

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. Reading is the most important component in learning process and social interaction because, *first*, reading is an indispensable communication tool in a civilized society. *Second*, that the reading materials produced in any period of time in history most influenced by social background. *Third*, developments, that over the period of the recorded history of reading has led to two very different poles. (Grey in Tarigan, (1957:1099).

Reading is bringing meaning to and getting meaning from printed or written material (Finochiaro and Bonomo in Tarigan, 1973:119). Through the reading activity, the students can enlarge their knowledge and it can also make them wise and respectful. Students' reading ability must be developed. Teachers have duties to develop their skill and ability. Everything teachers do in reading class should be designed to build students' ability to understand increasingly complex content of the texts. The methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students achievement. In the teaching reading activities a good method, media, and strategy are needed in this research. A good method can be an

effort he students' reading ability better. Media and strategy also make the class to be alive during the reading lesson. By developing good method, technique and media students are expected to be able to have an active learning. Active learning can make the students interested in the reading lesson that given to them, not only silent or passive in the teaching and learning process.

There are four skills in learning process; listening, reading, speaking, and writing. In this research, the writer will focus on reading skill, because in SMP Muhammadiyah 1 Ponorogo many students have problems in understand this subject and they always confused to master the reading text. Reading is the important subject to be taught in the school. In reading learning process the student must understand what the content of text to get the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information will not received with the readers if they did not understand what the content of the text. Other problem in reading is lack of vocabularies and also pronunciation. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of thus problems is that the teacher should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching learning more effective.

Based on the explanation above, the writer wants to use a Context Clues Strategy as a teaching technique. Context clues are information in the text, which

can be used to help deduce the meaning of an unknown vocabulary word within the text. Context clues are words, pictures, graphs, tables, and side notes, all of which might be included in the text. Context clues can be clear and direct the reader easily to the meaning of the word. Clear context clues will provide information about the definition or synonym of a word. (Reardon, 2011:4).

This strategy is appropriate to make the students understand about the words, paragraph or text because they know about the definition, synonym, antonym, or example about the words, phrase, paragraph, or text. The student will get more detail information about the text and can understand it easily. It will help student to study to become an expert of reading text. The advantage for teachers is they will get a new knowledge about the teaching method to improve the teaching learning process and make the study more attractive. Consequently it will improve the student motivation in reading.

Based on the background of the study above the researcher conducts classroom action research on title “Improving the Students’ Reading Comprehension Through Context Clues Strategy At The Eighth Grade Of SMP Muhammadiyah 1 Ponorogo In Academic Year 2015/2016”.

## **1.2 Research Problem**

Based on background study above, the statement of problem of this research is “Does Context Clues Strategy improve the student’s reading comprehension at the eighth grade of SMP Muhammadiyah 1 Ponorogo in academic year 2015/2016?”

### **1.3 Purpose of the Study**

The purpose of study is to know the improvement the student's reading comprehension at the eighth grade of SMP Muhammadiyah 1 Ponorogo through Context Clues Strategy in academic year 2015/2016.

### **1.4 The Significant of the Study**

The result of this expected to be useful for:

#### **1.4.1 The Students**

To motivate and make enthusiasm the students in the learning process especially in reading teaching and helpful for students will be able to create more enjoyable and meaningful learning.

#### **1.4.2 The Teacher**

This method makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student's reading.

#### **1.4.3 The School**

This research useful to improve the quality of education and develop English language teaching of the school

#### **1.4.4 The Researcher**

The researcher will improve his knowledge in teaching reading method and have experience in observation and apply with classroom action research at school.

### 1.5 Scope and Limitation

Scope : There are some methods in teaching reading such as: reading guide, context clues strategy, jigsaw, but in this research the researcher use context clues reading strategy as teaching reading.

Limitation: : The researcher used context clues reading to improve student's reading comprehension at eighth grade of SMP Muhammadiyah 1 Ponorogo

### 1.6 Definition of Key-Terms

To avoid mistakes and misunderstanding terms and content of the topic in this study, it is necessary to define the key-terms used in this study:

Reading Ability : The efficiency to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:09)

Context Clues Strategy : Context clues are information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text. Context clues are words, pictures, graphs, tables, and side notes, all of which might be included in the text. Context clues can be clear and direct the reader

easily to the meaning of the word. Clear context clues will provide information about the definition or synonym of a word. (Reardon, 2011:4).