

## CHAPTER I

### INTRODUCTION

#### I. 1. Background of the Problem

Reading has been the most important source of information in the learning situation. Text-books and references are frequently the source of knowledge in most classes. Even when supplementary materials are given by teachers, they involve reading as the necessary process to gain information. No matter whether it is reading in the first or second language, it gives the students great support to achieve their major goal of learning.

More and more new science and technology have been invented nowadays , so in order not to be left behind by their progress, most university students, especially non-English Department Students, are required to extend their knowledge from other sources such as articles, journals, books or literatures which are mostly written in English. For this reason, David E. Eskey says, " For the students in a Non-English speaking environment, the only practical reason for studying English is to gain

the ability to read journals and books in that language."<sup>1</sup>  
 Another English expert, James Ward, in his articles  
 " Techniques for Teaching Reading ", states that "... the  
 majority of students of English as a foreign language **may**  
 never speak much English, but most of them will have to  
 read English in order to complete their university  
 studies ".<sup>2</sup>

However, according to the writer's observation  
 when she interviews some students of Non-English  
 Department of Widya Mandala University Surabaya, especially  
 those who must write thesis with English references, the  
 objective of teaching English in Subsystem Nir-English  
 has not been completely achieved yet. This conclusion is  
 also supported by other previous researches, one of  
 which is the English teacher in Subsystem Nir- English -  
 Drs. Stefanus Laga Tukan in his seminar " Bahasa Inggris  
 di Subsistem Nir- Inggris Unika Widya Mandala Surabaya  
 Bagaimana Sebaiknya Diajarkan ? " says that "... sebagi-  
 an besar mahasiswa Suhsistem Nir-Inggris kita gagal men-  
 capai tujuan kuliah bahasa Inggris yang telah ditetapkan

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<sup>1</sup> David E. Eskey " Advanced Reading the Structural  
 Problem". English Teaching Forum, September-October 1971,  
 v.9, p.15

<sup>2</sup> James Ward, "Technique for Teaching Reading",  
English Teaching Forum, April 1980, v.18, number II, p.2

oleh subsistemnya.<sup>3</sup> The same conclusion comes from Sujeni Braga<sup>4</sup> and Fenny Suryo<sup>5</sup> in their theses which imply that the objective of teaching English to Non-English Department students of Widya Mandala University Surabaya has not penetrated the purpose as what the syllabus has expected. Eventhough all of the students have studied English for at least six years in High School and one year in University, they still have trouble in comprehending English text-books and references.

Looking back at the gap between the objective and the result of teaching English to Non-English Department students especially those in Widya Mandala Catholic University Surabaya, the writer is curious to make a case study of this problem. Yet, the writer realizes that this problem involves many factors which may cause the students' failure in achieving the stated objective. Problems in reading comprehension are not caused by lack of vocabulary only: however, there are many clues which hinder the

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3 Drs. Stefanus Laga Tukan, "Bahasa Inggris di Sub-sistem Nir-Inggris Unika Widya Mandala Surabaya Bagaimana Sebaiknya Diajarkan ?", Unpublished paper read in the Pekan Seminar Dies Natalis ke 24 Unika Widya Mandala Surabaya, Januari 24, 1984, p.2

4 Sujeni Braga, "How to Teach Reading Comprehension to Non-English Department Students of Widya Mandala University Effectively", Universitas Katolik Fakultas Keguruan English Department, 1980, p 2-3

5 Fenny Suryo S, "The Teaching of English to the Non-English Department", Universitas Katolik Fakultas Keguruan English Department, 1983, p.1-2

the students to achieve the reading comprehension skills if the clues are not understood. Betty Wallace Robeinnett,<sup>6</sup> a professor of linguistics of Minnesota, states that students can fail in comprehending a text given if they fail to attain some clues like meaning, visual clues to spelling, probabilities of occurrence, contextual pragmatic knowledge and syntactic and semantic competence.

Based on Betty's research above, the writer feels interested in discussing the problems of reading comprehension of Non-English Department Students of Widya Mandala Catholic University Surabaya because of the fact that "When reading a textbook, it frequently happens that although a student knows every word' in a sentence, he still cannot understand what the sentence means, especially when it is long and complicated".<sup>7</sup>

In this study, the writer is really curious to know whether the students of Non-English Department, especially those who have got their English subject in the first and second semesters, can comprehend the reading passage given if they master the knowledge of English Complex sentences. Here the writer decides to make a case

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<sup>6</sup> Kenneth Croft ed. "Reading on English As A Second Language for Teachers and Teacher Trainees", USA, San Francisco State University Press, 1980, p. 362

<sup>7</sup> Arunee Wiriyachitra, "A Scientific Reading Program", English Teaching Forum, July 1982, v.20, number III, p.21

study on the correlation between the mastery of English Complex Sentences and the reading comprehension achievement of Pharmacy students of Widya Mandala Catholic University to find whether both of them really correspond to each other.

### 1.2. The Aim of The Study

Closely related to the reason for choosing the topic, this paper is trying to prove whether there is a correlation between students' mastery of English Complex Sentences and their Reading Comprehension Achievement. Suppose there is a positive correlation, this paper will also inform the coefficient determination of students' mastery of English Sentences towards their reading comprehension achievement.

### 1.3. The Significance of The Study

By conducting this study, the writer hopes that the result of this study may contribute some help to the English teachers of Pharmacy Faculty in their efforts to accelerate students' ability in comprehending English text-books and references. Furthermore, the writer also hopes that the findings of this thesis may become an input for the syllabus designer in improving or rebuilding appropriate English teaching techniques in Subsystem

Nir-English Departments.

