

CHAPTER I

INTRODUCTION

A. Background of the Study

As human being people need a means of communication to express ideas, wishes, and desires which is called language. As stated by AS Hornby, “Language is the system of communication in speech and writing that is used by people of a particular country”². Language is very important to express and to communicate with other. Many languages in the world, one of the language is English.

Nowadays, English is very important for everyone. English as a foreign language has important role in Indonesia compared by the others. English has reached almost all aspects of modern life, such as, education, business, trade, science, technology, and many others. Above all, English has opened up the hurdle of people from different states and different languages to associate, to communicate, and to develop cooperation each other.

English is an international language used as a mean of communication both oral and written in most countries in the world. People need to learn English because it becomes the first foreign language and has an important role in the development of Indonesia. In Indonesia, English has been taught as the foreign language. According to Ramelan, English has been taught in our country as the

² AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), p.721

first foreign language since the proclamation of Indonesia on 17 August 1945.³ People use English in order to make international contacts and cooperate among people in different countries in the world. Therefore, it is very important for us to learn English. In addition, we need to learn and to practice the language as much as possible. In Indonesian, English is the first foreign language to be taught in the schools since English is an international language and used by most communities in the world. This foreign language is important to be taught with the aims to improve the ability to absorb information and to transfer knowledge, technology, art and culture and to develop the relation among nations in the world.

There are four English skills which must be mastered by students ; listening, speaking, reading, and writing. They have some relationships to each other. Besides those skills, spelling, grammar, pronunciation must be taught to learners in order to the achievement of the four skills above. One of the language skills is reading. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and

³ Ramelan, *Introduction to Linguistic Analysis*, (Semarang : IKIP Semarang Press, 1992),p.1

socially situated. The reading process requires continuous practice, development, and refinement.

Reading is one of the skills that most emphasized, it plays important part in our life. As stated by Mc Donough, “As a skill, reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject”.⁴ Through reading we can explore the world and gain the knowledge. Allah has commanded in the surah Al-‘Alaq 1-5

إِ قْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ * خَلَقَ
الْإِنْسَانَ مِنْ عَلَقٍ * إِقْرَأْ وَرَبُّكَ
الْأَكْرَمُ * الَّذِي عَلَّمَ بِالْقَلَمِ * عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ *

“Read! in the name of thy Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is most bountiful. He who taught (the use of) the pen. Taught man that which he knew not.”⁵ (QS. Al-‘Alaq 1-5)

From surah above, Allah asks us to read. Reading makes us knowing something that we did not know before and also enriches our

⁴ Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT*, (UK: Blackwell Publishing Ltd., 2003), 2nd Ed. p. 89

⁵ A. Yusuf Ali, *The Holy Qur’an (Text, Translation, and Commentary)*, (USA: Amana Corp., 1983), p.1761-1762

knowledge. Reading can be thought as a way to draw information from a text and to form an interpretation of that information.⁶

We read for a variety purposes, we often vary the cognitive processes and knowledge resources that we use. Therefore, it is not straight-forward to identify one purpose for reading as the single way to interpret what we mean by 'reading'. The many purposes for reading, although drawing on the same cognitive processes and knowledge resources, do so in differing combinations and with varying emphases on these processes and resources. Reading experts define reading is an active process of thinking. To read is to develop relationships among ideas. Reading experts also explain that we bring to the reading of a selection is as important to our understanding of its as what the author has put into it. To the reading of a text, we bring knowledge of and attitudes towards the sciences, social sciences, and humanities. We bring a purpose reading. We bring understanding of vocabulary our ability to figure out meanings, and our attitudes toward reading.

When the students read a text, sometimes, they find some unfamiliar words and they don't know the meaning of those words. Eventhough they can read a text or passage fluently, but they don't know some unfamiliar words that they found from the text. As we know that one word in English maybe has some meanings. Words structure clues is one way to help the students to determine a word's

⁶ William Grabe and Fredicka L. Stoller, *Teaching and Researching Reading*, (UK: Pearson Education, 2002), p. 4.

meaning by analyzing its structure. It uses the structure, or parts, of a word to figure out the meaning of the word. By using words structure clues analysis, the researcher hopes that the students can understand the meaning of words in text, so, they can improve their reading ability in understanding the meaning of words in the passage.

