

CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension is one of the most important skills in English language learning. In the current educational context, comprehension of English texts is very necessary, especially for students who plan to continue their studies in institutions that use English as the language of instruction. As stated by Wardhaugh (year), “Language is something that humans must be able to do,” indicating that language mastery is a must in communicating and interacting in a global society. Therefore, the ability to understand text well is the basis for students to be able to participate actively in the academic and professional world.

According Catherine “Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”¹ As Catherine says, reading comprehension has the purpose of digging a meaning in a text. It means that we have to understand a text if we want to get what the meaning of the text is. Having the ability to read comprehension is a basic requirement.

However, many students have difficulty in understanding English reading texts. This can be seen from their low learning outcomes in English subjects, especially in the aspect of reading comprehension. This decline is further exacerbated by the impact of

¹ Catherine Snow. *Reading for Understanding : Toward an R&D Program in Reading Comprehension*. (United State : RAND, 2002), 11.

the Covid-19 pandemic, which has caused significant changes in learning methods. Many students experience a loss of motivation and interest in learning, which leads to difficulties in understanding the subject matter. As expressed by Beatrice, “The best way to improve your reading is by reading.”² This suggests that consistent and purposeful reading practice is essential to improving students' reading comprehension skills.

In practice, many students do not have enough vocabulary to understand the text well. Their limited vocabulary makes it difficult for them to answer questions related to the text they read. In this context, research shows that one of the contributing factors is the lack of effective teaching strategies that integrate vocabulary reinforcement in the teaching and learning process. In addition, the minimal availability of learning resources, such as lack of access to English dictionaries, is also a barrier for students to find the meaning of words they do not know.

Based on observations in the field, this problem indicates an urgent need to find more effective learning methods in improving reading comprehension. One strategy that can be applied is the LINCS Strategy, which aims to help students strengthen their vocabulary through a fun and interactive approach. This strategy consists of the steps List, Identify, Note, Create, and Self-test, which are designed to help students associate new vocabulary with concepts they have already mastered. In this way, it is expected that students can more easily remember and use vocabulary in relevant contexts.

² Beatrice S Mikulecky and Linda Jeffries, *More Reading Power* (United States of America: Longman, 1996), 5.

LINCS Strategy offers a learning method that focuses not only on vocabulary acquisition, but also on understanding the context and use of words in sentences. By utilizing the mnemonic method, this strategy can help students create associations between words and their meaning, thus improving their comprehension ability of reading text. Therefore, this study will explore the effectiveness of using LINCS Strategy in improving students' reading comprehension ability, as well as its impact on vocabulary acquisition.

With this research, it is expected to make a significant contribution in the development of English learning strategies, especially in improving reading comprehension among students. In addition, the results of this study are expected to be a reference for educators in implementing more effective teaching methods, so that students can be better prepared to face the challenges of learning English in the era of globalization.

B. Identification of the problem

From the background of this study, the following is the identification of existing problems.

1. Obstacles in remembering vocabulary
2. Lack of understanding in reading
3. Hard to understanding reading comprehension
4. Students have a found difficulties in reading
5. Students have low motivating in reading

C. Limitation of the Research

In this study, the researcher wanted to reveal whether the LINCS Strategy was effective in improving students' reading

comprehension. by using LINCS Strategy, students can acquire a lot of vocabulary and can also remember new vocabulary from the text. That means when they have a lot of vocabulary, it will improve their reading comprehension skills.

D. Research Question

There is the research question in this study:

How the effectiveness of LINCS strategy in improving students' reading comprehension?

E. Objectivf of the Research

To find out vwhether the LINCS Strategy is effective in improving students' reading comprehension.

F. Signification of the Research

1. Teaching and Learning

Researches focus on teaching and learning in the classroom, how to create a pleasant atmosphere in the process of teaching and learning English.

2. Material Comprehension

This research focuses on efforts to improve student's reading comprehension skills. As well as the influence of the LINCS strategy as a strategy in improving these skills.

3. Curriculum Development

The results of this research can improved the development of learning curriculum, especially in English language learning.

4. Future Research

This research can help future research, especially about LINCS Strategy in Reading Comprehension.

G. Organization of Writing

The researcher uses several steps in this research and organizes it into several chapters as follows :

Chapter I is Introduction, this chapter consists of research background, identification of the problem, limitation of the research, research question, objective of the research, significance of the research and organization of writing.

Chapter II is Theoretical Framework, this chapter consists of theories obtained from some expert that have conducted the research for this research, previous study and hypothesis of the research.

Chapter III is The Method of Research, this chapter consists of details of place and time for the research, the research method, research variable, population and samples of the research, the instrument of the research, data collection technique and statistical hypothesis.

Chapter IV is Result and Discussion, this chapter consists of the result and discussion based on the research findings during the research.

Chapter V is Conclusion and Suggestion, to end this paper the writer answers the research question in the conclusion part and suggests for teachers, students and further researchers.