, the researcher also mentions the research questions followed by the explanation of study objectives and the significances. In the last part of this chapter, the researcher explains the organization of chapters.

Background of the Study

Reading is an activity that a person undertakes to obtain an information or message on what the author will convey in a written text. According to Vellaichamy and Jeysankar (2014) reading is an art of interpreting printed and written words, and it is a basic instrument of education. Besides, the statement mentioned is in line with Kridalaksana (as cited in Rachmawati, 2007) who stated that reading is the skill of knowing and understanding writing in the form of a sequence of graphic symbols and its transformation into meaningful speech in a silent understanding form.

In addition, when reading is done repeatedly, it can be a reading habit. Neal (2004) stated that habit is the activity which is a process for repetition stage to tune cognitive processors in individual memory. It is supported by Joko (2008) who stated that habit is a human act that remains done over and over again in the same way. From the statement mentioned, habit is a behavior that is done continuously which creates the character. Therefore, habit is a regular activity done by individual person automatically and continuously.

There are some books or literatures which can be used as reading materials. One of the materials which can be used in learning process is novel. Novel is considered as the best tool for

readers of high-intermediate to advanced levels of English to truly enjoy the reading experience (Gareis, Allard, Saindon & Hismanoglu, 2009). Besides, Nurgiyantoro (2009) added that a novel is described as a work of prose fiction long enough, not too long, and not too short. Also, novel is created from the authors' view delivered through written text. In this way, the readers can know the language style from novel. Additionally, reading can improve reading comprehension, writing style, vocabulary, spelling, and grammatical development (Krashen, 1993 as cited in Gallik, 1999).

From reading English novel, the readers can learn and comprehend the sentence structure of the novel and can improve their grammar through the language used in the novel. Nurfadhilah (2015) mentioned that reading English text can improve readers' knowledge of grammar. Besides, according to Lado as cited in Ratna (2014), the structure of sentence (grammatical structure) is a word in the sentence pattern draft and preparation of word elements being said. Thus, structure depends on the language spoken and written, and English sentence structures in a novel consist of subject, predicate and a sense of clarity. Besides, the sentence structure in a novel also includes noun and verb which fall within an individual sentence.

Moreover, ideally students have a good reading habit because reading is a necessity for students to add knowledge. There are various reading materials, and one of them is novel. By reading novel routinely, the students train themselves to comprehend various styles of language in English novel. That way, reading novel habit may contribute to improve students' understanding on English sentence structure. Also, it can help students to get better achievement in mastering the structure of the sentences. However, not all students like reading English novels, and not all students master English structures well.

Based on the researcher's observation at English Language Education Department (ELED) at a private university in Yogyakarta, there are some lecturers who use novel as a teaching material. The use of novel as a teaching material for students is often used by the lecturers in teaching especially for ELED students. Usually, the lecturers use novel as teaching media to add the activity for the students. For example, the lecturers ask the students to read the novel. Then, when the students meet in the classroom, the lecturers give the quiz from the novel so that they share something from the novel.

There are pro and contra among the students toward the use of novel as a teaching material in learning a language. The students who are pro to the use of novel as teaching material are those who like reading novels, so they enjoy the activities. However, the students who are in contra side usually do not really like reading, and they sometimes do not have any interest to read. Also, they just follow the reading rule given by the lecturers since they only want to get better score. However, it is possible for the students who are contra might not know that reading novel as a recreation reading can improve reading comprehension, writing style, vocabulary, spelling, and grammatical development as mentioned by Krashen in Gallik (1999).

Therefore, the researcher was interested in conducting a research to find out the reading English novel habit among ELED students. Besides, the researcher was also interested in finding out the ELED students' sentence structure mastery as well as finding out the correlation between reading English novel habit and English sentence structure mastery.

Identification of the Problem

The students sometimes think that reading will make them feel bored, and it happens when they will start reading. At the same time, they cannot write in correct English sentence structure, or in other words, they are lack of English sentence structure mastery. Based on the

researcher's observation, the lack of English sentence structure mastery or grammar also happens at ELED. Hence, not all students of ELED have good English sentence structure mastery. It can be seen on their low score of TOEFL especially in the section related to grammar and structure.

Students' low mastery of sentence structure possibly due to students' low reading habit. In fact, there are many students who have low reading habit. That way, the students face problem showed in their bad score in writing especially in structure section. The students also have difficulties in identifying English grammar including sentence. From the statements mentioned, it might be possible that the students have low English sentence structure mastery.

The low English sentence structure mastery may be caused by several factors such as lack of reading or lack of practice for writing. Then, through reading, the students will get improved not only in their English sentence structure mastery but also in their knowledge. This fact is supported by notion that reading will bring a successful of language learning in improving learners' skill and knowledge.

Delimitation of the Problem

This study focuses on finding out the correlation between reading English novel habit and English sentence structure mastery among the students at a private university in Yogyakarta. There are two variables namely, reading English novel habit and English sentence structure mastery. The researcher focuses on both variables. Therefore, the researcher focuses on the students' reading English novel habit, students' English sentence structure mastery, and the correlation of both variables.

Research Questions

Based on the explanation above, the problems of the study can be formulated as follows:

1. How is reading English novel habit among ELED students?

2. How is English sentence structure mastery among ELED students?
3. What is the correlation between reading English novel habit and English sentence structure mastery among ELED students?

Objectives of the Study

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

1. to find out the reading English novel habit among ELED students.
2. to find out the English sentence structure mastery among ELED students.
3. to find out the correlation between reading English novel habit and English sentence structure mastery among ELED students.

Significance of the Study

This study gives some benefits and will be useful for students, teachers, institution, and other researchers.

For the students. The English as Foreign language (EFL) students will know the correlation between reading English novel habit and English sentence structure mastery. Besides, it is important for the students to know that having good reading habit does not always guarantee to have good English sentence structure mastery. Therefore, to strengthen their sentence structure mastery, in addition to learn from novels, the students need to learn from other sources.

For the teachers. This study will be able to make the teachers know the correlation between reading English novel habit and English sentence structure mastery. By knowing this research, ELED teachers can add that novel as material which is appropriate for improving the students' sentence structure.

For the Institution. The researcher hopes that the finding of the study can give the benefit for the institution especially in the department, and it will become additional information

for the department to renew the program, syllabus, and curriculum due to reading English activity in teaching and learning process.

For other researchers. This study gives some information to other researchers who are interested in conducting a research in the same field. The results of this study gives information on the correlation between reading English novel habit and English sentence structure mastery. Other researchers can use the finding of this study as the theoretical overview of further study on the same topic and might become a recommendation of further study.

Organization of the Chapters

The study report will be presented in five chapters. Chapter one explains the background of the study, statement and delimitation of the problem, research questions, objective of the study, significances of the study and the outline of the chapters. Then, in the chapter two, it includes literature reviews supporting this study. In this part, some theories about reading English novel habit and English sentence structure mastery will be discussed. This chapter also provides the review of previous study and conceptual framework. Then, in the chapter three, it discusses research methodology including research design, research setting, population and sample, data collection method which covers the instrument, data collection procedure, and data analysis. Besides, chapter four presents about finding and discussion. The result of the data analysis is presented in this chapter to answer the research questions. The discussion explains the results and relate them to the theories. For the last chapter, it provides conclusion and recommendations. the conclusion and recommendations will be discussed in chapter five.