

**THE EFFECT OF USING SEMANTIC CLUES TECHNIQUE ON THE
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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ABSTRACT

Zakiah Pertiwi “The Effect of Using Semantic Clues Technique on the Students’ Achievement in Reading Comprehension” Skripsi: English Education Program of the faculty of the Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2017.

This study is about the effect of using Semantic Clues Technique on the Students’ Achievement in reading comprehension. This study was conducted at SMP Terbuka Negeri 5 Medan jl stasiun Desa besar Medan Labuhan at academic 2016/2017. The Population of this research was eight grade students, which consist of 60 students, distributed into two classes. purposive sample technique was applied, and the VIII-1 chosen as the sample. The sample was taught by using semantic clues technique. Experimental one group pre test and post test research design was applied in this research. In order to obtain the data, completing test consist of 20 items were administrated to the students’. The result showed that applying semantic clues technique has a significant effect on the students’ achievement in reading comprehension which was proven from the calculated of t-test. It is proved from the calculation of $t_{observe}$ which is higher than t_{table} 1.701 with the level significances 0.05 and the degree of freedom (df) = 28. The hypothesis was accepted. It means that H_a was accepted and H_o is rejected. The effect of using semantic clues technique on the students’ achievement in reading comprehension tags was 58.6% and 41.4 % was influenced by other factors.

Key Words : Semantic Clues Technique, Reading Comprehension

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The Researcher

Zakiah Pertiwi

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

Reading is the one of most important skills in learning besides listening, speaking, and writing. Reading can be thought as a way to draw information from a text and to form an interpretation of that information. In teaching reading, the teacher should realize that there are many goals of reading is to develop the students reading skills, so the students can read English text effectively. Reading as one of basic communication skills is an active and ongoing process that is effect directly by an individual's interaction with the environment. Reading is essential to success especially in academic subjects. In this modern era, learning heavily depends on ability of the readers to interpret the printed pages accurately and clearly. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

In educational unit level curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP), the objective of teaching reading is clearly stated. One of the objective is students are expected to be competent in comprehending reading in various English texts. For junior high school students, they were expected to be able to comprehend the meaning of written text : recount, narrative, procedure descriptive, news item, spoof, report, analytical exposition, hortatory, explanation, and discussion.

Reading process is comprehending the reading itself. Reading with comprehension means understanding the texts. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purposes and making judgement and evaluating.

Based on the researcher's experience at teaching practice process (ppl) at the Eight grade in SMP Terbuka Negeri 05 Medan, the researcher expectation the students in the school can read and understand what they have read well but in reality the students can't read and can't understand what they have read well. The researcher found some problem faced by the students in reading. The students are not able to understand what they have read, the students did not feel confident when they read, and the students often restless/nervous when they studied English especially in reading. Therefore, reading activities in the classroom will not be useful for them if they don't know and understand the information that they have read.

Because the condition, the researcher would like to conduct the research by using semantic clues technique to improve the students' reading comprehension, because this technique is simple to use and easy to be followed by all student

Semantic clues can be of great help in guessing the meaning of words. The use of semantic clues, according to Harris and Sipay (1980) requires two things: the reader's background knowledge and the meaning obtained from the text. The reader should be knowledge of word meaning and how words are interrelated, as well as the

understanding that certain sets of words are likely to occur in the same content. This technique help students to find out meaning of text. The student can guess the meaning of the text.

The students employ context clues to figure out the meaning of the unfamiliar words in a reading text. What they should do when employing context clues is to make use of surrounding information to identify the unknown meaning of words. It is essential that this vocabulary strategy be applied, in addition to the use of dictionary. Grellet (1990) even suggests that the students be encouraged to make an intelligent guess at the meaning of the words they do not know rather than look them up in the dictionary.

Students should rely on context clues when an obvious clue to the meaning is provided, or when only a general sense of the meaning is needed for reader's purpose. Context clues should not be relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is a common one will be needed again; in these case, a dictionary should be consulted.

Based on the explanation previously, the researcher concludes that teaching reading comprehension is very important in teaching English, by using semantic clues technique, hopes students to find out meaning of text and The students can guess the meaning of the text. So the researcher conduct the research with the title "The Effect

of Using Semantic Clues Technique on the Students' Achievement in Reading Comprehension.

