

CHAPTER I

INTRODUCTION

In this chapter the researcher presents: background of the research, formulation of the problems, the objectives of the research, significance of the research, and the definition of the key terms.

A. Background of the Research

For most Indonesian students, English language as a foreign language, teaching English especially for reading comprehension is necessary. Promoting independent reading comprehension skill for the students with diverse abilities is a major concern of teacher (Clark & Grave, 2005:58). Although reading comprehension is an essential part of exams, the students usually do not receive any instruction on reading skills necessary to read some complicated texts in their educational life. When doing reading activity many students still not know yet about the meaning of the text so the students feel difficult to understand contain of the text. Nurhayati (2014:176) stated that one of the students' problems in reading comprehension is lack of vocabulary. It because of the students are rare to read any book and lazy to look up dictionary when they face unfamiliar word. It will influence with their reading comprehend which the students have to gain information from the text with their ability. In this case, teachers have strong role to help the students increase their reading comprehension. Teachers should be aware with problem include they feel difficult in unknown word and afford to solve the students' problem in their reading activity.

The effective use of these skills in a reading environment enables the reader to comprehend the text. Yıldırım (2010:5) defined that the success of the reading process is determined by variables such as reading attitude, reading purpose, prior knowledge about the text, textual structure, vocabulary knowledge; comprehension is determined by the interaction of the reader with the text.

Reading consists of the reader, the text and the activity or purpose of reading. Extracting meaning from text is to understand what the author has explicitly or implicitly stated. Constructing meaning is to interpret what the author has written based on the reader's background knowledge, experience and abilities. Finally, the outcomes of reading are part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problem, and/or engagement with the text. However, these outcomes may or may not map directly to the readers' initial purpose in reading RAND Reading Study Group; Snow (2002).

According to Burns (1984:177), there are four levels of reading, those are: *Literal reading, interpretive reading, critical reading and creative reading*. Most of the students in the tenth grade are in *literal reading* level. Literal reading is a reading for literal comprehension which involves acquiring information that directly stated in a section, it is important and also prerequisite for higher level understanding. At this level, the readers are able to comprehend what the author has said. Reading level of the students for junior high school and senior high school are almost same, they are in literal reading that they have to understand and comprehend the content of the text after they have read. To achieve their

reading comprehension, the students are able to remember, understand and analyze. It is mean that the students able to produce definition or identify the meaning of unfamiliar word so that the students can understand the texts talk about.

In the reading activity the students will get information from the texts that they have read, sometimes the students face some problems in reading activity, such as the students try to comprehend texts due to a lack of background knowledge, inability to relate content to prior knowledge, inability to read fluently, difficulty decoding words so to know the main idea of the texts they will difficult, inability to attend to meaning while reading and without knowing the meaning of the texts and without technique to reading, they feel difficult to understand the content of the texts, misunderstand with teacher's instruction, an inability to use comprehension strategies, deficits in metacognition (often not aware they are not comprehending), or difficulty in understanding the meaning of words (Boardman, 2008). Beside that teachers also have problems in teaching reading in senior high school, i.e. teacher's instruction or explanation that the students misunderstand with teacher's explanation, build the students' understanding to comprehend the texts with their differ ability exactly in reading. When the students encounter a word that they do not know yet, they often look it up in a dictionary. It will need a long time to read and spend the time. It makes the students bored and hopeless to read. To acquire the reading comprehension, teachers need techniques to teach the students and enhance their motivation to learning English. Helping to solve the students' problem in lack of vocabulary,

there are many techniques and strategies in reading activity. One of the techniques is by using context clue technique to understand the content of the texts, if the students understand the words they easily to find the main idea or the content of the reading texts.

According to Baumann et.al (2005:23) context clues can be used to guess at the meaning of an unknown word. Teaching students is useful strategy in relates with their knowledge of cognates can enhance their meaning-making capabilities. The students can examine sentences before and after the unknown word for synonyms, antonyms, definitions, examples, appositive words or phrases, and punctuation (e.g. parenthesis or boldface type) for clues to the unknown word's meaning. Using context involves using information surrounding a difficult word to help reveal the meaning, if the students understand the meaning of unfamiliar word by using context clue technique, so they can understand the texts about. Often the text author anticipates that certain words will be troublesome will provide information clues and contextual aids to help readers understand the meaning and the content of the texts. In these instances, the students will benefit from strategies and technique that allow them to use the deliberate context to construct the meaning then the students understand the idea or content of the texts. Even if the students do not figure out the exact definition, phrases and words should be able to help the students make a guess about the content of the text include the main idea of the texts.

