CHAPTER I

INTRODUCTION

In this section the writer describes the background of the study, problem of the study, objectives of the study, significance of the study, variable of the study, assumption, hypothesis, scope and limitation, definition of key term, framework of discussion.

A. Background of the Study

Language is the system of sounds and word used by humans to express their thoughts and feelings.[1] A language functions as a means of communication. It is the representative of ideas that human beings have in mind, therefore, human beings can share and grasp ideas one another in the way of communication.

English language is a common language and is spoken in many countries. It is considered as universal language. Today's world is positioning English as an international language that is used by human beings. In Indonesia, English is a prominent foreign language which is taught at schools covering all levels. In junior and senior high schools, English is one of the subjects tested in National Examination. This fact shows that English is an important subject in education, and as a result, students should have goodcompetency in using English as a foreign language.

There are four key skills when you learn a language: listening, speaking, reading, and writing. Then, one the most important skill is reading. The main purpose of reading is to get comprehension to the text which is read by a reader.

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[1]Hornby, *Oxford Advanced learner's Dictionary*, Oxford University Press, 1995, p. 662

Esta de fossard in the art of getting message stated that: "Reading is not natural like breathing or walking. Reading is a skill we must practice if we want to be good at it. Reading is like playing football, the more you practice, the better you get"[2].

Reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication. In our society, as knowledge rapidly accumulates and is committed to print, greater demanded are continually being made on the ability of people to read. But the capacity to read efficiently is not only demanded of scientists and other highly trained personnel to keep them abreast of developments in their particular fields.[3]

Reading requires skills. Students in EFL (English as Foreign Language) class should have reading skills in order to be able to comprehend the materials or sentence they read. One of reading skills is decoding skill. When someone read and answers a question, he or she decodes the words to get their meanings. Students as the readers should know the meaning of each sentence to attain comprehension. However, there is a problem when students do not know the meaning of certain words that are not familiar to them. As a result, it is difficult for them to comprehend the sentence.

Cooper said that "The students difficulties in reading texts containing unfamiliar words. The basic cause of this problem is lack of vocabulary so a process of comprehending meanings is difficult; besides, media and techniques in

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[2]Budi Santoso, Reading comprehension 3, Palangkaraya: STAIN, 2003, P.7
[3]C.Duke, *Efficient Reading*, Australia: McGraw-Hill Book Company, 1969, p. 3.

teaching-learning process also give influence. Therefore, students need to build their vocabulary by using certain techniques in order to acquire comprehension"[4].

Vocabulary is a group of words that human beings know and comprehend to draw meanings of language. Vocabulary is the collection of words that someone encounters through reading process. For students of English as Foreign Language (EFL) class, understanding vocabulary is a good skill in reading comprehension. In order to understand a writer's ideas and information in a written text, students as readers have to know meanings of many words. Some researchers have emphasized the important correlation between vocabulary knowledge and reading comprehension saying that greater vocabulary knowledge makes comprehension easier. This is the reason for why vocabulary knowledge and reading comprehension are strongly related.[5]

Using appropriate technique in learning vocabulary can build students' vocabulary understanding. According to French, vocabulary-learning strategy or word-learning strategy includes three techniques; they are analyzing context clues, recognizing word parts like prefixes and suffixes, and looking for words within words.[6]

One of those techniques that was used in the research conducted was analyzing context clues. Context clues are words that surround a word or phrase the reader do not know and function as clues to get its meaning.[7]Using context

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[4] Cooper, J. D. *Improving Reading Comprehension*. Boston: Houghton Miffin Company, 1986.

[5] French, Lisa. *Content-Area Reading Strategies: Social Studies*. Portland: J. Weston Walch,2002.

[6]*Ibid,* P.2.

[7]*Ibid.* P.3.

clues as a technique in reading report text can help students understand meanings of words they do not know, and then they can comprehend information delivered. Therefore, it is good for students who are in senior high school to use this technique in learning English because it is useful for them to build comprehension in reading. This technique also helps teacher in presenting an effective procedures in teaching reading. Haris and Smith claimed: "The use of context clues can be promoted in class."[8] Moreover, Cooper said: "context clue is available in helping the reader reach an approximate meaning for words even when the words are not in the reader's oral vocabulary."[9]

The writer does the observation on date 11 February 2015 in SMAN 3 Palangka Raya, the writer conducted interviews to teachers of English class XI in the school. The explained some problems of the students in learning English. The students are often difficult to guess or know the new vocabulary and unfamiliar. Moreover, if students find this kind of matter in the form of context clues then students tend to answer that question without thinking. Then in terms of context clues, this learning method is classified as a teaching method that is relatively seldom used. This is because teachers are less aware of the importance strategy of context clues.To understand a sentence or text English reading requires a good understanding. [10]

