CHAPTER I

INTRODUCTION

This chapter discusses some aspects dealing the topic of the research. They are background of the research, problem of the research, objective of the research, operational definition, benefit of the research, and scope of the research.

1.1 Background of the Research

Reading is one of the language skills the students should learn. This skill is a very important in English that gives many benefits. By reading, the students can get more knowledge and information. Reading is transfer of information from the writer and the reader. Reading is one of the important skills which have to be learned by the students in order to master English well. Reading functions as the window of knowledge provide much informations that students need. Reading skill at all levels of education should be mastered by students especially the students of English Study Program, in order to become a good teacher later. By reading the students will obtain variety information that has never been known all the events, whether in the past, present, or future events. Reading is an active process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation and use social context to focus their response (Walker, 2000, p. 187). Reading without understanding, would serve no purpose. It means that understanding text is the most important aspect in reading. Not only understand but the students should comprehend the text that they read. The main purpose of

reading is comprehending the text read. According to Wainwright (2007, p. 37) Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. To the context of student in the last year of English Department in Universitas Muhammadiyah Jember, researcher find time wasted and lack of understanding; the meanings found are not connected in the text because some students tend to use electronic dictionary or gadget when they read English texts in order to find the meaning of difficult or unfamiliar words. They think that is very effective to understand the meaning of words as well as sentences. As a result they found the meaning but can`t understand texts that they have to read. The meaning they found in the dictionary will not necessarily be the same and be connected to the texts and sentences according to what the author wants to convey.

Realizing that understanding text is very important to be achieved by the students in reading skill, the student must acquire a plan or way of doing something using specific procedure that can help students to comprehending reading texts. Researcher apply a way to guess based on their reflection on the students' context and problem. Students should know about a way to guess the meaning of words based on the context of the reading to increase their reading comprehension without using dictionary. One of the appropriate a way to guess the meaning of words based on the context to increase the students' reading comprehension ability is *Contextual Clues*. Zieitzoff (2005, p. 7) says that context

clues iare hints from other words, pictures, and story tittles in your reading that help you find a missing word or read unfamiliar words. The researcher presents some previous studies that deal especially with related to this study. First of all, Le Van Tuyen, Vo ThiNgoc Huyen (2019) “Effects of using Contextual Clues on English Vocabulary Retention and Reading Comprehension”. The results of this study have indicated that students’ vocabulary retention and Reading Comprehension could be enhanced by using contextual clues. It was proven by the better performance in the post-test of the experiment group in comparison with the control group. In other words, after treated with contextual clues, students’ vocabulary retentionand Reading Comprehension has been improved even though they adapted some contextual clue types more dominating than others. The students’ improvement of vocabulary retention and reading comprehension implies that the utilization of contextual clues could lead to the successful achievement in vocabulary and reading learning. Therefore, it is strongly recommended that both teachers and students should make good use of contextual clue strategy on teaching as well as learning vocabulary and reading, although this research is different because the research to be carried out will only focus on the effect of contextual clues on reading comprehension, but both still have a correlation. Second, Melia Putri and Fitrawati (2019) “The Correlation Between Context clues Strategy and Reading Comprehension Ability at The Second Semester English Department Students of Universitas Negeri Padang”. In analyzing context clue test and reading comprehension test, in this study the researcher uses the correlation formula by Pearson Product Moment Correlation Formula to test the significant correlation between them. The result of the test, it

is indicated that students' context clues ability is categorized average based on the mean that is 63.17. The students feel difficult to find the unknown word by using synonym context clues that are indicated by the percentage of the synonym context clue is 53,84% and it is the lowest level in figure. The highest score is example clue with a percentage of 73.18. Based on the result of the test, it is indicated that students' reading comprehension ability is categorized good based on the mean 66.66. The students feel difficulty in finding the detail information and understanding vocabulary that is indicated by the same percentage that is 62,39% and it is the lowest level. The highest score was 80,76%. Based on the result of context clues and reading comprehension tests, it was found that there is a significant correlation in a strong level between students' context clues strategy and reading comprehension ability at the second semester English Department Students of UNP. A very clear difference because the research to be carried out will show the effects or results of contextual clues to reading comprehension. Third, Kiki Marlindawati (2012) "The Use of Context Clues to Improve The Vocabulary Mastery of The Eighth Grade Students of MTs Hasyim Asyari 2 Kudus in The Academic Year 2012/2013". The result of this study The data of this research was taken from the result of observation sheet, achievement test and questionnaire of those three cycles conducted. In the result, the students "vocabulary mastery improves from cycle I until cycle III. In cycle I, the average score of achievement test is 62.94 and the achievement category issufficient. The difference in research to be carried out will show the effect or result of contextual clues to reading comprehension rather than on vocabolary mastery. In cycle II, the average score of achievement test is 76.62 and theachievement category is good.

