CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope of the research, and definition of key terms.

A. Background of the Research

Reading has an important role in our life. By reading, people are able to get a lot of information from printed materials and text. According to Grabe and Stoller (2002: 4), reading can be thought as a way to draw information from text and to form an interpretation of that information.

Teixeira (2012: 1) state that reading is a key language skill that has a significant place in teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizon and increase their knowledge.

Reading is very important skill that must be mastered by students of Senior High School. By reading, they make sense what a writer means. They can also catch the information in a text even the detail information. Unfortunately, reading is not as easy as people think. Reading is a complex process. So, people face some difficulties when they want to get information through reading. Similarly, the students also find difficulties in understanding a text. For example, some

problems in getting the meaning, finding the main ideas, and interpreting the information of the text. They cannot grasp the ideas and answer the questions based on the texts. It means that they cannot comprehend the text. Those cases resulted in their reading achievement.

Most of students are unable and do not understand what they have read. They only read the material without knowing what they have read. So, reading activities in the classroom is not useful for them if they did not know and understand what information they have read.

Besides, the students have difficulties in understanding the text. Besides, many students had low motivation in reading class. These problems are caused by an inappropriate teaching technique used when the teachers attempted to explain reading materials. The teacher only used one technique, namely conventional technique. In the reading class, the teacher presented a subject in the text book and asked students to read whether silently or loudly, and then students had to answer the questions that follow. The teacher just ask the students to find the difficult vocabulary in dictionary. Consequently, the reading lesson becomes monotonous and boring, students lack motivation to read, even if they read, they show negative attitudes. As a result, the students are unable to get good scores in their reading achievement.

To measure the students' reading ability, the teacher give reading task to the students. By engaging students in reading tasks, teachers not only support students understanding of content, but also provide them with opportunities to develop their comprehension, vocabulary and study skills without interrupting

content learning (Pakhhare, 2007). The learners retain information more easily if they use reading tasks during and after reading materials. There are many tasks that will refine, enrich, and heighten interest in the assigned topic; however, the primary goal of the reading tasks in many studies is to further develop and clarify interpretation of the text, and to help students remember what they have individually created in their minds from the text (Phan, 2006; Willinghah, 2006).

Reading is not merely a receptive process of picking up information from the page in a word-by-word manner (Grabe, 1991: 1). Perhaps the most valuable reading techniques for learners are gisting and guessing technique reading techniques. Gisting reading technique consists of quickly running one's eyes across a whole text (such as essay, article, or chapter) for its gist. Gisting reading technique gives the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading (Brown, 2001: 308-9).

To reach a better reading achievement, one of reading technique can be applied such as guessing technique. Guessing technique is using context to discover the meaning of unknown words to comprehend a reading text. By guessing technique, readers can identify important words in reading and can in fact make semantic predictions about their relationship to one another. Aspatore (1984) suggests that guessing technique is asking students to underline unknown words without looking up the meaning in the dictionary, to use contextual clues to

guess the general meaning; to skip unknown words; and to focus on cognates, roots, prefixes, and suffixes while reading a text (Chastain, 1988: 238).

Guessing technique was successfully implemented in a research study conducted by Bakhtiarvand (2007) that showed the improvement of students' understanding the meaning of unfamiliar words in a context. It was indicated by their reading comprehension ability improved a lot from the pre-test to the post-test.

While Hardanti (2015) find out a significant difference of students' reading comprehension achievement before and after being taught by using guessing meaning from context technique. She carried out quantitative study with one group Pre-test Post-test Design, involving one class as experimental class. She administered reading test involved recount text as the source. The result of data analysis showed there was a significant difference on students' reading achievement after being taught by using guessing meaning from context technique. It could be concluded that guessing meaning from context technique increase the students' reading comprehension in all aspects.

In other research, Merawati (2003) showed that the teaching of guessing meaning of words from context could improve reading skills and techniques. She applied a classroom action research design and had the students study vocabulary by following three cycles. Merawati's study showed that practice on guessing meaning from context helped students understand word meaning from sentences and paragraphs within the text and understand the meaning of a large amount of conceptual words.

Merawati's research study inspires the researcher to conduct the research in line with her research. While she used classroom action research design, the researcher used pre-experimental research design. The researcher is going to conduct a research about "The Effectiveness of Using Guessing Technique on Reading Achievement of the First Grade Science Students at MA Darul Huda Wonodadi Blitar."

B. Research Problems

On the basis of background, the research problems can be formulated as follows:

1. How is the students' reading achievement before they are taught by using guessing technique?

2. How is the students' reading achievement after they are taught by using guessing technique?

3. Is there any significant difference between the students' reading achievement before and after they are taught by using guessing technique?

C. Objectives of the Research

The objectives of the research are:

1. To know the students' reading achievement before they are taught by using guessing technique.

2. To know the students' reading achievement after they are taught by using guessing technique.

3. To know the significant difference between the students' reading achievement before and after they are taught by using guessing technique.

D. Research Hypothesis

Hence, the hypothesis of this research can be stated as follows:

1. Null Hypothesis (H_0)

   There is no significant difference between students' reading achievement before and after they are taught by using guessing technique

2. Alternative Hypothesis (H_1)

   There is significant difference between students' reading achievement before and after they are taught by using guessing technique

E. Significance of the Research

The researcher hopes that the result of the research will give contribution to:

1. The institution

   The researcher hopes this research may give positive input for the institution to improve the teaching practice of teacher to be more effective and efficient so that the quality of teaching and learning process in the institution can be increased.

2. The English teacher

   The researcher hopes that the result of this study can be useful for the teacher as one of the resources technique for teaching-learning process, especially in teaching reading.

3. The students

   The researcher hopes that this research may useful for students to improve the students' ability in reading. It's very helpful for them to understand the materials easily.

4. The next researcher

   The researcher hopes that the result of the research can be used by the next researcher dealing with using guessing technique in teaching reading.

F. Scope of the Research

The scope of this research is focused on teaching reading by using guessing meaning technique toward the students' achievement of the first grade Science students at MA Darul Huda Wonodadi Blitar in academic year 2015/2016.

G. Definition of Key Terms

To avoid misinterpretation of the reader in response to this research, the researcher will explaining the propositions based on some key concepts about the variables used in the research.

1. Guessing technique is to guess the contextual or find meaning of words that are unknown to comprehend a reading text. Guessing technique techniques are commonly used to infer the meaning of unfamiliar words in situations when language learners have a lack of knowledge in vocabulary, grammar, or other linguistic elements to read a given text.

2. Reading achievement is to describe the levels of reading comprehension at school population. Reading achievement here is in the form of score.