B. The Identification of Problems

Based on the background of the study, the problem which identified as follows :

1. The students often feel shame and not confident when they read.
2. The students are not able to understand what they have read.
3. The students only read the material without knowing what they read.

C. The Scope and Limitation

The scope of the study were focus on reading comprehension and the researcher were limited on narrative text on the students' achievement.

D. The Formulation of the Problem

The problem of the research was formulated as the following :

1. is there any significant effect of semantic clues technique on students' achievement in reading comprehension?

E. The Objective of the study

Based on the problem of the study above, the objective of the study was describe as follows :

1. to find out the significant effect of semantic clues technique on students' achievement in reading comprehension.

F. The Significance of the Study

The findings of the study are expected to be useful theoretically and practically:

a. Theoretically

The findings of the study will be expected to give easier and interesting way in mastery vocabulary.

b. Practically

1. The headmaster could increase awareness of teacher and the performance to effectively the technique.
2. The teachers, who want to enlarge the students' achievement to get the meaning of the reading text through mastering semantic clues,
3. The students, who be able to use semantic clues to overcome their difficulties in reading comprehension especially narrative text can help them through identifying the the words, sentences, figurative meaning, synonym and antonym,
4. The reader who had enrich readers' knowledge about the technique in teaching strategy in reading comprehension
5. The writer who had knowledge in practicing, experiences and teaching strategy improving in the school.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain some concept or terms applied in the research concern. Some terms are used in this study and they need to be theoretically explain. In the following part, theoretical on the terms will be present.

1. Definition of Reading

Walker 1996 in (Rahayu, Sri, 2015) defines that reading is an active process in which readers shift between source of information (what they know and the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate, the use context to focus their response. It means that reading activity needs a comprehension to interpret (read between the lines) written text.

According to Williams 1996 in (Rahayu, Sri, 2015) reading is a process of obtaining meaning from written text. Readers carryout knowledge of the writing

system, knowledge of the language, and the ability to interpret meaning from a text.

According to Aebersold and Field 1997 in (Rahayu, Sri, 2015) reading is what happens when people look at a text and assign meaning to the written symbols in that text. The similar definition stated by nunan 1998 in (Rahayu, Sri, 2015) that reading is process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words. clauses. and sentences).

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Grabe and stoller (2002 : 18) states that reading is an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. Reading is also interactive in the sense that linguistic information from the text interacts with information active by the reader from ling- term memory, as background knowledge.

Grabe and stoller (2002 : 19) states that reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally. Reading is also a comprehending process

According to patel and jain (2008 : 114) reading consists of three processes: recognition, structuring, and interpretation. Recognition is the process to recognize the graphic counterparts of the phonological items. Structuring is the process to

recognize to see the syntactic relationship of the items and understands the structural meaning of the syntactic relationship of the items and understands the structural meaning of the syntactic units. Interpretation is the process to comprehend the significance of a word, phrase, or a sentence in the overall context of the discard. Readers make use of background knowledge. Vocabulary, grammatical knowledge, experience with the the text and other strategies to help them understand written text.

Furthermore, from the grabe and stoller's statement above the writer conclude that reading is an activity of the reader to get linguistic information from the reading text.

Reading involves a variety of skill :

1. Previewing
2. Skimming
3. Scanning
4. Identifying topics
5. Understanding paragraph
6. Identifying
7. Identifying clauses
8. Guessing word meaning
9. Using a dictionary
10. Understanding contextual reference

Heilman, et al (1981 : 4) :

- a. Reading is interacting with language that has been coded into print.
- b. Reading is the product of interacting with the printed language should be comprehend
- c. Reading ability is consely related to oral language ability
- d. Reading is an active and going that is affected directly by an individual's interaction with his environment.

According to Aebersold and Field 1997 in (Rahayu, Sri,2015) the strategies that can help students read more quickly and effectively include:

- a. Previewing : reviewing titles, section headings, and photo caption to get a sense of the structure and content of a reading selection.
- b. Predicting : Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
- c. Skimming and Scanning : Using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

- d. Guessing from context : Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- e. Paraphrasing : Stopping at the end of a section to check comprehension by restating the information and ideas in the text.

