CHAPTER I
INTRODUCTION

A. Background of the Study

English is not only used as a communication tool but also as a subject studied in schools in Indonesia. In learning English, students have to learn and practice four skills; listening, speaking, reading and writing. Listening and reading skills are considered receptive skills as they involve receiving messages, while speaking and writing skills are considered productive skills as they involve producing language. All of these skills are very important in learning English. But in this case, the researcher focuses on reading comprehension.

Reading is one important skills in learning English mainly in the school. For the beginner, reading is considered mainly with learning recognize the printed symbols that represent language and to respond their intellectual and emotional when the teacher asked about content of the text that they have read. Because, some students still find difficulties to improve their reading skill because the material for reading was not interesting for them.

Reading is a source of information and pleasurable.[1] It also a means of consolidating and extending one's knowledge. That way it can increase

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[1] M F Patel and Praveen M Jain, *English Language Teaching* (Jaipur: Sunrise Publishers and Distributors, 2008), 114.

high concentration, with encouragement such as mastering vocabulary, and reading habits, Readers who do not have encouragement, strong reading habits, then learning will be difficult to develop in understanding the contents of reading.

Reading skills are one of the literacy skills that have a huge influence on the academic quality of students. The reading skill proposed by Jhonson is writer's cues (a strategy of understanding difficult words in a reading text by using other words.

There are several opinions of experts regarding reading comprehension, namely, Reading comprehension is basically the ability to understand what has been read.[2] However, Reading comprehension is seen as the process of using one's existing knowledge and cues from the author to infer the author's intended meaning.[3]

The difference between the two readings is that they have the same meaning but have slightly different purposes, the conclusion for both meanings in reading skills focuses on the quality of reading students who must be able to analyze and then evaluate the information that has been obtained. While reading comprehension focuses on reading activities, with

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[2] Lisa Zimmerman, "Lessons Learnt: Observation of Grade 4 Reading Comprehension Teaching in South African Schools across the Progress in International Reading Literacy Study (PIRLS)", *Reading & Writing-Journal of the Reading Association of South Africa,* Vol. 5, No. 1, (Juny, 2014), 9.

[3] Mitchell T Irwin, Steig E Johnson, and Patricia C Wright, "The State of Lemur Conservation in South-Eastern Madagascar: Population and Habitat Assessments for Diurnal and Cathemeral Lemurs Using Surveys, Satellite Imagery and GIS", *International Journal of Primatology,* Vol. 39, No. 2, (March, 2005), 18.

the aim of easily capturing the content or meaning contained in the content of the reading text in depth and thoroughly.

Learning objectives will lead to cognitive, affective, and psychomotor aspects, so teachers must have the right strategy to be easily understood by students because the right strategy can be used as a basis for presenting, describing, and giving examples of exercises or tasks to students to achieve certain goals.[4] So that the learning strategy is structured in detail and structured in presenting learning material to students properly.

The word strategy comes from the Latin strategia, which means the art of using plans to achieve goals. In general, a strategy is defined as a tool, a plan, used to accomplish a task. In the context of learning, that a learning strategy is a tactic used by educators in carrying out the teaching and learning process in order to influence students to achieve learning objectives effectively and efficiently.[5]

Hamalik has stated that the method is a way to deliver learning materials in an effort to achieve curriculum objectives. Hamalik revealed a definition of learning strategy that is different from the definition of the method above. He stated that learning strategies are methods and procedures taken by students and teachers in the learning process in order

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[4] Muslimin, Muhammad Amran, and Fahrul Islam, "The Relationship Of The Learning Starts Method With A Questions With The Science Learning Outcomes Of Class Iii Region Ii Students In Barebbo District Bone Regency", (Skripsi, Universitas Negeri Makassar, 2019), 88.

[5] Nana Sudjana, *Strategi Pembelajaran* (Bandung: Falsafah Production, 2009), 34-35.

to achieve instructional goals based on certain teaching materials and with the help of certain supporting elements. elements as well.[6]

Context clues can give students an idea or hint of what an unknown word might mean.[7] The clues are found around the unknown word – whether in the same sentence or in sentences before and after the sentence containing the unknown word. Thus, context clues technique gives benefit to students' cognitive competence in comprehending reading materials.

