

Chapter One

Introduction

In this chapter, the researcher will show an introduction to the research. This chapter will explain several things related to research. First, the researcher will show the background of the study; statement the problem, delimitation of the problem, the researcher also discusses about the research question, research objective, the significance of the research, and the last is about organization of the chapter. Detail explanation about these sections is elaborated below.

Background of the Study

Good vocabulary mastery is one of the most important skills in learning vocabulary. With the help of a wide and accurate vocabulary, students can understand the text as a whole, recognize the meaning of unknown words and deepen their understanding of the subject. However, learning vocabulary out of context can be difficult and less effective. Therefore, it is important to test students' ability to learn vocabulary from context cues in reading comprehension texts. At higher levels of education, such as English language education programs at private Islamic universities, students often have to read texts that require a good understanding of vocabulary. However, research that specifically analyzes the ability to learn vocabulary from contextual cues at this educational level is still limited. Reading is a cognitive process that entails deciphering symbols in order to derive meaning (Castles et al., 2018). Readers in a reading process are actively

generating meanings from words in a text. With a goal in mind, readers can comprehend the meanings of words more attentively and lead finding specific information in line with their specific objective the readers have. They can make use of what they have already known, which is called their prior knowledge. They may also employ techniques to comprehend what they are reading, themes to arrange ideas, and textual clues to decipher new words. Afterall, the primary goal is to comprehend the text or reading comprehension

To perform reading comprehension better, readers require two aspects. The first aspect is that they need to have a good command of the English language. They must be able to comprehend the writer's terminology. The second aspect is text comprehension in which the readers combine vocabulary and various comprehension skills to develop knowledge of the text. Comprehension, or the mental process that permits readers to comprehend a text, begins before readers begin reading, continues after the reading is completed, and is very much facilitated by their vocabulary.

Vocabulary is a collection of terms that are recognizable to people (Putri, 2022). A good collection of vocabulary is a helpful and important instrument for communication and information acquisition. People' communication and information sharing can well take place when they have developed their vocabulary. The vocabulary development is commonly nurtured through learning and natural acquisition.

Learning vocabulary has many ways to learn and according to research everyone needs to have a working knowledge of English (Innaci & Sam, 2017). One of the ways to learn vocabulary understands the meaning vocabulary from contextual clues. Contextual clues are cues that can be found surrounding words or phrases that are unknown in a sentence or paragraph. Using context clues as one of the tactics in a shared reading assignment will help students' vocabulary and reading comprehension (Almunawaroh, 2016). Using contextual clues can assist students in understanding and using language to comprehend the content. Contextual learning is a viable method for teaching reading skills since it can assist students develop their linguistic qualities, vocabulary, and intellectual abilities. Employing contextual clues also contributes to their emotional growth, intelligence, and higher-order thinking skills, and at the end, students may gain a deeper understanding of the English text they learn (Haerazi et al., 2019).

Contextual clues are cues provided by an author to aid in the definition of a difficult or unique term in a book. The clues might be in the same sentence as the word it relates to, or it could appear in the next sentence. As utilizing contextual clues can increase students' critical thinking, students should be well trained to apply contextual clues in their teaching learning. In the same direction, teachers need to impose this type of vocabulary learning in English reading comprehension class. However, to best of the researcher's knowledge, there is still limited numbers of studies in this topic in the context where the researcher undertakes the research. This motivates the research to conduct a study with the

title “An Investigation of students’ ability to learn vocabulary from contextual clues in reading comprehension text at ELED of Islamic private university”.

Identification of the Problem

Based on the background above, the researcher tries to find some related issues on the ways of students to perceive students' ability to learn vocabulary from contextual clues in reading comprehension texts in an English education at a private Islamic university. This study identifies students' perceptions of their abilities, highlights the challenges they face in understanding contextual clues vocabulary, and analyzes the strategies students use to learn contextual clues vocabulary.

Delimitation of the Problems

In this study, the researcher focuses on investigating students’ ability to learn vocabulary from contextual clues in reading comprehension text. Specifically, the investigation is concentrated in investigating how students perceive their ability to learn vocabulary from contextual clues in reading comprehension texts.

Research Question

The researcher has written two questions as guidance to investigate students’ ability. Those following questions are:

1. How do students outlook the advantages of learning contextual clues in learning vocabulary?

2. What are the challenges students' faces while knowing the meanings of new vocabulary from contextual clues in learning vocabulary?
3. What strategies do students at the ELED of an Islamic private university employ to infer the meaning of unfamiliar words in learning vocabulary?

Research Objective

Referring to the research questions above, the researcher formulates the objectives of this research as follow.

1. Knowing students' perceptions of their advantages to learn vocabulary from contextual clues.
2. Identify the challenges students face in understanding vocabulary from contextual clues.
3. To investigate the strategies students use in learning vocabulary from contextual clues.

Significance of the Research

This study has the potential to assist a wide range of people, including instructors, students, and other researchers. The following are some of the advantages:

For teachers

This study informs teachers on the condition of the students on their ability

to learn vocabulary using contextual clues. They can know how students implement, facing the challenges and implement the strategies in learning vocabularies using contextual clues. This information is important for teachers when they teach students vocabulary. The teacher will be able to fully grasp and teach the student how to find word definitions in reading comprehension by using structure clues.

For Students

They are able to recognize, analyze, and understand their own difficulties or problems, as well as pick which tactics are best for pupils to solve those issues.

For other researchers

This study can be used as a reference or source to assist other researchers who are looking into a similar case. The researcher believes that future scholars would dig further into this study in order to identify diverse students' concerns and provide potential solutions.

Organization of the chapter

There are three chapters in this study proposal. Each chapter offers a set of primary ideas that help the reader grasp what the researcher is trying to say. The first chapter covers the study's introduction, which includes background of study, Identification of the problem, delimitation of the problem, research questions, research objective, and significance of research. The second chapter is devoted to a review of the literature. The researcher addresses the challenges, the problems

caused, and the solutions to deal with the problem, as well as a review of relevant studies and a conceptual framework, in the literature review. The research methodology was discussed in Chapter 3, which cover the study design, research environment, research participants, data collection techniques, data collection procedures, and data analysis. Chapter IV presents the findings that are divided into three parts: students' perception, difficulties, and strategies using to learn vocabulary using contextual clues. While the last chapter, Chapter V discusses the finding and recommendations.