2. Purpose of Reading

There are some purpose of reading:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability

2. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text

3. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

4. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last this discussion for two reasons. First, it is the most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Rivers and Temperley in Nunan (1999 : 251) suggest that there are seven main purposes of reading, they are :

1. To obtain information for some purpose or because people are curious about some topics
2. To obtain instruction on how to perform some tasks for their work or daily life
3. To act in play, play game, do a puzzle
4. To keep in touch with friends by correspondence business letters
5. To know when or where something will take place or what is available
6. To know what is happening or has happened as reported in newspapers, magazines, reports.
7. For enjoyment or excitement

3. Genres of Reading

The word genre in today's world has been used broader to refer the range of ways in which things get done in particular society of culture. Genre is place occasion, function, behavior, and interaction structures. Genre theorist assumes that

the organizations of a text genre are classified according to the stages. They move through to attain their purposes (Knapp and Watkins, 2005 : 82).

According to Brown H.D, (2003 : 186) in a foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. There are three types (Genres) of reading:

1. Academic Reading includes:

General interest articles (in magazine, newspaper, etc). Technical report (e.g. lab report), professional journal articles. References material (dictionary, etc). Textbook, theses. Essay, papers. Test direction. Editorials and opinion writing.

2. Job-related Reading includes:

Messages (e.g. phone messages). Letters / mails. Memos (e.g. interoffice). Reports (e.g. job evaluations, project reports). Schedules, labels, sign, announcements. Forms, application, questionnaires. Financial documents (bills, invoices, etc). Directories (telephone, office, etc). Manuals, direction.

3. Personal Reading includes:

Newspaper and magazine. Letters, email, greeting cards, invitations. Messages, notes, lists. Schedules (train, bus, plane, etc). Recipes, menus,

maps, calendars. Advertisements (commercials, want ads). Novel, short stories, jokes, drama, poetry. Financial documents (e.g. checks, tax forms, loan applications). Forms, questionnaires, medical reports, immigration documents, comic strip, cartoon.

4. Reading Comprehension

Some experts in reading say that reading for comprehension is also known as silent reading or mental reading. It is because it involves more mental activation than physical activation (like sounding in reading aloud). This kind of reading is more dependent on the reading speed and comprehension. The characteristic of mental reading is more receptive rather than productive since the reader reads for himself, not for others.

According to Smith and Robinson 1963 in (Karma, C Prima Ferri, 2004) mental reading consists of four skills in activity: scanning, skimming, reading for specific information, and inferring.

- a. Scanning : reading quickly, not thoroughly, for example : reading a newspaper.
- b. Skimming : the skill of noting the main idea rapidly, for example : reading for the main idea.

- c. Reading for specific information : the skill of getting specific information in a text, for example : making an inference from the content of the reading text.
- d. Inferring : the skill of making an inference from the context of the reading text, for example : making an inference from the clues, from premise major and premise minor.

Comprehension is the ultimate goal the driving force of reading. it is viewed as the purpose of reading. While comprehension is often considered the end product of reading and is assessed after reading, actually place throughout the reading process. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Woolley (2011 :15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. While, Klinger (2007 :2) stated that reading comprehension is process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. In addition, Wainwright (2007

: 35) states that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.

Based on statement above, the most important thing in reading comprehension is a complex process of making meaning from a text.

4.1 Level of Comprehension

According to burns 1984 in (Rahayu, sri) said” there are four level of reading comprehension: they are literal, interpretative,critical and creative comprehension.” The following levels can tell us about how far the students understand about reading material and which level has been achieved.

