

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is very important for human life. It stands at the center of human affairs, from the most prosaic to the most profound. Language is used to convey our ideas, feelings, and thoughts to the listeners or other people. English is one of languages in this world. There are about billion people in the world today learning English as a foreign language. It continues to spread, not only as the global language but also as the language of science, technology, and advanced research. It shows that English is so important nowadays especially for students.

There are four language proficiencies that must be achieved in learning English language namely listening, speaking, writing, and reading. Reading is one of most important skills in language learning besides listening, speaking and writing. In reading, the students are expected to be knowledge and familiar with what the teacher has explained in the context, while in reading comprehension, the students are expected to have more skills than just to explain individual text or passages after comprehending them. It means that the purpose of reading is to get some skills in understanding the text.

Reading comprehension is a good way to develop and understand English, but most of students still find it difficult to have reading comprehension though they

have done it for many years. They do not know how to comprehend a text and get some information from text. Consequently, the students become slow and get bored easily. Therefore, reading is in the fact not as easy as people think about. Most people read a text without comprehending on how they do it since they assume reading comprehension is not very important. They think reading is just a task of a little concern. So it is not a problem for the teacher in teaching reading in the classroom.

In Educational unit level curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP), the objective of teaching reading is clearly stated. One of the objectives is students are expected to be competent in comprehending reading in various English texts. For senior High School students, they were expected to be able to comprehend the meaning of written text: recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory, explanation, discussion, and review in daily life context.

Based on Educational unit level curriculum, the narrative text is one genre that must be mastered by students in learning English. And theoretically, according to (<http://www.isdariyanto.com/defenition-of-narrative-text>) a narrative text is a text amuses, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. So, narrative text is a text which contain amuses, entertain, deal with actual and having turning point and resolute

In reality, most of students always get difficulties when they are asked to comprehend texts. Based on the writer's observation in SMA NEGERI 1 BINJAI, student's achievement in reading is still very low especially in understanding texts.

There are reasons why some students have difficulty with reading comprehension. Some students have difficulties because they have not truly mastered reading fluently. When a student is struggling to read words and focuses so hard on just saying the words correctly, they are not focusing on what they are reading. All of their cognitive ability is being put into calling out the correct words properly and only put a little effort into the meaning of what is being read (Woolley, 2010). Based on the writer's observation, interviewed with the students and the teacher in the school, the students' ability in reading was still low, because most of the students get the score under Minimal Competence Criteria (KKM) of English lesson for Senior High School. The score of reading test from the students can be seen in Table 1.1.

Table 1.1 The Second Grade (X) Students' Score of Reading Test

Semesters	Score	Students	Percentage	Mean
1 st Semester 2014/2015	<75	25	71.42	63.5
	≥75	10	28.57	
2 nd Semester 2014/2015	<75	23	65.71	68.5
	≥75	12	34.28	

The Minimal Competence Criteria (KKM) applied for the tenth grade (X) by school is 75. From the data above, it can be concluded that the students' ability in

reading in that class is still low. It can be seen from the mean of the students' score where the mean is still under the Minimal Completeness Criteria.

The writer found some problem with students in SMA NEGERI 1 BINJAI. The problems that the students still feel strange and face some difficulties with English lesson, especially in reading comprehension. The students have difficulties to find out the meaning of sentences in a text.

In improving students' reading skill, contextual guessing technique can be applied to find out what the students know, what they are thinking and how to stimulate them to think. The students can guess the information of reading text to find out some interesting information. It means that using contextual guessing technique can be made as the way of teaching to get some information from reading texts. Before students read, the teacher asks the students to find prior knowledge, make predictions, and wonder about big ideas that are not answered in the text. Contextual guessing technique can be a focusing and refining device for expanding vocabulary and for developing all level of comprehension, including critical and creative reading. Therefore, using this technique will help the students to enlarge their thinking. In other word, contextual guessing technique makes students to be good reader who can comprehend reading text easily.

B. The Problem of the Study

In conducting research, the problem must be clearly stated in order that the objective of the study and the method used can be meaningfully determined. As related do the background of this study the problem of this study is formulated as follows: *“is there any significant effect of contextual guessing technique (CGT) on students’ reading comprehension achievement?”*

C. The Scope of the Study

The study is focused on the effect of contextual guessing technique in reading comprehension. It is reading narrative text. On the other hand, in this case, there are 3 activities in using contextual guessing technique such as making prediction, answering selection, and using context clues.

D. The Objective of the Study

In line with the research problem formulated on the previous section, this study intends to find out the effect of contextual guessing technique (CGT) on students’ reading comprehension achievement specifically narrative text. It means that using contextual guessing technique will increase the students’ achievement more than using dictionary in reading comprehension.

E. The Significance of the Study

The results of this study are expected to be useful for:

1. The English teachers who want to improve the students' reading comprehension through using contextual guessing technique. She asks the students to make prediction, answer selection, and use context clues in teaching reading.
2. The English students who use contextual guessing technique to overcome their difficulties in reading comprehension through make prediction, answer selection, and use context clues. It means that by using contextual guessing technique, the students can promote critical thinking about what they read, give some opportunities to improve their ability expressing their ideas, or opinions directly and make the students are more active in teaching reading comprehension.