

## CHAPTER I

### INTRODUCTION

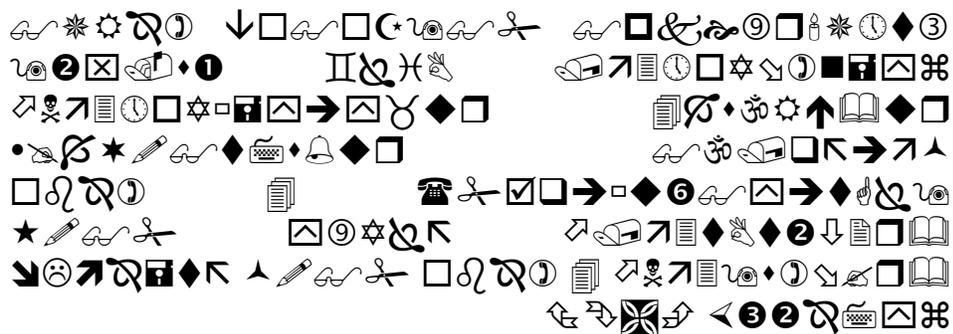
#### A. Background Of Study

Language is “the institution whereby humans communicate and interact which each other by means of habitually used oral-auditory arbitrary symbols.”(R.A. Hall: 1964, p.154). Without language, people cannot make any relationship with others, because language is the most effective tool communication. Language has many useful for human. By language, people can be able to extend any of expression such as idea, experience, feeling, thought, and any others by written and oral. In this regard, Finocacchiaro’ stated that “*Language is the means by which results of human thought and action are passed on.*” (Finocchiaro: 1974, p.57). It is one reason why language to be important for us.

Murcia and Lois in their book teaching English as a Second or Foreign Language, stated:

“The essence of language in human activity on the part of one individual to make him understood by another, and activity on the part the other to understand what was the main of the first.” (Murcia and Lois Menthos: 1959, p.183).

Language is necessity to human life and civilization is certainly not possible without it. All sciences depend upon it and also all education in human life is conducted through it. People around the world use it as a gift from God to human being as adjusted to one of the Holy Koran in the Al-Hujurat verse 13 says as follow:



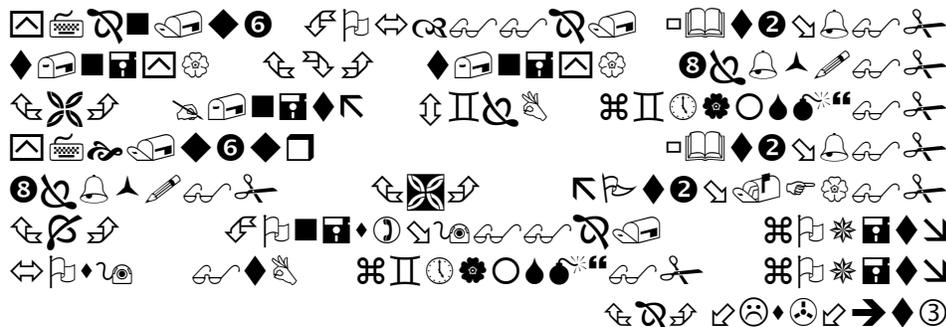
There are so many languages in the world and English is the most important one. First, English is an international and universal language, and used in almost all over the world. Second, people use it as a communication tool. Third, like other states in the world, Indonesia has programmed English as one of compulsory subject from elementary school until university, not only in the formal but also informal like in course institutions.

Nowadays, English language has become the popular language which is learnt by most people in many areas of the world. English is international language. It is the world's most widely used language by society for communication and international contact. In studying English, students will learn

language skills, such as listening, speaking, reading, and writing skills. These are called “the four language skills”. All of those skills have their own way to master them.

Reading is the Fourth skill. It is a perspective skill of a great importance when teaching or learning a foreign language. It enhances acquisition, develops students’ autonomy in the language learning process. It also vitally important for students’ further education since in some higher education establishments the students are required to have a definite score in reading skill.

God in His Holy Koran, in the Al-‘Alaq verse 1-5 says as follow:



Those verses contain of an exclamation and also signal about the urgency of reading. So that, the frequency in reading can helps the students in mastering the other language skills.

Reading can be divided into extensive and intensive reading. To develop extensive reading students should be encouraged to read such authentic literature,

as books, periodically, advertising leaflets, manual, etc. Intensive reading, both skimming and scanning is usually trained during the lesson and there are a lot of exercises that can be performed while reading.

For reading activities teacher usually give examples or read simple reading of the text in English. There are many kinds of text to develop reading comprehension such as narrative, recount, news, item, descriptive, report, explanation, exposition, and discussion text. Besides kind of text above, there are short functional texts that can develop reading comprehension.

For many years researchers in readability have used sentence length as a variable for assessing the predictability of reading comprehension. Sentence length, as a readability factor, has been the one linguistics variable included in many of the more widely used formulas for predicting the reading difficulty level of a passage of prose writing (Dale and Chall, 1948; Spache 1953) (Wikipedia: 2014).

