

## **CHAPTER I**

### **IINTRODUCTION**

#### **A. Background of The Study**

Reading is the window to the world. By reading someone can get much knowledge about anything in the world because this activity will broaden one's horizon especially in this globalized era. It also can add information about many places without coming to those places directly. It shows that reading brings many advantages in human life. Thorndike in Heilman (1981) states that the reading of a paragraph involves the same organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem-solving behavior, selection, inference, organization, comparison of data determination of relationship and critical evaluation of what is read. In other words we can say that reading is thinking process to get the comprehension.

Students who are not interested in reading cannot gain information to improve their knowledge. Actually without reading, the opportunity for improving one's life is limited. People especially students are expected to increase their interest in reading activities and try to develop their reading comprehension. So it can be understood that reading is very important skill to get a lot of information to increase students' reading comprehension achievement.

In teaching-learning process, the problem of teaching is not only the teaching material, but also the technique of teaching. The teaching process will not give a good result if the technique of teaching is not suitable to the students'

condition. Therefore, teaching technique will make the teaching learning process run well. The teacher must know the suitable technique for the student to make the students more comfortable in the class when learning reading.

Reading activities have developed not only from printed symbols but also from other sources, such as internet, environment, and human life. Reading can guide someone to get the most appropriate way for his/her life and the solution for the problems that are being faced. Both of sentences above prove that reading is very important in life.

Based on the researcher's observation and interview with the teacher and the students in SMP Negeri3Perbaungan in teaching learning process especially teaching reading, the teacher ask the students only to read the text and answer the question. These activities do not give any opportunities to improve students' knowledge and to give any contribution to the students' reading comprehension. Based on data during interviewing the English teacher, there are 30 students in one class; only 8 students who can achieve the score above the KKM. The KKM for English subject in that school is 70.

**Table 1.1 The Second Grade (VIII) Students' Scores of Reading Test in the Two Last Semester**

Semester	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2014/2015	<70	30	87.5	66.15
	≥70	5	12.5	81.6
2 <sup>nd</sup> Semester 2014/2015	<70	25	75	65.5
	≥70	10	25	80.5

From the data above, it is concluded that the students' ability in reading task in that class is still low. It can be seen from the mean of the students' score is still under the Minimal Completeness Criteria.

The researcher also did the interview to some students in the class. Based on the interview, the researcher found some problems faced by the students in reading comprehension. First was about the motivation. Many students lost their motivation in studying English generally and reading the text in English especially. They were confused what the text talk about. They were bored to face the text in other language. The teacher asks them to read one by one, and then they asked to answer the questions. It had been long time. The second problem was about the lesson hour for them studying English for a week. The researcher found that the school gave them 2 lesson hours at the end of the school. It made them feel so sleepy, hungry and lazy. They could not concentrate to the English subject. In addition, the weather was so hot in the day. The last problem was about teaching technique applied by the teacher. Many teachers still ask students only read the text and then answer the question below the text. It made the students feeling bored.

To improve the students' reading skill, contextual guessing technique can be applied to find out what the students know, what they are thinking, stimulate them to think, and change their mind set when thinking. It is important to do because the students can guess the information of reading text to find out some interesting 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 texts. 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 words, contextual guessing technique makes students to be a good reader who can comprehend reading text easily.

(Coady&Nation: 1988) states that one of the claims in support of the guessing technique is that it involves generalizable skills of interpreting surrounding text, predicting and testing predictions while reading which enhance reading skills reading skills as a whole.

Linsay (2001:56) states that contextual guessing is making a guess based on the context of the passage the students are reading. It means that when the students read a text, they often guess word meaning without consulting a dictionary. During intensive reading, guesses “were consistently checked against the dictionary” (Wen & Johnson, 1997:37). It means that readers tend to rely more heavily on guessing from context in all situations.

## **B. The Problem of the Study**

Based on the background of the study, the researcher formulates the problem of the study as follows: *“Is there any significant effect of using contextual guessing technique on students’ reading comprehension achievement?”*

**C. Scope of the Study**

This study focused on the effect of teaching reading to junior high school students by applying contextual guessing technique. The reading is focused on reading comprehension which is the comprehension of literal and interpretive understanding of descriptive texts.

**D. Objective of the Study**

In relation to the problem, the objective study is to find out the significant effect of using contextual guessing technique on students' achievement in reading comprehension.

**E. Significance of the Study**

Theoretically, the finding of the research can be used as a reference for those who want to conduct a research in English teaching-learning process especially in teaching reading.

Practically, the findings of the study are important and useful for:

1. The English teacher to apply this teaching technique to improve their student's reading comprehension achievement.
2. The students to improve their reading comprehension achievement by using this Contextual Guessing Technique.
3. The readers to increase and update their knowledge about how to improve reading skill and as the reference for further study related to this research.