

## CHAPTER I INTRODUCTION

In this chapter, writer discusses about background of the study, problem of the study, objectives of the study, significance of the study, Definition of key terms, Hypothesis of the study, Variable of the study, Limitation of the study, Framework of discussion.

### **A. Background of the study**

Language plays an important role in human life. People learn and use language as a means of communication, and simultaneously as social symbol of humanity. These indicate that by using of language, people can express their ideas, feeling, information through communication, English becomes an important need for people to gain more competitive advantages. It is known that language has functions such as; media to connect among nations to develop knowledge and science.<sup>1</sup>

Reading has been an important role in language learning, it has a broader purpose to widen individual's field of interest, assist personal development, then provide entertainment and information. Reading is very important activity in this area, although it a passive respective activity but it is important role in this life.<sup>2</sup>

To comprehend the form or kind of the information it needs a good reading ability, it assures readers to find out comprehension about reading material. The ability in comprehending of reading is one of the objectives in language teaching

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<sup>1</sup> Deni nurwati, jamansah"english speech the importance of mastering english"  
[Http://mgmp2008.wordpress.com/2008/11/10/english-speech-the-importance-of-masteringenglish](http://mgmp2008.wordpress.com/2008/11/10/english-speech-the-importance-of-masteringenglish) (online)

<sup>2</sup>David p. Harris, Testing English as. p.60

learning process. To know whether the students have comprehension or not about reading, it should be done an activity called as a test.<sup>3</sup>Language skills correlate with thinking processes underlying language.

In reading comprehension, a process of understanding from a reading text using some techniques in reading such as ability to recognize to words. Word knowledge and knowledge of linguistics convention. Reading is also a process of construction fully.<sup>4</sup> To recognize to words, reader usually read and find the same meaning with the word. It refers to synonym in context.

Synonymy is one of the lexical semantic relations, which are the relations between meanings of words. By definition, synonyms are one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.<sup>5</sup>

Context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentences as the word to refers, or it may follow in a preceding sentence. Because most of your vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues.<sup>6</sup> Sometimes when reading, you come to an unknown word. Look for clues in the text to help you figure it out. The words and sentences around the unknown word can give clues. These clues are called context clues. Sometimes they are found close to the new word.

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<sup>3</sup>Donn Byrne, **Teaching Writing Skills**, England: Longman,1984. p.3-5

<sup>4</sup>David p. Harris, Testing English as. P.60

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<sup>6</sup>Irwin L. Joffe's.**Opportunity for successful reading**, p.153

Sometimes you must look in the paragraph before or after the word. Use information provided in the text and what makes sense to figure out the meaning of the word.<sup>7</sup>

To comprehend the text, Day and Park (2005) also propose several types of comprehension, as follows: First, Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text. Second, Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text. Third, Reorganization is rearranging information from various parts of a text in order to get new information. Fourth, Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished. Fifth, Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues. Sixth, Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.<sup>8</sup> From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge.

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<sup>7</sup>*Ibid.* p 2

<sup>8</sup>Fajar Furqon. *Correlation between students' vocabulary mastery and their reading comprehension* P.71

From the theory above, the writer wants to know what are the correlation between reading comprehension and synonym context clues with some reasons. Based on observation, the writer found some reasons. First, students in reading class had many problems to comprehend text. Second, students can know the meaning using synonym in before or after word.

Based on the reasons above, this is what makes the writer is interested in conducting research to find out how the habit of reading and comprehension of students at third semester of English study program of IAIN Palangka Raya. The writer decides to make a research about this problem by the title “**The correlation between synonym context clue and reading comprehension of English study program students of IAIN Palangka Raya**”.

#### **B. Problem of the study**

Based on the background of the study above, the following research question is:

Is there any correlation between synonym context clues and reading comprehension at third semester students of English study program students of IAIN Palangka Raya?

#### **C. Objective of the study**

The objective of the study is to find whether or not there is correlation between synonym context clue and reading comprehension at third semester students of English study program department of IAIN Palangka Raya.

#### **D. Significance of the study**

The study has two significances. The first is theoretical significance and the second is practical significance. The theoretical significance is the significance that to increase students' knowledge. And the practical significance is the significance that to solve the problem of the object of research.

Practically, the result of the study can give contribution to the teacher about the correlation between synonym context clue and reading comprehension. The purpose of the study is to help the students solve their correlation synonym context clue and reading comprehension.

#### **E. Definition of key terms**

##### **1. Correlation**

Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel; a negative correlation indicates the extent to which one variables increases as the other decreases. In this study, the writer wants to know whether there is correlation between reading comprehension and synonym context clues or not.

##### **2. Synonym context clue**

Synonymy is one of the lexical semantic relations, which are the relations between meanings of words. By definition, synonyms are 'one of two or more words or expressions of the same language that have the same or nearly the same

meaning in some or all senses.<sup>9</sup>In this study, the writer wants to know whether there is correlation between reading comprehension and synonym context or not by using test instrument. The items based on the synonym, antonym and refers to in text.

### **3. Reading comprehension**

Reading comprehension is a process of understanding from a reading text using some techniques in reading such as ability to recognize words. Word knowledge and knowledge of linguistics convention. Reading is also a process of construction fully.<sup>10</sup> In this study, the writer wants to know whether there is correlation between reading comprehension and synonym context clues or not.

#### **F. Hypothesis of the study**

To answer the research problem, the writer should propose alternative hypothesis (Ha) and null hypothesis (Ho) as follows:

1. Alternative hypothesis (Ha) : There is correlation between synonym context clue and reading comprehension at third semester students of English study program students of IAIN Palangka Raya.
2. Null hypothesis (Ho) : There is no correlation between synonym context clue and reading comprehension at third semester students of English study program students of IAIN Palangka Raya.

#### **G. Variables of the study**

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<sup>10</sup>David p. Harris, *Testing English* as. P.60

There are two kinds of variables in this study: The variable X is synonym context clue and the variables Y is students' ability of learning reading comprehension of English study program students of IAIN Palangka Raya.

#### **H. Limitation of the study**

The study focused on determining the relationship between synonym context clues and reading comprehension of English study program students of IAIN Palangka Raya. The sample study is only one class at the third semester students at English education study program of IAIN Palangka Raya. It is class B.

#### **I. Framework of the discussion**

The frameworks of the discussion of this study are :

Chapter I : Introduction which consisted of the background of the study, problem of the study, objectives of the study, significance of the study, hypothesis of the study ,variable of the study, limitation of the study, definition of key terms, and framework of discussion.

Chapter II : Review of related literature which consisted of the research literature.

Chapter III : Research Method, research type, research design, variable of study, population of study (population, Sample), research collection and data analysis.

Chapter IV : Data distribution of synonym context clue and reading comprehension, the result of data analysis, and interpretation.

Chapter V : Conclusion, and suggestion.