Louis Harris (1970) states about what reading grade level means it depend on the use of the text. If the text is used for independent, unassisted, or recreational use, the reading grade level will be higher than a text destined for classroom use and optimum learning gain. In other words, the same text will be easier for those with more advanced reading skill (with a higher grade level) and harder for those with less (and with lower grade level). (Dubay: 2004, p.7)

Based on the interview to the lecturer, they said there is not researcher that research about sentence length in this department. So, that makes the writer interested to take this research about sentence length.

In this study, the writer wants to know about students' reading comprehension ability in answering question of sentence length and the influence of sentence length on the students' reading comprehension ability at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014. For this reason the writer is interested to express more deeply a research entitle "**THE INFLUENCE OF SENTENCE LENGTH ON THE STUDENTS' READING COMPREHENSION ABILITY AT THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2013/2014.**"

## **B. Statement of Problems**

Based on the background above, the writer will investigate and focus the following questions:

1. How is the students' reading comprehension ability in passage with long sentences of sentence length at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014.

2. How is the students' reading comprehension ability in passage with short sentences of sentence length at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014.
3. Is there the influence of sentence length on the students' reading comprehension ability at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014.

### **C. Objective of Study**

There are the purposes of the research:

1. To know the students' reading comprehension ability in passage with long sentences of sentence length at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014.
2. To know the students' reading comprehension ability in passage with short sentences of sentence length at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014.

3. To know the influence of sentence length on the students' reading comprehension ability at the Fourth Semester of English Education Department IAIN Antasari Banjarmasin academic year 2013/2014.

#### **D. Hypothesis**

1. Direction or alternative hypothesis ( $H_a$ )

There is the influence of sentence length on the students' ability in reading comprehension.

2. Null hypothesis ( $H_0$ )

There is no the influence of sentence length on the students' ability in reading comprehension.

#### **E. Assumptions**

There are some assumptions of this research are:

1. Sentence Length has a big influence on the students' ability in reading comprehension.
2. Students have difference value in answering questions between passages with long sentences and passages with short sentences.

## **F. Significance of Research**

There are some significances of this research are:

1. Theoretical Aspects
  - a. For providing more information about students' ability of sentence length in reading comprehension.
  - b. Providing more information about the difficulties of sentence length in reading comprehension.
2. Practical Aspects
  - a. For the students, it can improve their ability in reading comprehension.
  - b. For the Lecturers, it can be appropriate strategies to improve the successfulness of teaching and learning process.
  - c. Enriching the writer's knowledge about sentence length in reading comprehension.
  - d. Adding the literary source library as information and additional reference to English Department of Tarbiyah and Teachers Training Faculty.

## **G. Definition of Key Terms**

To avoid misinterpretation about the title, which is adopted in this study, the writer hereby feels necessary to explain some term concerning the title as follows:

1. **The Influence** means, “The power of persons or things to affect others, seen only in it is affects” (Neufeldt: 1991, p. 97). The influence, which discussed in this study, is about the influence of sentence length on the students’ reading comprehension ability.
2. **A sentence** is a group of words that express a statement, question, etc. **Sentence length** as stated by Clare Gurton is important in any piece of writing. While there are no set rules for this, shorter sentences are better. If the length of an average sentence is 15 to 20 words, then it’s best to vary length around this norm rather than sticking to a single pattern which can become monotonous (Wikipedia: 2014). Generally, when writing engineering papers, the average sentence length of a paragraph should be around 24 words. If the average number of words per sentence is above 25, the writing style might be hard to read. If the paragraph has an average of less than 17, the writing style probably needs longer more complex sentences: sentences with a main and a dependant clause joined by a subordinator such as “although, whenever, or because.”
3. **Reading** is a common activity in human’s life. Through reading, human can get a lot of new information, learn science and technology, and have range of knowledge. One center around such phrases as translating symbols into sound, saying words, getting meaning from the printed page (Lee: 1969, p.403).

**Reading comprehension** is the act of understanding what the readers are reading.

4. **Ability** is skill of power and in Heinle (2008, p.2) states that **ability** is the quality or skill that you have which makes it possible for you to do something.

So, the Influence of sentence length on the students' reading comprehension ability at the fourth semester of English education department is a power to affect persons or events especially power based on the length of a sentence that important in any piece of writing on a students to understand what they read depends on their skill as a students in fourth semester in English education department.

## **H. Organization of Writing**

This research consist of five chapters: they are systematically arranged in this writing as follow:

The first chapter contains introduction; which consist of background of study, statement of problem, objective of study, hypothesis, assumptions, significant of research, definition of key terms and organization of writing.

The second chapter contains theoretical review, which consist about reading comprehension and sentence length and some factors that influence the students' reading comprehension ability on sentence length.

The third chapter is methodology of research, which consists of research design, research setting, population and sample, research instrument, data, source of data, technique of data collecting, data analysis procedure.

The fourth chapter is report of research result, which consists of report about general description of research location, data presentation, and discussion about the influence of the students' reading comprehension ability on sentence length

The fifth chapter is closure, which consists of conclusion and suggestion.