

Chapter 1: Introduction

This chapter describes the introduction of the study which consists of several points. The first is the background of why this study needs to be conducted. The second is the problem statement which shows the specific study that would be conducted. The third is the objective of the study, which describes the purpose of the research. The fourth is the significance of the study, which describes the benefits of the research. The fifth is the scope and delimitation of the study, which mentions or explains the focus of this research. The last one is the glossary of key terms, which describes all terms used in this research.

Background of the Study

There are four skills in the learning process; listening, reading, speaking, and writing. In this research, the researcher would be focusing on reading skill. Reading is an active process to get meaning from printed words or a verbal symbol in written text (Aprilia, 2015, p. 5). Therefore, to get the desired meaning from the text, the reader must understand what they are reading. During this process, a reader combines his language skills and background knowledge of the world to understand the meaning. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. From this explanation, the researcher can conclude that reading is a means of interaction or communication and is one of the skills in learning, and reading also has many benefits for anyone who learns it.

Through reading activities, students can be critically thinking in their understanding to find more details about their reading. The more they read, the better they will understand it. Therefore, students' reading skills must be developed. Therefore, a teacher has an important role in developing the skills and abilities of students. According to Grellet (2004, p. 7) reading is a constant guessing process, and what is brought forward is often more important than what is found in it. In reading, students should be taught to use what they know to understand unknown elements, whether it be ideas or simple vocabulary. In simple terms, according to Rizkoh (2014, p. 23) reading can be said as a process that requires understanding to understand written texts by combining and identifying words into simple information or ideas so that readers can more easily understand the meaning of the text. However, reading is not a passive process but an active process that not only reads and spells words in a short time, but also invites students to find out the meaning of what they have read. Therefore, understanding is needed which is called reading comprehension and its purpose.

However, when some students sometimes have difficulty in reading comprehension, for that, a teacher must be able to be creative in determining learning methods and strategies. Before starting classroom learning, everything the teacher will do in the class must be designed to build students' ability to understand increasingly complex text content. This design can be done by using appropriate and interesting methods, techniques, and learning media as learning strategies in the lesson plans that will be used. The selection and use of methods, techniques, and learning media by teachers will affect the success of the teaching

and learning process and student achievement. In teaching reading activities, good methods, media, and strategies are needed in this research. A well-designed method can be an effort to improve students' reading skills. Media and strategies also make the class come alive during reading lessons. By developing good methods, techniques, and media, students are expected to have active learning. Active learning can make students interested in reading the lessons given to them, not just being silent or passive in the learning process.

SMP Negeri 1 Kabila is a State Junior High School (SMP) located in Gorontalo Province, Bone Bolango Regency, specifically in Jl. Nani Wartabone, Oluhuta Village, Kabila District. This school is famous for the achievements and is the number one *Adiwiyata* school in Gorontalo Province. Of course, although this school is the flagship school in Bone Bolango district, there was still some problems faced by SMP Negeri 1 Kabila. As the researcher explained in the previous paragraph, there were still many students who has difficulty in reading comprehension, including students of SMP Negeri 1 Kabila. Previously, researchers had made prior observations in this school before compiling this study by conducting light interviews with English teachers and students. The researcher found that many students had difficulty understanding English subjects, especially in reading comprehension and they were always confused about mastering the reading text. Many students have weaknesses or deficiencies in their ability to learn from texts, so engaging with grade-level material would be cause frustration and anxiety (Carnine, Silbert, Kameienui, and Tarver, p. 2010). From some of

these problems, they would be less interested in learning and would think that learning English is difficult, especially in reading skills.

In the process of learning to read, students must understand the content of the text to get information from it. Reading is the process of transferring knowledge from books to the brain from writers to readers. However, for students of SMP Negeri 1 Kabila, this would not be accepted by readers if they do not understand the contents of the text. For some students who learn English, especially on reading texts that were too complicated to understand, they only rely on dictionaries. Meanwhile, when they will face the exam, they are not allowed to use a dictionary or translator. So that in the end some of them failed to read the English lesson text. Students of SMP Negeri 1 Kabila know from their test results that they always fail to read the text. This will go beyond the aims of teaching and learning. By finding various existing problems, the right solution for teachers is to know more about approaches, methods, and strategies in learning English, because these methods will support the teachers' way in making their learning effective.

