

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

English has been the key to the world's knowledge¹ (Eskey, 1971). It is not surprising that people from various non-English speaking countries want to learn English. It is not only that they want to be able to speak English, but they also want to be able to follow the development of the world which is mainly found in printed materials such as textbooks and journals.

In countries where the official language is not English, many teachers of English face a difficult task. The students must demonstrate an acceptable level of understanding of materials designed for native speakers such as text in chemistry, biology, physics et cetera (Arunee, 1983).² This implies that the essential skill is Reading, although the other skills- listening, speaking, and writing should also be improved.

¹ Eskey, "Advanced Reading", English Teaching Forum, September - October 1971, Vol. IX no. 5.

² Arunee, "A Scientific Reading Program" in English Teaching Forum, September - October 1971, Vol. IX, no.5.

According to Mary Finochiaro, "Reading is getting meaning from printed or written material"³ From this statement it can be realized that actually Reading is the important skill, because nowadays, most scientific books are available in English. Therefore, it is not surprising that the objectives of teaching English is given emphasis on Reading.

Being aware of the importance of this English Reading Comprehension skill, the teachers especially University teachers give more time for Reading and to create some techniques in teaching Reading Comprehension. With this emphasis, students are expected to be able to read effectively and efficiently. But, the result is still far from the expectation. Most students especially those from the non-English Department lack the ability to comprehend English texts. There are many ways to enable the students comprehend English texts more easily. Connecting with this goal, in this thesis the writer therefore, wants to suggest Sentence Analysis as a means to teach student's Reading Comprehension.

³ Mary, Finocchiaro, Development Skills in English as a second language from theory to practise. Regents Publisher Company, 1974, p.77.

1.2 Statement of the Problem

In this study the writer wants to emphasize the role of using Sentence Analysis as a means of teaching Reading Comprehension.

Therefore, the problem existing in this study is "How can Sentence Analysis be used as a means of teaching Reading Comprehension?"

1.3 The Objectives of The Study

This study aims to see how Sentence Analysis can be used as a means of teaching reading comprehension.

1.4 Theoretical Framework

This study is based on the theory of Reading, and Sentence Analysis. The theory of Reading is needed to describe the nature of Reading as well as the reading process, two things that are very crucial in teaching Reading Comprehension.

In addition, as this study concerns with the role of Sentence Analysis in Reading Comprehension, it uses the theory of Sentence Analysis. The theory of Sentence Analysis enables the writer to get to know how to analyze sentences.

1.5 The Significance of The Study

The information obtained from this study is expected to give a somewhat clear picture about the importance and effectiveness of sentence analysis as a means to teach Reading comprehension. This picture is expected to be used as a means to teach reading comprehension, so that the students can grasp the main idea of the text accurately, quickly and effectively.

1.6 Scope and Limitation of The Study

In this study the writer has made the following limitations. There are three theories in Syntax; namely: the Traditionalist, Structuralist, Transformationalist.

The traditional sentence analysis which is Latin based is considered not appropriate for English. The transformational syntax is admitted by Chomsky, its proponent, as not designed for teaching. Whereas "Structuralist bring fund of knowledge into awareness and that the students is prepared to approach the analytical study of his language with the same interest and open-mindedness he would bring to any other new subject."

The writer uses the one proposed by Structuralists due to the fact that the structural

analysis of sentences can be simplified so that it becomes applicable to the teaching of Reading Comprehension at the University students. The sentences, according to Structuralists, can be broken up into small meaningful units.

1.7 Definition of Key-Terms

To avoid misinterpretation and / or misunderstanding, it is necessary to define the key-terms used in this study.

a. Sentence

A sentence is as much of the uninterrupted utterance of a single speaker as is included either between the beginning of the utterance and the pause which ends a sentence final contour or between two such pauses. ⁴

b. Sentence Analysis

It is a process of separating sentences into their constituents. ⁵

⁴ Nelson, Francis, "The Structure of American English". The Ronald Press Company, New York, 1979, p.372

⁵ Naom, Chomsky, Aspects of the Theory of Syntax, the MIT Press, Cambridge, Massachusetts., 1964, p.15.

c. Reading Comprehension

Reading is getting meanings from written or printed materials. ⁶.

d. Technique

A Technique is implementational that actually takes place in the classroom. ⁷

e. Non-English Department students

It is a students out of English Department such as Engineering, Civil and Economic students.

1.8 Organization of the Thesis

The thesis consists of five chapters. Chapter I is the Introduction. In this part, the writer discusses The Background of The Study, Statement of The Problem, The Objectives of The Study, Theoretical Framework, The Sifnificance of The Study, The Scope and Limitation of The Study and Definition of Key Terms.

⁶ Mary, Op. cit. p.77.

⁷ Jack.C., Richard, and Rodgers, Theodore S., "Approaches and methods in Language Teaching", 1986, p. 15.

Chapter II is the Review of the Related Literature. It consists of 2 parts. The first part is about General Review of Reading Theory of Reading and the other part is about Theory of Reading Comprehension.

Chapter III is The Theory about Sentence Analysis with its explanation.

Chapter IV is The Application of Sentence Analysis in Reading Comprehension. How to use sentence Analysis to teach the students in the process of Reading Comprehension class.

Chapter V is The Conclusion of this thesis which consists of Summary and Suggestion from the writer about this thesis.