1. Literal Comprehension

Literal comprehension involves acquiring information that is directly stated in selection. Recognizing stated main ideas, causes ad effects, and sequences is the basic of literal comprehension and through understanding of vocabulary, sentences meaning, paragraph meaning is important heilman (1981 : 246)said’ literal comprehension is understanding the ideas and information explicitly stated in passage.” There are some abilities that should be mastered by students, such as :

- a. Knowledge of word meaning
- b. Recall of details directly of paragraph in own words

- c. Understanding of grammatical clusa- subject, verb, pronoun, conjunctions, and so forth.
- d. Recall of main idea explicitly

2. Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skill for interpretative reading include, inferring of pronouns, inferring referents of adverbs. Inferring omitted word, detecting the author's purpose in writing, drawing conclusion

Heilman (1981 : 246) stated that interpretative comprehension is understanding of ideas and information not explicitly in the passage. There are some abilities that should be mastered by students, such as

- a. Reason with information presented to understand the author's tone, purpose and attitude.
- b. Infer factual information main ideas, comparison, cause-effect relationship not explicitly stated in the passage.
- c. Summarizations of story content.

3. Critical comprehension

Critical comprehension involves the students analyzes, evaluates, and makes judgements about by using some criteria-external or internal. The criteria may be based on written sources, authorities of the reader, or the reader's personal view. During critical reading, readers may be asked to judge where events, incidents, or characters are real or fictions. Readers decide if statements are fact or opinion

4. Creative comprehension

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretation and critical reading level. In creative reading the readers try to come up with new or alternate solution to this presented by the writer.

Anderson 1969 in (Rahayu, Sri, 2015) points out some specific and method of improving reading comprehension, they are :

- a. Determine the purpose of reading. Ask your self what you want to gain from reading the passage of selection.
- b. Pay attention to words each subject in the curriculum has it is own special vocabulary and the students' success will depend on some extend on their mastery of it. The students' should look at all words carefully.
- c. Utilize context clues. The use of surrounding context can help the students' derive the full meaning from a passage.

- d. Use the six WH question in all reading. Comprehension is based on the question who, where, what, when, why, and how.
- e. Phrase reading not only reduces the usual number of fixation per line, but also makes the meaning clearer.
- f. Examine the structure paragraph.

5. Semantic Clues

Semantic clues are examined in the study since they are linguistic in nature. It means that the use of semantic clues requires two things: the reader's background knowledge and the meaning obtained from the text. Harris and sipay (1990:34)state that the reader should have the knowledge of word meaning and how words are interrelated, as well as the understanding that certain sets of words are likely to occur in the same context. In figuring out the unknown meaning of the words, therefore, the reader should rely on the meaning of the word surrounding it as the clues. Various types of semantic clues include:

- a. Definition, e.g. An object lesson –concrete illustration of a principle-was obviously learned today.
- b. Example, e.g. Methadone is an example of a synthetic narcotic drug.
- c. Synonym, e.g. The fat giant was large and round and rotund.
- d. Experience, e.g. After school dick hung his clothes in the closet.
- e. Description, e.g. The *griffin* was a mythological monster with an eagle's wings, head, beak, and a lion's body, legs and tail.

- f. Comparison or contrast, e.g. While the aunt loved marty deeply, she absolutely *despised* his twin brother, smarty.
- g. Reflection of intent, mood, tone or setting, e.g. The starchiness in his voice and the scowl on his face warned us that father was in a captious mood. Absolutely nothing suited him! Dinner was too late, the meat was too cold, and the coffee was too hot.

Although semantic and syntactic clues can be distinguished from each other and broken up into several types, in practice they do not function separately. Otto et al. (1979) argue that a reader use both their knowledge of word meanings and grammatical concepts to reduce the probable alternatives of what follows next in a printed passage.

Further, Carnine et al. (1990 : 66) give a description of how these two operate in the word attack. According to them, a reader relies on the syntax (word order) and semantics (word meaning) of the sentence in which a word appears as an aid to decode the word. The first type of context clues, syntax (word order), limits the number of possible words that can come next in a sentence. Thus, syntactic clues allow him to make inferences regarding the possible word. For example, the next word in the sentence 'John ran to the _____' might be any of several nouns (e.g. *store*, *station*), but could not be a verb (e.g. *shave*), adverb (e.g. *slowly*), or pronoun (e.g. *she*). Then the second type of context clues, semantics (word meaning), limits the number of possible words that can come next in a sentence. To illustrate, although the next word in the sentence 'Alice threw away the _____' must be a noun, only certain

nouns make sense (e.g. *cup, old clothes*, etc.), but not others such as Jerry, railroad, etc. Since context clues (semantic and syntactic) restrict the words that can come next in a sentence, students are more likely to be able to figure out the unknown meaning of a word in context than when it appears in a list of words.