There are three difficulties in reading. First, decoding difficulties is trouble sounding out words and recognizing words out of context. Second,comprehension

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[8]Haris, L. A. and Smith, C. B. *Reading Instructional. Diagnostic Teaching in the Classroom.Fourth Edition*. New York: Macmillan Publishing Company, 1986, P. 196.
[9]Cooper, J. D. *Improving Reading Comprehension*. Boston: Houghton Miffin Company, 1986, P. 166.
[10]First observation on 11 February 2015.

difficulties is confusion about the meaning of words and sentences, inability to connect ideas in a passage, omission of, or glossing over detail, difficulty distinguishing significant information from minor details, lack of concentration during reading. Third, retention difficulties is trouble remembering or summarizing what is read, difficulty connecting what is read to prior knowledge, difficulty applying content of a text to personal experiences.[11]

Based on the explanation, the writer wants to present the study entitled: **"*The Effect of Context Clues in Reading Comprehension of the Eleventh Grade Students at SMA Negeri 3 Palangkaraya*"**.

B. **Problem of the Study**

According to the background of the study, the writer formulates the problem of the study as follow*: "Does context clues have significant effects in reading comprehension of the eleventh grade students at SMA Negeri 3 Palangka Raya*?

C. **Objectives of the Study**

According to the problems of the study, the objective of this study is as follows*: "to measure the effect of context clues in reading comprehension of the eleventh grade students at SMA Negeri 3Palangka Raya"*.

D. **Significance of the Study**

This study is aimed at investigating the effect of context clues in students' reading comprehension. This study has theoretical and practical significances. Theoretically, it is expected that the result of the study can give contribution to support the theory on teaching English as foreign language, especially for the

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[11]Misunderstoodminds/readingdiffs.html(online on 28 May 2015)

reading teachers. Practically, the result of this study is expect to give contribution to the students for solving problem in reading comprehension, for English teacher to move teaching strategy for better teaching and learning process and also for the future writers.

E. Variable of the Study

In this research there are two variables, they are: independent variable and dependent variable.

1. Independent variable is a variable that is presumed to influence another variable. In this study the independent variable is context clues.

2. Dependent variable is a category that is influenced by another category or that is the consequent. In this research the dependent variable is students' reading score.

F. Assumption

The score of Eleventh Grade Students at SMA Negeri 3Palangka Raya will increase when they are using context clues.

G. Hypothesis

In this study, the writer proposes hypotheses, as follows:

Ho: There is no significant effect of context clues in students' reading score.

Ha: There is significant effect of context clues in students' reading score.

H. Scope and Limitation

In this study, the writer only focuses on the effect of context clues in reading comprehension in teaching learning reading process. The type of reading in this study is limited to narrative text and the level of comprehension are literal level

and interpretive level. The subject of the study is limited to the eleventh grade students at SMA Negeri 3Palangka Raya.

I. Definition of Key Term

In this discussion, the writer concerns for some of definition of the study as follows:

1. *Effect.* Effect is a difference or among population means. In this study the context clues is said to have effect on students' reading score if the qualities of the students' reading score using context clues is different from the qualities of students' speaking score without using it.

2. *Context Clues.* Readers use the familiar words around and an unknown word in a sentence, paragraph, or longer text to figure out either the pronunciation or meaning of the unknown word, they are using context clues.[12]

3. *Reading comprehension.* The essence reading act is comprehension. It becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written text book. Comprehension means understanding the meaning or the point of a topic, as Dearson and Johnson state that reading comprehension is one unitary process and a set of the discrete process.[13]

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[12]Cooper, J. D. *Improving Reading Comprehension*. Boston: Houghton Miffin Company, 1986.

[13] Paul C, Burns and Friend, "*Teaching Reading Today's Elementary Schools*", Boston: Hougton Mifflin Company. p.207

J. Framework of Discussion

The frame of the discussion of this study could be drawn as follows:

Chapter I : Introduction (background of the study, problem of the study, objectives of the study, significance of the study, variable of the study, assumption, hypothesis, scope and limitation, definition of key term, framework of discussion).

Chapter II : Previous study, reading, nature of reading, reading comprehension, difficulties in reading, the assessment of reading comprehension, level of reading comprehension, context clues, nature of context clues, principle in teaching reading using context clues, advantages and disadvantages of context clues.

Chapter III : Type of the study, design of the study, population and sample of the study, research instrument, instrument try-out, validity of instrument, reliability of instrument, data collecting procedure, data analysis procedures.

Chapter IV   :   Description of the data, test of normality and homogeneity, result of the data analyses and discussion.

Chapter V   :   Closing