When the students are working on the reading section of a standardized test, they are going to have to employ some serious reading process

to find out the content of the texts, knowing the various types of context clues can help the students in their reading comprehension, which is a must on a long reading section. The text will be easier to understand although there are words that do not really grasp. Outside of the passage, the students may not have any ideas what they mean, but inside the passage, where all the information of clues lied, the students can figure those challenging words out. Context clues are also helpful when the students working to determine the content, the main idea of a passage and struggling to make inferences because those words can help connect the dots in useful ways.

Whether there is a significant difference or not on the students' reading ability those taught by using and without using context clue technique, the researcher uses test as instrument and analyzes by using t-test to know the significant difference of the students who taught by using and without using context clue technique. Some previous researches show that context clue is effective to teaching reading comprehension. There are some previous researches discuss related with Context Clue technique. The first research was conducted by Qonita (2014). The differences of her research with this research are: she focused of research and the uses of method. She focused on vocabulary and used pre-experimental design. While this research is focuses on reading ability and uses quasi-experimental design and grade of school is also different. The second previous research was conducted by Pribadi (2016). The differences of his research and this research are the method that uses. Class action research was as design, while this research uses quasi-experimental design. Grade of school and

kind of the text that uses are also different. The third research was conducted by Sasmita the differences with this research are: the uses of text and grade of school.

Subject of three previous researches are different. Qonita's research conducted at MI Al-Azhar Bandung, Pribadi's research conducted in junior high school exactly at eight grade of school, then Sasmita's research conducted in senior high school exactly at second grade of school. While this research conduct in senior high school exactly at tenth grade of school.

Kinds of the text that used by Qonita was not clear. Pribadi used narrative text as his research focus. The text that used by Sasmita was expository text. While this research uses recount and narrative text to conduct research. The weakness of previous researches are did not explain about the kind of text and some of them just used test as their research instrument.

Based on the background, the researcher interests to conduct a research entitle "The Effectiveness of Using Context Clue Technique toward Students' Reading Ability of the Tenth Grade at MA Syekh Subakir Nglegok Blitar".

B. Formulation of The Research Problem

Based on the background of the research, the problem of this formulated as follows:

1. How is the students' reading ability taught by using context clue technique?
2. Is there a significant difference of the students' reading ability who taught by using and without using context clue technique?

C. The Objectives of The Research

Considering the problems above, the objectives of the research can be elaborated obviously to know the effectiveness of using context clue technique to improve students' reading ability of the tenth grade students at MA Syekh Subakir which is described as follows:

1. To know the students' reading ability taught by using context clue technique;
2. To identify a significant difference of the students' reading ability who being taught by using context clue technique and without using context clue technique.

D. Research Hypothesis

Based on the problem of the research above, the hypothesis is as follows:

1. H_0 (null hypothesis): there is no significant difference on the students' reading ability between those taught by using and without using context clue technique.
2. H_a (alternative hypothesis): there is a significant difference on the students' reading ability between those taught by using and without using context clue technique.

E. Significance of the Research

Concerning to research, the researcher focuses on the use of context clue technique toward students' reading ability. The result of the study is expected to give contribution to:

1. Theoretically

- a. Giving some information and contribution to enlarge the English language teaching about context clue technique to teaching reading comprehension.
- b. Giving information for other researches to conduct the further research with the similar topics of reading ability.

2. Practically

- a. The students

This research hopefully helps the students get the meaning and understand the content so that the students are able to identify main idea or get information from the texts deeply by using context clue technique.

- b. The teachers

The research is expected to give contribution to the teachers for giving inspiration to teach by using context clue technique so that toward the students' ability in reading.

F. Scope and Limitation of the Research

This research is conducted at MA Syekh Subakir Nglegok, the subject of the research are class X-A and X-B.

Therefore, the researcher limits the reading ability on recount and narrative text, the researcher only uses context clue technique as a way to know the significant of the students' reading ability. Nurhayati & Fitriana (2018:34) stated that reading is form of non verbal communication. In the same line, reading is an interactive process consisting of inferring, knowing correct sounds and comprehension Kamhi & Catts (2008:2).

G. Definition of Key Term

There are some key terms in this research to clarify the meaning briefly to avoid misunderstanding as lists below:

a. Reading ability

The theories came from Urquhart & Weir (1998:17) that a reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts”. According to Williams (1996:11) reading is a process of obtaining meaning from written text. Readers carry out knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text. Snow (2002:11) defined reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. May & Rizzardi (2002) define that the reading comprehension process is about understanding the opinions or messages that the author wants to deliver intentionally.

The researcher concludes that reading is process of gain the meaning or information about the texts or passage.

b. Context clue technique

Context clue is a useful tool in learning and teaching of reading comprehension Shokoohi & Askari (2010:17). In other words, Aspatore (1984:98) suggests that contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary. Using 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).

Based on the researcher opinion, context clue technique is the technique that guess the meaning of unknown word by using clues that provides around the word or sentences without look at the dictionary.