The last one, Seyed Jalal Abdolmanafirokni, and Hamid Reza Niknaqsh (2013) "The Effect of Context Clues on EFL Learners‟ Reading Comprehension". The result of this study is the experimental (context) group practiced different kinds of context clues as treatment for duration of eight sessions, while the control group received no training. At the end of the project, a posttest was administered to both groups in order to evaluate the effect of the clues on the learner‟s reading comprehension. The findings displayed that the experimental group outperformed the control group in the posttest. The results of the present study displayed that clues can be regarded as a working factor in the way that a learner comprehends a reading passage and context clues can greatly influences reading comprehension of EFL learners. This previous study has almost the same variables and will show a difference in data collection in the subject.

In conclusion, the differences between previous studies with the researcher are relate to the approach of the study will use. This study use descriptive quantitavie reasearch; it will conduct in reading by using contextual clues. The researcher conduct a research on this topic to find out The Effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel at Universitas Muhammadiyah Jember.

1.2 Problem of the Research

Based on the background of the study, the research problems will focus on:

Is there any Effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel at Universitas Muhammadiyah Jember?

1.3 Objective of the Research

The purpose or the objective of this study is to find out The Effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel.

1.4 Operational Definition of the Research

1. Reading

Reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. By reading, reader able to master many words and learning various types and models of sentences from various contexts that can increase ability to absorb concepts and to understand what is written in between line by line. Reading various forms of text will be very important to improve our skills in reading, reading novels is one of them that provides many benefits besides being able to get rid of boredom, it can also increase experience and knowledge about vocabolary that is suitable in the context being read and increase the reader's creativity.

2. Reading Comprehension

Reading a text will be very important for a reader to understand what is the content of what is being read, this skill is called Reading Comprehension. Written words are meaningless if you do not understand, or think about, what an author is saying. Reading Comprehension requires pre-knowledge from the reader and then processes it into information, understanding the text that is read is not as easy as just reading because context can make a word have a different meaning than usual but will relate to its meaning to the context being read, so reading comprehension requires experience and pre- knowledge. Understanding the meaning of the word

and the correct meaning of what is read will have a big impact on the reader as well as the writer, so that reading will produce something if accompany by comprehending.

3. Contextual Clues

Contextual meaning unearths what wants to be communicate, and finally shows how the words are utilised. Contextual skills enable students to see how the learnt word functions grammatically and better remembered. Contextual clues is a strategy used by readers to solve unfamiliar words, by finding and analyzing the context of the text being read, if it only focuses on the universal meaning of the word, it is not certain that the meaning found will connect with the text, it will be very difficult for readers if only use dictionary. However, with contextual clues as experience and pre-knowledge can be used directly by readers and save the time needed.

4. Novel

Novel, an invented process narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting. The novel that is use by researchers in this study is *The Wonderful Wizard of Oz*, written by L. FRANK BAUM the genre of this novel is fiction and literature, published by World Public Library, this novel has 224 pages and 24 sub-chapter contents in it. The researcher chose this novel because there are many words that are difficult to interpret universally in a dictionary, but using contextual clues allows different results.

1.5 Significances of the Research

1. Theoretical Benefit
    a. The result of the research can be use as an input in English teaching learning process especially in teaching Reading Comprehension.
    b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.
2. Practical Benefit

The result of this research will be helpful both for the students and the teacher to use Contextual clues for teaching Reading Comprehension so that the student has carefulness in reading the information and using Context clues to hint and found within a sentence, paragraph, or passage to understand the meanings of new or unfamiliar words and also vocabulary mastery.

1.6 Scope of the Research

In this research, the writer have limitation in the study and it is impossible for the research to grip the problems. The scope of this research to find out is there any effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel. The researcher used the novel as the object and using the contextual clues as the independent variable that will be carry out to find signficant effect on the dependent variable (Reading Comprehension). This study is limits into one class, the research was carried at Universitas Muhammadiyah Jember and the subject are the last year student of English Language Department consist of 33 participant.