Using context clues makes it a teaching method that makes it easier for teachers and students to guess words using context compared to looking at a dictionary. then a student focuses only on the meaning of the word. in Context clues have phrases, words, or even visual clues surrounding a word that provide information about its meaning. Apart from that, context clues include definitions, synonyms, antonyms, examples, cause and effect relationships, as well as syntactic and semantic clues that can be used. collected from sentence structure and words that precede foreign words. Context Clues are a simple and entertaining teaching strategy that encourages students to determine the meaning of words from the context. By combining guessed words with word clues about the meaning of the word, researchers will find an innovative method for teaching literal

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[6] Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara,1995), 67.
[7] Yus Vernandes, "The Influence Of Context Clues Strategy On Students Reading Achievement", *Esteem Journal of English Education Study Programme,* Vol. 2, No. 2, (December, 2019), 59.

reading that is easier and more fun while increasing students' vocabulary. Contextual clues will provide a useful source of understanding about the words that have been used. known to the reader, both directly and inferentially, in providing reading comprehension.

Teachers must have different teaching strategies so that students can enjoy learning English, especially in reading learning. to make reading learning fun and interesting, used context clues strategy in reading comprehension learning. so that learning becomes interesting and precise according to the desired target. Research conducted by Prawira Yuda Sasmita, from the Department of English Education, Suska Riau State Islamic University, in his research stated that the use of this strategy is one of the learning strategies that can motivate students to be interested in reading English because it makes it easier for students to understand the meaning of each reading text. Furthermore, there is research conducted by Yus Vernandes Uzer, from PGRI University Palembang. Which states that the results of researchers on the use of context clues provide benefits for students' cognitive competence in understanding reading material.

Based on the results of previous studies, many have examined reading comprehension using context clue strategies, it is found that one of the difficulties is difficult to understand the material taught due to lack of vocabulary and interest in reading English. However, another fact is also

found that many still rely on dictionaries so that it still requires strong validation, therefore the researcher will use this learning strategy without using a dictionary at all so that it can increase the use of context clue strategies.

In learning english, reading has a role as retrieving information from the text read. reading skills make us know more information and vocabulary. Therefore reading skills are very important for students to have. In this discussion, the researcher will discuss reading and emphasize more on students' reading comprehension. Therefore the researcher focuses on descriptive text that will be studied in class.

The descriptive text is employed to illustrate an object such as person, place, or feelings through words. The primary goal of descriptive text is to make the reader experience or imagine an object the writer is trying to convey by describing it. Descriptive text is also often encountered in everyday life interactions. Descriptive text is an object or experience by identifying its characteristics.[8] The descriptive text is employed to illustrate an object such as person, place, or feelings through words.

The research in general, the generic structure of a descriptive text consists of two parts generic structure of descriptive text consists of two

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[8] Semaria Eva Elita Girsang, and Khairunnisa Lubis, "The Improving Stidents' Reading Descriptive Text Comprehension Ability Through Context Clues Strategy Of VII Grade Students At SMP Negeri 1 Sidamanik," *Bilingual: Jurnal Pendidikan Bahasa Inggris,* Vol. 2, No. 1, (July, 2020), 10.

parts, namely identification and description.[9] Identification usually appears in the first paragraph, such as introductory paragraph that includes a topic sentence that states the nature of the thing to be described. the nature of the thing to be described. while the description is the part that gives more details to the text. is the part that provides more details into the components, properties, and attributes of the object.

