CHAPTER 1

INTRODUCTION

This chapter discusses the students’ perception toward context clues technique in reading comprehension at Jambi University and begins with: (1) Background of the research (2) Limitation of the research (3) The research questions (4) Objective of the research (5) The significance of the research.

1.1 Background of the Research

In Indonesia, English is one of the subjects that must be taught to the students at every level. English has four skills; they are listening, speaking, reading and writing. Reading is one of the activity students can find out about the information through reading a book. Reading is the process of looking and getting meaning from the context. In addition, during reading students needs comprehension. Reading cannot be separated from comprehension because reading requires an understanding of the meanings in the text. Reading comprehension is the ability in understanding and getting meaning of the text or passage.

Reading requires skills when students read the text they should know the meaning of the words. However, there is a problem when students read they do not know the meaning of an unfamiliar word, so, that is hard for them to understand the text. Cooper (1986) says that “the students’ difficulties in reading texts containing unfamiliar words”.

One of the techniques that might be used to overcome the above problem is context clues. Context clues are a technique to guess the meaning of the unknown word in the text. So, based on the clues the students can guess what the meaning of the words. There are five types of context clues; definition clues, experience clues, contrast clues, creativity clues, and guessing clues. By using context clues in reading comprehension it also can increase students vocabulary from the new word that they found in the context after reading a text. So, the
purpose of using context clues is to help students in learning reading comprehension become easier with the clue that appropriated in the text without an open dictionary. Reardon (2011) says that “Context clues are information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text”. Context clue also the better technique for the students in reading they can understand the unknown word especially can add the new vocab in using this technique. Nash and Snowling (2006) in Parault Dowds, S. J., Haverback, H. R., & Parkinson, M. M. (2016) found that “reading in context helped students learn and retain vocabulary knowledge better than other techniques”. Rynette (2010) states “context clues can help the reader build on the vocabulary they have in order to learn the meaning of words they do not know”. Besides that, every students’ have different ability in English so, in the process using context clues they have different options about it.

There is previous research that related to this study, one of them is the effect of context clues instruction on finding an unknown word. The result showed that the students were able to use the context clues to help them in finding the unknown word. Hibbard (2009) had already done the effect of context clue instruction on finding an unknown word, so now the researcher will conduct research about students perception toward using context clues technique in reading comprehension. The researcher wants to look for how do students perceive about using context clues in the process of learning, whether they can use the context or not if the students’ answer is no so what is the reason so that it happens.

1.2 Limitation of the Research

This study focused on the students’ perception toward using context clues technique in reading comprehension. In this research the researcher used context clues in reading, the researcher only focused on five types of the context clues there are; definition clues, experience clues, contrast clues, creativity clues, and guessing clues. The participant is an English Department at Jambi University in the fourth semester.
1.3 The Research Question

Based on the background above the research question is formulated as follow: “How do students perceive toward the use of context clues technique in reading comprehension?”.

1.4 Objective of the Research

The objective of the research is to describe the students’ perception of using context clues technique in reading comprehension.

1.5 The Significance of the Research

The findings are expected to give information to:

1. English Teacher

   This study will provide an English teacher with a clear description of students’ perception about using context clues in reading comprehension. Hopefully, after knowing the result of this research, the teacher will be improving their technique in teaching.

2. Students

   The students who learn reading comprehension by using context clues, they able to know the strength and weakness about context clues, when the students have positive perception about context clues will make this technique effective for a teacher in teaching reading but, if the perception is negative the process learning will be disturbed for the students.

3. The other researchers
The researcher hopes that this study can inspire the other researcher in conducting the research that related to the context clues. Therefore, they can use this research as a reference to their study.