CHAPTER I

INTRODUCTION

This chapter provides general explanation of what the researcher discussed in this research. The introductory part contains several subheadings, such as background of study, statement of problem, purpose of the study, benefit of the study, scope and limitation, and definition of key terms.

1.1 Background of Study

Reading is one of the important skills in English and gives many benefits for us. Reading is the window of the world. By reading people can open knowledge about information of books, magazine, newspaper, internet and other. Reading is also important component in learning process especially for language learning. According to Anisaa and Hammed (2016: 2523) reading is an essential part of language instruction at every level, because it supports learning in multiple ways.

The aim of teaching reading of English language is focus the students' comprehension. Comprehension skills help the learner to understand the meaning of words in isolated and in context (Acheaw and Larson, 2014: 3). The student should do comprehension exercise order to improve their reading skills.

Furthermore, according to Nation (2009: 49), reading is a source of learning and a source of enjoyment. Reading enlarges the students' knowledge. As a source of learning, reading can established previously learn vocabulary and grammar, it can help the learners learn new vocabulary and grammar, and through

success in language use encourage learners to learn more and continue with their language study. The students can broaden their knowledge of economy, science, technology, culture, or reading to get the pleasure. The teacher has to develop student skill and ability.

Everything teacher does in reading class should be designed to build students ability to understand more increasingly complex content of the text. In the teaching activities a good method, media, and strategy are needed in this research. A good method can increase reading ability better. Activity in learning can make the students interested in the reading lesson that give to them, not only silent or passive in the teaching and learning process.

Based on the curriculum of junior high school stated in KTSP, there are four learning processes, reading, speaking, listening and writing. In this research, the writer will focus on reading skill, because in SMPN 1 Pulung many students have problem in understanding this subject and they are always confused to master the reading text. In reading learning process, usually students learn with text or paragraph in their book. They must understand what the content of the text to get information from it. But, if student did not understand about the content of the text, the information of the text not received by students. In reading of text, students feel difficult to find a new word so they are confused to understand the meaning of text. Other problems in reading are lack of vocabularies and also pronunciation. From many problems, they will have an opinion that English learning is difficult, particular the reading skill. This is not expectation of as teacher. This matter will, not reach the goal of teaching learning. So, the teacher

must find the solution or strategy to solve problem of that. The solution of the problem that the teacher should know about method or strategy in learning English to support the teacher way to make teaching learning process more improve.

With the problem above, the writer wants to use Context Clues Strategy as a teaching technique. Context clues can help the teacher to teach reading comprehension. Furthermore, students feel easy to understand in reading the text. Context clues strategy gives information about the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text (Readon, 2011: 4).

Harahap, et al.(2014: 2) state that that context clues can help the students to improve their reading skill, whereas it can make them easier to find out contains, message, and details information. With the context clues the students know most of the words in the text already and they can also determine the meaning of many unfamiliar words from the context. Without it, the students will find some difficulties.

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 Eight Grade of SMP Negri 1 Pulung in The Academic Year of 2017/2018".

1.2 Statement of Problem

Based on the statement above, the research question is for as follows: Does Context Clues Strategy improving the students reading comprehension at the eight grade of SMPN 1 Pulung in the academic year of 2017/2018?

1.3 Purpose of The Study

According to the problem above the researcher has a purpose of study that is find out how to improving reading text through context clues strategy at the eight grade of SMPN 1 PULUNG in the academic year of 2017/2018.

1.4 Benefit of The Study

The result of this study is expected to give contributions:

1. For the Students : The students can improve their reading comprehension. This strategy gives students information and it is hoped that they would get better in English.

2. For Teacher : The teacher can add knowledge and information about the teaching reading using context clues strategy.

3. For the School : It gives the idea and increase the material in teaching and learning process.

4. For the Researcher : It will become an information or input to develop the knowledge and experience about context clues strategy in teaching reading process.

1.5 Scope and Limitation

To avoid misunderstanding of the problem in this study, it is very important for the researcher to limits the problem. Context clues strategy is easy to be applied for students of SMPN 1 Pulung.

Context clues give students an idea of what unfamiliar word might mean. Such clues are found in both the text and illustrations surrounding the unknown word. The researcher focuses on the Context Clues Strategy to improve students' reading comprehension of the eight grade of SMPN 1 Pulung in the academic year of 2017/2018.

1.6 Definition of Key Terms

Reading Comprehension : defined as the level of understanding of a text or message. This comes from the interaction between the words that are written and how they trigger knowledge outside the text of message (Hans and Hans, 2015: 3).

Context Clues Strategy : information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text (Reardon, 2011: 4).