Based on initial observations that researchers made at MTs N 3 Cilegon City during PLP (Introduction to Field Introduction to Schooling). Researchers found that there are several problems faced by students in learning English, one of which is their low one of them is their low reading ability in English and their lack of interest in reading english, and the lack of student activeness in learning, this is because the learning is still teacher-centered, and the teacher is still the center of learning activities. as there are several students whose final grades still have scores below the average value 65, for class VII A the lowest score is 32, while in class VII C the lowest score is 42. From these problems, teachers need other strategies when teaching in class to improve student comprehension in reading, namely by using context clues strategies, to make it easier for

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[9] Lailatul Husna, "An Analysis of Students' Writing Skill in Descriptive Text at Grade X1 IPA 1 of MAN 2 Padang," *Jurnal Ilmiah Pendidikan Scholastic,* Vol. 1, No. 1, (January, 2017), 16.

students to understand reading texts, and improve the effectiveness of learning in the classroom.

This research shows that English students often experience difficulties in mastering forms and aspects of English which occur as obstacles for students in reading and understanding English texts, even with the help of a dictionary. therefore, some Indonesian students still need help to understand texts.[10] Several factors are the cause, The first is the lack of vocabulary, students with limited vocabulary will face difficulties in reading because they have to deal with unfamiliar words. [11]

Based on the above background, the researcher would like to take the research in the Reduce Basic English course. The reason for choosing to use the context clue strategy is because according to the researcher, this strategy is one of the techniques that can be used in presenting new words in teaching English reading. By using context clue, teachers can present language in a fun and relaxed atmosphere. Basically, reading is the main role in learning English, so it needs to be developed effectively by using appropriate strategies during teaching and learning activities. This is what attracts attention to be studied by the researcher with the title "The

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[10] Abdul Gafur Marzuki, Nur Alim, and Ismail Suardi Wekke, "Improving the Reading Comprehension through Cognitive Reading Strategies in Language Class of Coastal Area in Indonesia", *IOP Conference Series: Earth and Environmental Science*, Vol. 1, No. 56 (March, 2018), 120.

[11] Selvilya Anggara, "The Implementation of GIST Strategy to Teach Reading Comprehension in Senior High School," *Jurnal Ilmu Pendidikan,* Vol. 3, No. 4, (November, 2021), 11.

Effectiveness of Using Context Clue Strategy for Reading Comprehension."

B. Identification Of Problem

Based on the explanation of the background study above, the identification of problems are following below :

1. The teachers need many various technique in reading teaching strategies.

2. The students find it difficult to read English because of a lack of vocabulary.

3. There are some difficult students make mistakes in understanding the reading text.

C. Limitation of Study

In this study, the researcher will focus on the main problem as described in the background section. The researcher will find out the problem points of 2nd grade junior high school students regarding students' reading comprehension in class, where there are still errors in understanding reading text in descriptive text by means of a context clue strategy in reading text. This research will be conducted in class VII of MTs N 3 Cilegon City.

Therefore, researchers will find out what kind of difficulties students face in reading English. then the researcher will apply the context clues strategy as a medium to help students understand descriptive text.

D. Research Questions

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated as follows:

1. What are the students difficulties in understanding the reading text ?

2. How is the effectiveness of context clues strategy on students reading skills?

E. Objective of Study

Researchers determine research objectives based on the formulation of the problem as follows:

1. To find out the difficulties faced by students in reading.

2. To find out the effectiveness of using context clues strategy on students' reading skills.

F. Significance of Study

The researcher hopes that this research can be useful for the community at large, especially for teachers in teaching and learning in English language education. Researchers divide the significance of studied both theoretically and practically.

1. Theoretically

Theoretically, this research will be useful as an interesting reference strategy for developing English reading knowledge by using the context clue strategy to help more easily understand an English reading text.

2. Practical

Practically, it is hoped that the results of this study will be able to help provide easy understanding for students, while for teachers it will become a new reference in teaching English reading materials in class.

   a. For students

This study hopes that students can make it easier for students and get their understanding quickly while reading a reading text and can overcome difficulties in reading texts intensively and extensively.

   b. For teachers

After the teacher knows about the effects of strategy context clues in obtaining the convenience of students in reading English reading texts the teacher can evaluate it. If this method is successful, teachers should defend it for improve their better teaching strategies.

   c. For researchers

By using the context clues strategy, researchers will get an evaluation of the method. If the method is effective, it will be developed by

researchers for their students in the future. Besides that, This research will be a review for further research.