

## **I. INTRODUCTION**

### **A. The Background of the Problems**

Reading plays an important role in learning process. Through reading learners can get information, such as science, technology, culture and many others knowledge.

Moreover, Christian and Mary (1976) mentioned that reading is the most important skill of all for the most students of English through the world. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. English textbook is the source of English lesson, so in teaching learning process the students need to involve reading to communicate, share and catch the essential information and ideas of English lesson.

There are many reading materials that can help to develop the learners reading ability such as magazines, newspaper, literary text and others. Therefore the ability to read books written in English is crucial. It is because there are many skills of reading that should be known and mastered.

Dallman (1982: 23) said that reading more than knows what each letter of alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place. In other

word, comprehension is stressed in reading.

Although reading text has been taught since Elementary School, but there are still many students who are confused about what they have read; even when they are in Senior High School. The ability in comprehending a reading text of the students are unsatisfactory. It is based on the researcher pre-observation at the second year of SMA N 1 Pagelaran. The researcher found that they still have difficulties in comprehending the text or answering the question of the text.

One may have difficulties to comprehend a passage because they ability in reading skills is very low. The way the learners use their reading skills will significantly determine how they can achieve the objectives. It implies that if the learners have good reading skills, they will be able to comprehend reading text well. There are some factors that are probably play important role in building the student's reading skill such as reading sub skills mastery and vocabulary mastery.

The reading sub skills that might be presented to learners appear in three groups, they are: skills involving flexibility of technique, word-attack skills, and text-attack skills. The last categories (text-attack skills) are the skills to understand a text; to understand the conceptual meaning, the proportional meaning, the contextual meaning, and the pragmatic meaning. It has been five folds:

1. Understanding sentence pattern: this is the ability to understand the connection between the parts of sentence.

2. Understanding paragraph: this is the ability to understand a paragraph which consists of a group of related sentences.
3. Recognizing relating sentence parts: this is the ability to retrieve some of the parts of the sentence from elsewhere in the text
4. Understanding signal words: this is the ability to understand the linking words or phrases that a writer used to lead the reader from one idea to another.
5. Reading articles and essays: this is the ability to understand and comprehend the content of the articles and essays.

(Simanjuntak, 1989:24)

To be more specific, the researcher would like to make a print of understanding of sentence pattern and its effect on reading comprehension to be revealed onto surface as the case of the research.

Finochiaro (1983:131) defines that reading comprehension is the ability which depends on the accuracy and speed of graphic perception, that are perception of writer symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition control allusion.

From the statement above, it is indicated that lexical combination and structure of the language which relate to sentence pattern, the way received sentence is constructed, are factors that influence the student's capability in reading comprehension. For the

students, it is relatively difficult to comprehend a text in an insufficient knowledge on the sentence pattern.

On the other side, vocabulary and reading are two things that cannot be separated from another. When learning reading, students need vocabulary to help them understand the idea, and when learning vocabulary, students need a lot of practice of reading, because reading is the active way in learning vocabulary. So, if the students know a lot of vocabulary, they can comprehend the written text with ease.

Moreover, vocabulary is the important factor in reading (Wainwright, 2006:33). He also says that the larger the vocabulary the easier it is to make the sense of text. Without vocabulary, it is difficult for students to obtain any kinds of news and information that stated in any printed material. By having the number of vocabulary, this kind of difficulty can be solved.

Based on the statements above, it seems that understanding of sentence pattern and vocabulary mastery becomes the important things for the students in order to get successful in reading. For those reasons, the researcher focused the research on the correlation between student's understanding of sentence pattern and vocabulary mastery toward their reading comprehension achievement.

## **B. The Formulation of the Problems**

Based on the background of the problem above, the researcher formulated the research problems as follows:

- 1.” Is there any positive significant correlation between students understanding of sentence pattern and their reading comprehension achievement?”
2. “Is there any positive significant correlation between students’ vocabulary mastery and their reading comprehension achievement? “
3. “Is there any positive significant correlation between students’ understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement?”

### **C. The Objectives of the Research**

The objectives of this research are:

1. To investigate whether there is positive significant correlation between students’ understanding of sentence pattern and their reading comprehension achievement.
2. To investigate whether there is positive significant correlation between students’ vocabulary mastery and their reading comprehension achievement.
3. To investigate whether there is positive significant correlation between students’ understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement.

### **D. The Uses of the Research**

The result of this research may have the following uses:

1. Theoretically, the result of this research is expected to verify the previous research dealing with the correlation between the students’ understanding of sentence

pattern, vocabulary mastery and their reading comprehension achievement.

2. Practically, it may be used as a contribution for an English teacher to be aware, if there is a correlation between the students' understanding of sentence pattern, vocabulary mastery and their achievement on reading comprehension.

### **E. The Scopes of the Research**

The research was conducted at the second year of SMA N 1 Pegelaran. The subjects of the research are the second year students because they had relatively high performance in language component by contrast to the first year students. The third year students were not chosen for the reason that they are busy in preparing their final examination. The objects of the research were students' understanding of sentence pattern, vocabulary mastery, and their reading comprehension achievement. The researcher gave three kinds of the tests to the students: reading comprehension, understanding of sentence pattern, and vocabulary test in order to gain the data from the students.

### **F. The Definition of Terms**

1. Reading is a process of perceiving meaning of written materials while comprehension itself is needed in reading in order to get the idea from the written materials.
2. Sentence pattern has always been referred to the rules in which parts of sentences are combined together into longer utterances.

3. Vocabulary mastery is actually a total number of words which (with rule combining them) make up the language.