

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the important things in communication and used among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English is considered as the first foreign language and taught formally from elementary school up to university level Indonesia.

In learning language, there are four skills that should be mastered. They are listening, speaking and reading. Reading is one of the aspects that support to write better English when to think in the language.

Connoly (1951:1) states that people read because of hunger of information or amusement or solace, owning appetite for truth seems to grow by what it feed on men mead to discover themselves and their world, to assess their special rules in the universe, to learn the meaning of the personal struggle which they are engaged in other world, and to share experience.

There is no doubt that the learners like to read in order to increase their knowledge or just for interesting. To get good achievement for English subject, students need perseverance and patient in learning reading science most student vocabulary. Therefore, they have to understand what they read.

In supporting the teaching learning process at school, teacher should try hard to be more active in giving chance to the students to practice reading in

English. There are many techniques that can be used by the teacher to teach reading. The learner is trying to guess the meaning of the unknown word through the context and without opening the dictionaries because these are important sources in learning English. They may open their dictionaries, but in this technique it is suggested to the readers trying to find out the meaning of the context helped by their prior knowledge of active or passive vocabularies. It can help the student using their minds for thinking new word as soon as possible and without opening their dictionary, but by brainstorming. Although, the result from guessing the meaning is inexact unscientific like the meaning in the dictionary, but it is hoped that this technique will help the student in reading comprehension.

MTs Dipo Kerti Coper-Jetis-Ponorogo is one of Islamic school that consider English. Having analyzed the description above, the writer tries to look for the solution that can help the students to read in real language. Many techniques can be used by the teacher for example contextual guessing the meaning to improve reading skill. This technique offers an opportunity to the students to use their minds identifying and guessing the meaning of unknown words from the context.

According to description above, the writer choose the title “Improving Student’s Reading Skill Using Contextual Guessing Meaning Technique in Seventh Grade of MTs Dipo Kerti Coper-Jetis-Ponorogo 2015/2016”. Researcher using chooses this school because the student’s vocabulary is less and they are lay to use the dictionary to confirm the word meaning.

B. Statements of Problem

Based on the background of the study above, the writer identifies the problem is as follow:

1. Are the students interested to join reading class using Contextual Guessing Meaning in seven grade of MTs Dipo Kerti Coper-Jetis-Ponorogo?
2. Does Contextual Guessing Meaning improve the students' reading skill?

C. Purpose of study

1. Whether the writer wants to find out who the students are interested to join reading class using Contextual Guessing Meaning Technique in Seventh Grade of MTs Dipo Kerti Coper-Jetis-Ponorogo 2013/2014 academic year.
2. Whether there is an improving of students reading skill using Contextual Guessing Meaning in Seventh Grade of MTs Dipo Kerti Coper-Jetis-Ponorogo 2013/2014 academic year.

D. Significance of Study

The result of study is expected to have significances for student, teacher and institution as follows:

1. For students

They will be able to solve the difficulties in understanding in reading text.

It can be used to increase the motivation to the students in learning English especially reading.

2. For teacher

It will be used for teacher as the alternative method for teaching reading.

3. For institution

It gives the positive contribution for the school for the development of teaching learning process.

E. Limitation of Study

To simplify and make the problem obvious the researcher wants to limit the problems of the research as follows:

1. English skill or element researched is focusing on reading especially discuss about narrative text tested using essay test item.
2. Only Contextual Guessing Meaning Technique is used to manage the class.
3. Medium which is used in this research is a series of pictures

F. Definition of Key Terms

Martin H. Manser (1995:182) defines as “rules for forming words and making sentences”.

Definition of ability based in (<http://www.brainyquote.com>, accessed on April 19th, 2015) “the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; -- in the plural, faculty, talent”.

Reading ability is a skill in mastering rules for forming words and making sentence which uses test to measure it.

Qian (1955) stated that the technique of finding the meaning of unknown word through its use in a sentence and the guessing how it is pronounced known as contextual guessing or context identification or the use of context clues.

Another claim in support of the guessing of strategy involves generalization skill of interpreting surrounding text, predicting and testing predicting and testing prediction while reading skill as a whole (Coady and Nation, 1988; Liu and Nation, 1985). In addition, guessing has been advocated instead of dictionary use because stopping to use dictionary interrupts flow of reading (Brown, 1972).