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CHAPTER I INTRODUCTION

A. Background of the problem

In teaching English, there are four important skills that should be taught to the students: listening, speaking, writing, and reading. Those skills are taught integratedly. In Indonesia, among the four skills, reading gets the most emphasis in the teaching and learning process. The students are asked to answer the questions that have been given to them. The test's questions mostly consist of reading comprehension passages. So, the students have to have a good reading comprehension skill. According to Nunan (2003) in Idham (2014:87), reading is a set of skills that involves making sense and deriving meaning from printed words. In order to read, readers must be able to decode (sound out) the printed words and also comprehend what they read.

Reading is one of the language skills that must be mastered by English learners. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation (Murcia, 2011:187). Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages (Harmer, 2001:153). It means that reading is a process of transferring information from the text then our brain will process it



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and conclude what the text tells about. Therefore, reading should be mastered by the students.

To find out the information of the reading text, the readers should comprehend it. Reading text without comprehension is useless. According to Kalayo (2007:113), reading is an interactive process that goes on between the reader and the text, resulting in reading comprehension. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. So, reading is important thing for students, especially in English language learning.

As a formal education, Vocational High School Multi Mekanik Masmur Pekanbaru also has English subject to be taught for the students, especially in reading skill. This school uses School-Based Curriculum (SBC) as a guide in teaching learning process including for English subject. Students study English twice a week (4 Period) with duration 45 minutes per period. Based on the syllabus, the score of cumulative minimum standard (KKM) that has to be achieved by students for reading skill is 75 (seventy five). Based on the standard competence stated in the syllabus, the purpose of reading is to comprehend some types of text related to genre based approach such as narrative, descriptive, recount, report, procedure, spoof, analytical exposition and so on. Based on the curriculum, one of the purposes of learning reading in vocational high school at the tenth grade is to develop the ability to communicate in spoken and written



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English, so the students have ability to read the written text correctly. Teaching English for Vocational High School, especially in reading class for the tenth grade, conveys the competence of identifying meaning in the text, identifying interpersonal rhetoric in the context, and reading the texts loudly. Such a process requires certain approach in the teaching. Generally, not all schools can easily achieve the goal of learning reading in accordance with the curriculum. English teachers should create active learning condition and develop their technique to help learners comprehend about what they read more effectively by considering suitable activities for each group of learners.

Considering how important a teacher should make his or her lesson classroom activity active, fun, and full of more exposure to language input and more choice to practice the languages, the teachers need to develop their teaching techniques. Many problems come out in the effort of acquiring skill of reading a second and foreign language. Those can come from the outside either of learners or inside of the learners. The problem they experienced in English is concerning reading competence. Most students are lack in English. It is shown from their passing grade in English that is below minimum passing grade required by the curriculum. As a more intensive observation undertaken, the problem is mostly in reading comprehension. Students are not able to comprehend the reading materials in the text. Therefore, their understanding on material taught is quite poor. Based on writers' preliminary study and observation, the problems can be seen into the following symptoms:



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1. Most of the students were not able to get information from the text.
2. Most of the students were not able to identify the generic structures from the text.
3. Most of the students were not able to get general information from the text.
4. Most of the students were not able to identify the purpose from the text.
5. Most of the students were not able to analyze the meaning of certain word from the text.

Based on the symptoms above, the writer thinks that there should be efforts to improve the effectiveness and efficiency in learning reading. Therefore, the writer used Contextual Guessing Technique as an alternative technique to teach reading comprehension in the classroom. Contextual Guessing Technique can be applied to find out what the students know, what they are thinking, stimulate them to think, and change their thinking. According to Johnson (2002:25), contextual teaching and learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance. Therefore, the writer is interested in conducting a research entitled:

“The Effect of Using Contextual Guessing Technique on Reading Comprehension of the Tenth Grade Students at Vocational High School Multi Mekanik Masmur Pekanbaru”.

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B. The problem

1. Identification of the problems

Based on the problems that are explained by the writer above, the problems in this research are identified as in the following questions:

- a. Why are most of the students not able to identify the main idea of the text?
- b. Why are most of the students not able to identify the generic structures of the text?
- c. Why do most of the students have lack of vocabulary?
- d. Why are most of the students not able to make reference of the text?
- e. Why are most of the students not able to identify the language features of the text?

2. Limitation of the research

Based on the identification of the problem above, it is very impossible to explain all of the factors, so the writer has to limit these problems, especially focus on the significant different of using contextual guessing technique on students' reading comprehension of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru.

3. Formulation of the problems

Based on the problems limited above, the problems are formulated into following research questions:

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- a. How is the students' reading comprehension taught by using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru?
- b. How is the students' reading comprehension taught without using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru?
- c. Is there any significant difference between the students' reading comprehension of descriptive text taught by using and without using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru?
- d. How large is the significant magnitude of the students' reading comprehension taught by using and without using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru?

C. The Objective and significant of the research

1. The Objective of the research

- a. To find out the students' reading comprehension taught by using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru.
- b. To find out the students' reading comprehension taught without using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru.

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- c. To find out the significant difference between the students' reading comprehension taught by using and without using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru.
- d. To find out the significant magnitude of the students' reading comprehension taught by using and without using contextual guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru.

2. The Significance of the research

- a. It is expected to give the positive
- b. contribution related to the process of teaching and learning English, especially in term of students' reading comprehension by using contextual guessing technique of the tenth grade at Vocational High School Multi Mekanik Masmur.
- c. For those who are concerned with the current issue on learning and teaching language, especially about reading comprehension.
- d. To complete a requirement intended to finish the writer's study program at English Education Department of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

D. Reason for choosing the title

There are several reasons why the writer is interested in doing this research. The reasons are:

- a. The title of this research has never been research yet.



- b. This research is relevant to the researcher's status as a student of English Educational Department.
- c. This research can be conducted for the researcher because the time and place are feasible.

E. Definition of the term

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following terms:

1. Contextual guessing technique

According to Aspatore (1984) as cited in Hayati, contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary. So, the students will not be busy with their dictionary in a reading activity and it can make the reading activity more effective.

2. Reading comprehension

According to Snow (2002:11), reading comprehension is as process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding of a written text (Transkerley, 2003:108). It means that the reader does the reading processes to get information of written text.