CHAPTER 1

INTRODUCTION

This chapter present the discussion of some issues related to the topics of the research. They are background of the research, objective of the research, the operational definition, significance of the research and scope of the research.

1.1 Background of the Research

In Indonesia, English is learnt as a foreign language. It is taught as a compulsory subject from Junior High School up to the University level. It is also taught as a local content subject for Elementary School level. Meanwhile, at Junior High School, English is learnt in order to get meaning from a lot of reading passages with various genres or text types. Learning English is an essential part of language learning in Indonesia relating to the fact that the whole education from kindergarten up to high school level are studying English. The objective of learning is to enable students to communicate either oral or written form.

In learning English, reading is one of the four language skills besides listening, speaking and writing. According to Weber and Roeber (1987:230) in Sabouri (2016), reading is the process of creating meaning that involve: a) the reader's existing knowledge; b) the text information; and c) the reading context. It means when students are reading, they are doing thinking process by comprehending all the words, sentences, and paragraphs in order to get meaning of the text as a whole.

The aim of teaching reading of foreign language is focus on the students' reading comprehension. Unfortunately, not all students have a good reading ability that is targeted in curriculum. The lack of students' vocabulary blocks their comprehending in extracting meaning from the texts. When they face a difficult word, their reading simply pauses for seconds and they think about the meaning of the word before continuing their reading. It is because the students worried about the meaning of every single word. The meaning of English words sometimes can not be translated by every single word. The difficult words makes the students get bored to read a text. Then, they were not interested in reading a text or a book.

Grellet (1981:8) says reading comprehension should not be separated from the other skills, therefore, it is important to link the different skill through the reading activities chosen: (1) reading and writing (e.g. summarizing, mentioning what you have read in a letter, etc.), (2) reading and listening (e.g. comparing an article and a news-bulletin, matching opinion, etc.), (3) reading and speaking (e.g. discussion, debate, etc.). In this argument, the link between reading and writing in the form of summarizing will be chosen as a technique to comprehend reading.

In this case, teachers in the language teaching, especially the teaching of English as a foreign language plays important roles as the designers of the materials, practice, and test. They mostly spend much time on deciding the appropriate teaching methodology for greater effectiveness in students' during the teaching learning process.

From the result of the preliminary study by interviewing the English teacher, class observation and give the students test to get the reading score, it was found that the VIIIA students of MTs Annidhom Jember got difficulty in

deciding main idea from the text. It was known that VIIIA class had the lowest percentage score that achieve the KKM. The KKM is 70. In that class the students who achieved the standard score was 4 students that was 22%. The teacher said the students' problems in deciding main idea from text are the students was difficult in comprehending both of words sentences, it causes they are lack of vocabularies. Thus, they cannot get the point or message from the writer. They usually read the text without catching the meaning or they just understand the information which stated clearly. Besides that, the English teacher said that the students' active performance in the teaching learning process of reading was still low. It was shown by the students did not enjoy to read english text because the teacher never used media or any technique to teach reading. In classroom activities the teacher said that he only explained the lesson before he asked the students to do the exercises from Lembar Kerja Siswa/LKS (Students' Handout).

In other word, in daily practice of teaching reading, the teacher should make great efforts to solve the problems of students' reading comprehension. He should not only try to use the English textbook and students' handout (LKS) in teaching reading but also some materials from internet. However, this effort still need to be enriched since the students' reading comprehension achievement score in unsatisfactory yet. Therefore, giving various materials was not the only way to overcome the problem. Teacher could use instructional strategies to improve reading comprehension of the students.

Based on the problem above, the researcher wanted to overcome this problem by using a new strategies that had never been used by the English teacher, that is Context Clues Strategy is an alternative strategies.

Denton et al., (2007:201) says Context Clues give students an idea, or hint, of what an unfimiliar word might mean. Such clues are found in both the text and/or illustrations surrounding the unknown word.

Therefore, it was necessary to conduct a research entitled "The use of Context Clues Strategy can improve students' reading comprehension achievement at MTs Annidhom Jember in the 2017/2018 academic year".

1.2 Problem of the Research

Based on the background above, the research problem were formulated as follows:

1. How can the use of Context Clues Strategy improve students' reading comprehension achievement at MTs Annidhom Jember in the 2017/2018 academic year?
2. How can the use of Context Clues Strategy improve students' active participation in reading teaching learning process at MTs Annidhom Jember in the 2017/2018 academic year?

1.3 Objective of the Research

The objectives of the research is:

1. To know how Context Clues Strategy can improve students' reading comprehension achievement at MTs Annidhom Jember in the 2017/2018 academic year.

2. To know how Context Clues Strategy can improve students' active participation in reading teaching learning process at MTs Annidhom Jember in the 2017/2018 academic year.

1.4 Operational Definition of the Term

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and the readers.Operational definition of the term is the guidelines to notice the concept of the research problem. The terms that are necessary to be defined operationally are reading comprehension and Context Clues strategy.

1. Reading Comprehension

Reading comprehension is the comprehension to read the text, process it and understand its meaning. The term of the students reading comprehension in this research refers to the students' ability in the form of reading test to comprehend the word, sentences, paragraph, and text.

2. Context Clues

The word context refers to the way a word is used in a particular sentence or passage. The clues are other words or phrases that help reveal the meaning of a word you are unsure of. Context clues is a strategy will be used when the reader encounters an unfamiliar word, using this strategy will help the reader to determine the meaning of the word.

1.5 Significance of the Research

1. Theoretical Significance

The research result is expected to be useful as a reference and source of information to conduct further research in the similiar field of the study or as a consideration to make new research by using different research method.

2. Practical Significance

The result of this research will be useful for the English teacher in order to use it in teaching learning processto improve reading comprehension in studying english. In addition, they can have new learning experience by using context clues strategyin process of reading that can help them to improve their reading comprehension. The result of this research will be beneficial for several purposes:

a. For the researcher: This study were useful to increase the researcher's knowledge and experience in the implementation of Context Clues strategy to improve reading comprehension.

b. For the English teacher: This study provides the specific procedures of how to improve reading comprehension. So, they can use the research as a reference or at least a small guidance in implementing Context Clues strategy to improve reading comprehension.

c. For the students: This studyhopefully helps the students to improve their reading comprehension, especially in comprehending word, sentences, paragraph of the text.

1.6 The Scope of the Research

The research focuses on reading comprehension achievement by using

Context Clues Strategy. The subject of the research is the VIII A students of MTs

Annidhom Jember in the 2017/2018 academic year.