#### 1.4. Limitation of the Study and Some Definitions of Key Terms

##### 1.4.1. Limitation of the Study

Being aware of how broad the scope of this study would be, the-writer finds it necessary to limit it. This study will discuss the relationship between the mastery of English Complex Sentences and the reading comprehension achievement.

For the sake of this study, the writer would like to limit the population only to second semester students of Widya Mandala University Surabaya belonging to the school year of 1987/1988 who have already finished their English subject in the first and second semesters. The writer prefers choosing second semester Pharmacy students because in this case they have studied much about English Complex Sentences and have got much reading comprehension practice.

##### 1.4.2. Definition of Key Terms

The writer thinks that it would be useful to define the key terms found in the title of this study. They are mastery, English Complex Sentences, achievement, second

semester Pharmacy Students, case study.

What the writer means by mastery is complete control or knowledge.<sup>8</sup> In order to test the students' mastery of English Complex Sentences, the writer gives an achievement test in the form of criterion referenced test. The test types are multiple-choice and true-false type questions.

English Complex Sentences are English sentences which are classified base on the number and kinds of clauses within a sentence. Such sentences also have two or more full predications. One of these is an independent clause or main clause that is similar to the form of the simple sentence and the others are dependent clauses or subordinate clause.<sup>9</sup> English Complex Sentences meant here are concerned with dependent clauses and verbal construction.

Achievement, similar to attainment, is generally used to refer to a formal test which has been designed to show how far students have achieved the particular material. To know the students' reading comprehension achievement, the writer administers an achievement test in the form of criterion referenced test. The test measures how far students understand the subject matter, generalization, detail, significance, conclusion, application and

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<sup>8</sup> AS Hornby, Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, 1974, p.523

<sup>9</sup> Marcella Frank, Modern English A Practical Reference Guide, Prentice-Hall, Inc, 1972, p.222

vocabulary . In this case, the writer uses objective test in the form of multiple-choice-type questions and subjective test in the form of essay test items.

Second Semester Pharmacy students are all students who study in the second semester Pharmacy of Widya Mandala Catholic University Surabaya 1987/1988. Now they have accomplished their English subject in the second semester.

Case study is an intensive study about the problem found in a certain group in a certain place and the result of the study will be helpful to overcome the problem happening in that group. In order not to generalise the problem discussed here, the writer feels necessary to limit the discussion just in intensive learning about the mastery of reading comprehension of second semester Pharmacy students of Widya Mandala Catholic University and its correlation with **students'** mastery of English Complex Sentences . **The** result of this **study, hopefully,** will help the English teachers of Pharmacy Faculty in their efforts to develop **students'** reading comprehension proficiency.

This study is only based on the relationship between the reading comprehension achievement and the mastery of English Complex Sentences of the second semester **Pharmacy** students of Widya Mandala Catholic



Universtty during the academic year of 1987/1988.

#### 1.5. Problem Statement

In connection with the background of the study, this thesis will uncover whether there is a positive significant correlation between the mastery of English Complex Sentences and the reading comprehension ~~acheive-~~ment of the second semester Pharmacy students of Widya Mandala Univeristy. To make it clearer, the writer formulates the statement of the problem as follows : Does the mastery of English Complex Sentences correlate with the reading comprehension achievement of the second semester students of the Pharmacy Faculty of Widya ~~Mandala~~ Catholic University ?

#### 1.6. Fundamental Assumptions

It is assumed that

- 1.6.1. Since all the students of the Pharmacy Faculty are mostly graduated from **SMA** or Sekolah **Asisten** Apoteker, they are considered to have studied English **grammar** and vocabulary as what the stated syllabus expects .
- 1.6.2. **English** is not a major subject and the aim of studying English is to enable them to get

information from reading **English** text-books or references which are related to their subject of learning.

- 1.6.3. Having completed their English subject-both in the first and second semesters, students have mastered all the materials given.
- 1.6.4. The English teachers who teach the students in the first and second semesters are **considered** to be qualified in teaching English.
- 1.6.5. The tests given as the instruments. of the research are considered to be valid and reliable.
- 1.6.6. The sample of this study is enough-in quantity and quality to represent the population.

## 1.7. Hypotheses

Based on the foregoing assumptions, the following hypotheses are formulated :

- 1.7.1. The null hypothesis (  $H_0$  )  
There is **no correlation** between the mastery of English Complex Sentences and the reading comprehension achievement.
- 1.7.2. The Alternative Hypothesis (  $H_1$  )  
There is a positive significant correlation between the mastery of English Complex Sentences and the reading comprehension achievement.

To test the foregoing hypotheses, the writer uses Product Moment from **Pearson** Formula:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}} \quad 10$$

### 1.8. Organization of the Thesis

This thesis consists of five **chapters**. **Chapter I**, the Introduction, deals with the background of the study, aim of the study, limitation of the **study**, problem statement, fundamental assumptions, hypotheses and organization of the thesis.

**Chapter II** consists of the **review** of related studies ever **written** by the graduates of the English Department of the Teacher Training **Faculty** of **Widya Mandala University** and the theoretical framework.

**Chapter III**, Methodology of Research, is **devided** into four parts : population and samples, research instruments, research design, and procedure of data collecting.

**Chapter IV**, Analysis and Interpretation of Data, **consists** of **two** parts. The first part is the data

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10 Joko Marsito dan Nyoman Arcana, "Pengantar Kuliah Statistik II", Fakultas Ekonomi Universitas Widya Mandala Surabaya, 1986, p.75

analysis and the second part is data interpretation.

Chapter V, the last chapter, is divided into two parts too : summary and suggestion.