Understanding how words in our language are constructed can help us become a better reader, especially when we deal with content loaded with technical terms. That is so because the English language contains many words built from roots, affixes, and other words. In this research, the researcher will analyze about strategies for figuring out the meaning of an unfamiliar word through the use of word structures, or the parts that make up the word. Specifically, we will learn how to use roots (basic word parts), affixes (suffixes and prefixes), and compound word parts.⁷

B. Reasons for Choosing the Topic

There are some reasons for choosing the topic:

1. Reading is one of English skill that we must master it. Everything in English is available on a text and it must be read by us. So, if we want to know about the content of whole text, we must know what is text talking about.
2. Considering the importance of reading, the writer tried to improve reading quality by using word structure clues strategy. The writer

⁷ Dorothy Grant Hennings, *Reading with Meaning*, (USA : Prentice Hall, 1999), p.42

uses word structure clues strategy to make the students can understand the meaning or content of text easily.

3. The researcher wants to know the effectiveness of unlocking the meaning of words using word structure clues strategy to teach reading and to improve students' reading quality at Advanced Reading Class at 3rd semester of ELT Department at Tarbiyah Science and Teacher Training Faculty of IAIN Walisongo Semarang in the Academic Year of 2013/2014.

C. Research Question

The research question of this study are :

1. How is the effectiveness of unlocking the meaning of words using words structure clues to improve students' reading quality to the students of Advanced Reading class at 3rd semester of ELT Department at Tarbiyah Science and Teacher Training Faculty of IAIN Walisongo Semarang in the Academic Year of 2013/2014?
2. What is the improvement of students' reading quality before and after using words structure clues strategy?

D. Objectives of the Study

The objectives of the study are as follow:

1. To find out the effectiveness of using words structure clues strategy to teach reading.
2. To identify the improvement of students' reading quality before and after using words structure clues strategy.

E. Limitation of the study

The limitation of this study can be described as follow:

1. This is an experimental study about the effectiveness of using word structure clues to teach reading and to improve students' reading quality.
2. The object of this research is just the Advanced Reading Class at 3rd semester of ELT Department at Tarbiyah Science and Teacher Training Faculty of IAIN Walisongo Semarang in the Academic Year of 2013/2014.
3. It only focuses on words structure clues in understanding reading's meaning.

F. Significance of The Study

Based on the objectives above, the significance of the study can be stated as follow:

1. For Writer

By doing this research, the writer will get some experiences and knowledge about her study and it will be useful in the future.

2. For Teacher/ Lecturer

By doing this research, the writer hopes that the output of the study will be useful to give contribution of developing English teaching especially in teaching reading by using words structure clues strategy. Moreover, the writer hopes teacher or lecturer can

use words structure clues strategy as an alternative method in teaching reading.

3. For Students

By using word structure clues strategy as an alternative method in teaching reading, hopefully the students will improve their understanding in reading a text and get better achievement.

4. For School/ Institute

This study can be a starting point to develop the teaching method which applies in the school/ institute.

5. For Reader

This research hoped can give more beneficial information and knowledge to the reader.

6. For the Next Researcher

The next researcher can conduct further research in this field by extending it to other levels, other subject, and to different settings.

CHAPTER II

THE EFFECTIVENESS OF UNLOCKING THE MEANING OF WORDS USING WORDS STRUCTURE CLUES TO IMPROVE STUDENTS' READING QUALITY

A. Previous Research

In making this thesis, the writer was considering some previous research to support the writer's thesis, those are:

1. Mustaqimatur Rohmah (Student Number: 073411016), *The Effectiveness of Using Numbered Head Together to Improve Students' Reading Ability in Descriptive Text at Eight Graders of MTs NU 20 Kungkung in Academic Year of 2011/2012*, from English Language Department of Tarbiyah Science and Teacher Training Faculty, IAIN Walisongo Semarang, 2011⁸. The result of this experimental research revealed that the average of the mean score of the students taught using Numbered Head Together 79.64 and regarded as highest category. The average or the mean score of the students taught without using Numbered Head Together 70.44. There was significant differences since the result that the value of t_0 is 3.478. it was consulted with t table on significant level 5% = 1.67. It meant the value of $t_0 > t_t$ or $3.748 > 1.67$. It meant that H_a was accepted while H_o was rejected. Since t-test

⁸ Mustaqimatur Rohmah(073411016), *The Effectiveness of Using Numbered Head Together to Improve Students' Reading Ability in Descriptive Text at Eight Graders of MTs NU 20 Kungkung in Academic Year of 2011/2012*,(Semarang: IAIN Walisongo, 2011), Unpublished thesis