

# **CHAPTER I**

## **INTRODUCTION**

This chapter describes about background, problem, objective, definition of the terms significance, and scope of the research.

### **1.1 Background of the Research**

Reading is important because through reading, people can get information from written media. Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. Gambrell et. al. (2002) mentioned that the most important thing about reading is comprehension (Ness, 2009:60). Reading comprehension is a crucial part of our everyday lives, because it is commonly used to get knowledge. If we are unable to comprehend what we read, then we are unable to learn the information we read (Metzger:2015). The problems can be concluded as; reading word by word, phrase by phrase, or line by line, usually at a very slow speed; lack of vocabulary; too much looking for of new words in the dictionary in the process of reading causing the lack of the ability of inferring the meaning of some new words; the lack of understanding of the target language or the background of the materials being read (Mi, 2016:85).

In fact, many students find it is hard to do the reading comprehension. Many studies have been undertaken to examine the level of reading literacy by measuring students' reading activities. One of the largest international comparative studies was the Progress in International Reading Literacy Study (PIRLS). According to PIRLS, Indonesia has taken the tests in 2006 and 2011 which 45 countries around the world. Indonesian reading skill four grade students stands in the lowest level in East Asia with score of 51.7. It was compared to 75.5 (Hong Kong), 74.0 (Singapore), 65.1 (Thailand), and 52.6 (Philippines). The study also revealed that Indonesian students could only master about 30% of reading materials as they finds difficulties in answering questions that require more understanding and reasoning (Ratri, 2016:968). These problems will be harmful if the teachers in Indonesia cannot solve those problems.

From the explanation above, the researcher is interested in improving students' reading comprehension by using Inference strategy, and wants to prove whether the Inference Strategy can be effective for increasing students' reading comprehension and their achievements.

The Inference Strategy is a reading comprehension strategy designed to help students in creating meaning from clues provided in text and respond to a variety of inference questions. Students were analyzed to determine the types of inference questions and asked to answer the questions. Four main types emerged: purpose, main idea/summarizing, predicting, and clarifying (Fritschmann, et al., 2007:248). It can be viewed as an natural thinking process that students use to solve problems in reading comprehension. Inference help the reader to identify

author's biases, provide details about the setting, or figure out the meaning of an unknown word.

Based on the explanation above, this research took a title "The Effect of Inference Strategy on the eighth grade students' reading comprehension at SMPN 9 Jember in the 2016/2017 academic year".

## **1.2 Problem of the Research**

Based on the background above, this study tries to answer the following question, "Is there significant different in reading comprehension between the student who are taught by using Inference Strategy and the students who are taught by using lecture method at SMPN 9 Jember in the 2016/2017 Academic year?"

## **1.3 Objective of the Research**

This experimental research is intended to investigate whether there is or not a significant different in reading comprehension between the student who taught by using Inference Strategy and the students who taught by using lecture method at SMPN 9 Jember in the 2016/2017 Academic year.

## **1.4 Operational Definition of the Terms**

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

### **1. Inference Strategy**

Inference Strategy is a reading comprehension strategy designed to help students create meaning from clues provided in text and respond to a variety of inference questions that grouping some activities, such as Interact with the

questions, Note what you know, Find the clues, Explore more details, and Return to the questions.

## 2. Reading Comprehension

Reading comprehension is the degree to which we understand what we read. It is the ability to read a narrative text, process it, and understand its meaning. The students comprehend narrative by answering the questions from the text. It is the level of understanding of a text that consist of word, sentence, and paragraph. In this research, the researcher give multiple choice test to know the reading comprehension of the students.

### **1.5 Significance of the Research**

#### **1.5.1 Theoretical Significance**

It is expected that this research can develop the theory of teaching reading strategy. The result of this research will prove the effect of Inference strategy in students' reading comprehension.

#### **1.5.2 Practical Significance**

##### a. For the students

It is expected to encourage students' awareness to comprehend the text through Inference Strategy

##### b. For the teacher

The English teacher can implement Inference strategy to improve students' reading comprehension

##### c. For the other researchers

As a reference to other researchers who want to study Inference Strategy more intensively in teaching reading comprehension.

### **1.6 Scope of the Research**

This research focuses in investigating the effect of using Inference strategy on the eighth grade students' reading comprehension focusing on narrative text at SMPN 9 Jember in the 2016/2017 academic year. The researcher chooses VIII C and D class. VIII D class is the experimental group, VIII C class is the control group.