Based on the various problems above, the researcher offers a solution to use the Context Clues strategy as a teaching technique. Context clues are information in the text, which will be used to help infer the meaning of unknown vocabulary words in the text. Context clues are words, pictures, graphs, tables, and side notes, all of which can be inserted into the text. Context clues can be clear and lead the reader easily to the meaning of the word. So that students are expected to more easily find the meaning of the text they read. Clear context clues

will provide information about the definition or synonym of a word. (Reardon, 2011, p. 4). This strategy is appropriate for making students understand words, paragraphs, or texts because they know about definitions, synonyms, antonyms, or examples of words, phrases, paragraphs, or texts. Students will get more detailed information about the text and can understand it easily. This will help students to learn to become experts in reading texts. The advantages for teachers are that they will gain new knowledge about teaching methods to improve the teaching and learning process and make learning more interesting. As a result, it will increase students' motivation in reading.

Based on the background of the study above the researcher conducted experimental research on the title "*The Influence of the Use of Context Clues Strategy on Reading Comprehension (A Research at Eighth Grade of SMP Negeri 1 Kabila)*".

Problem Statement

Based on the background and identification of the problem that the researcher described above, then the problem statement in this research is "Can context clues strategy influence reading comprehension of eighth graders of SMP Negeri 1 Kabila students?".

Objective of Research

From the formulation of the problem that the researcher has included, this research would be carried out with the aim of knowing whether the context clues

strategy has an influence on reading comprehension of eighth grade students of SMP Negeri 1 Kabila.

The Significant of the Study

The result of this research is expected to be useful for:

The Students

To motivate and to make students enthusiastic in the learning process especially in reading comprehension and useful for students to feel more enjoyable and meaningful learning.

The Teacher

The results of this study can be taken into consideration for teachers to use context clues strategies as teaching strategies in terms of reading comprehension for students and it is hoped that teachers can create pleasant learning in the classroom.

The School

This research can be used to improve the quality of teaching and learning English, especially on reading comprehension at SMPN 1 Kabila.

The Researcher

Researchers can increase knowledge about context clues strategies in learning English on reading comprehension and it is hoped that it will be useful for other researchers who will use similar strategies but use different research methods.

Scope and Delimitation

Scope

This study only focuses on the effect of using context clues as a strategy in learning English on students' reading comprehension. The researcher only chose the context clues strategy because there were not many studies at *Universitas Negeri Gorontalo* that tested the effect of this strategy on reading comprehension.

Delimitation

Given the wide scope of reading comprehension, it is necessary to limit the focus of the research so that research can be carried out effectively. Therefore, this research only focuses on short readings, including readings on pictures, readings on conversations, readings on notifications, and readings on song lyrics. The delimitation of this research was carried out because it was adjusted to the 2013 curriculum syllabus that is being applied to the eighth grade of SMP Negeri 1 Kabila, more specifically on the eighth grade material for even semesters which was in accordance with the 2013 curriculum syllabus that had been set.

Glossary of Key-Term

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:

Context Clues

A context clue is an information in the text, which can be used to help conclude the meaning of an unknown vocabulary in the text. Context clues can be words, pictures, graphs, tables, and side notes, all of which can be included in the

text. Context clues can help the reader to more clearly interpret a vocabulary in the reading text 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. Examples of context clues are synonyms, antonyms, definitions, explanations, word structure clues, comparisons (such as metaphors and similes), and contrasts.

Reading Strategy

Reading strategy is a broad term used to describe planned and explicit actions that help readers translate print to meaning.

Reading Comprehension

Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what the reader knows. The reader can be said to have understood a piece of information if he can explain it again in his own sentence. The individual's ability to understand the text is influenced by the skills and abilities of the readers in processing the information in the reading. Reading comprehension becomes increasingly crucial as students make improvements and rise through the grades with knowledge inferred from content increasingly becoming a major source of conceptual knowledge.

Experimental Research

Experimental research is a set of actions and observations, which are carried out to check or disprove hypotheses or identify causal relationships between symptoms. In experimental research, the cause of a symptom will be tested to determine whether the cause affects the effect. Experimental research is a

quantitative research method used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. Conditions are controlled so that there are no other variables (other than the treatment variable) that affect the dependent variable.