6. Using semantic Clues in Teaching Reading Comprehension

Semantic clues are needed to get some information from a reading text. It helps the students to understand the meaning of language, the words and parts of words. It convey meaning as well as the way sentences, paragraph, and whole text are interpreted by listeners and readers. Miller (1993 : 34) states that in teaching reading, semantic clue allows the teacher to give a student additional clues to arrive at an answer.

Reutzel and cooter (2003 : 56-57) states that there are some activities in teaching reading by using semantic clue, such as :

a. Contextual Redefinition

This activity occurs mainly at the chalkboard or overhead. The first step involves selecting five or six terms unfamiliar to most of the class. Introduce the words by writing them on the chalkboard, and asking students to predict to definition for the words. The idea of the prediction is for the students to generate logical possibilities without worrying about being right. The teacher should the explain why the student were unable to do much more than guess at the words meaning when

presented in isolation. Then, the teacher should give the students the same words presented in sentences or paragraph, encouraging them to read the passage and see if their definitions need revising. The word should be presented in a contextually rich sentence. Record the students various revised suggestions. If they do not agree on a definition, have the students find a definition in a glossary or dictionary. This allows students to exercise using context clues and gives the teacher an opportunity to pretest each term to be used in subsequent lessons. The teacher should emphasize that the context cues should usually be the first tool used to understand new to understand new words rather than a dictionary or glossary.

b. Fill in the Blanks

The teacher presents a number of sentences to the class on a chalkboard or transparency. Each sentence should have an omitted word that could be replaced with a number of reasonable alternatives. The teacher should have a child read the sentences out loud completing it with one option, while the other children in the group suggest alternatives.

This strategy is basically short variation of the cloze procedure.

The example :

I would like to receive _____ for my birthday

My favorite food is _____

My mother's favorite color is _____

I would like to play _____ after school today.

c. Crossword Puzzles

The teacher can help students learn semantic cueing system by presenting them with simple crossword puzzles. The clues should be presented as sentences that contain a blank and a context cue. The teacher has the option to present the omitted words in a list or let students try to use only the context cue. The letters filled in on the puzzle can serve as graphophonic cues for students as well as semantic cues provided in the puzzle clues.

d. Analogies

A useful strategy that can be used in intermediate grades in teaching and using analogies. Analogies require student to extract semantic information from a group of words to complete the analogy. This gives students practice in the kind of processing that is required when using comparison and contrast semantic cues.

Pride : lion gaggle _____

Men are to women as boys are to _____

e. Listen for Miscues

Children can be helped to learn cueing systems by teaching them to detect when miscues occur in a reading. Teachers present them with a passage read orally or tape-recorded in which there is a semantic miscue. Students should identify when a miscue occurs and state why it was inappropriate. They should then be able to correct word. This strategy can be adapted when taking a running record for a student. Following a student's completion of a passage, the teacher can be test the limits by reading to the child a sentence with an uncorrected, semantically incorrect error as the child read to the examiner. The child should then explain why the words did not make sense in the context of the sentence, and the teacher should demonstrate use of semantic cues in the sentence that could have helped the child correctly identify the word.

For example :

a. You put juice in a cup

Correct : you put juice in a glass

7. Narrative

Narration or narrative provides details of telling of story. According to Carol (2001: 77), Narration is writing that tells a story". Narrative text is a type of the text that is appropriate to tell the activity or even in the past which highlight problematic experience and resolution for the purpose of entertaining and often intended to give moral lessons to the reader.

The classification based on analysis of three main element of a text namely:

- a. The purpose of the text : why is the text made and what is the text made for by its writer.
- b. The generic structure of the text : analyzing the use of structure in composing the text
- c. The language features : taking a look at the linguistics characteristic of the text, what kind of language features is used to build a text by its writer.

Table 2.1
Parts of Narrative Text

Genre	Social Function	Generic Structure	Grammatical feature
Narrative	To amuse, entertain and deal with actual vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which is turn find a resolution	<ol style="list-style-type: none"> 1. Orientation: Sets the scene (time, place or events) and introduces participants. 2. Evaluation: A stepping back evaluates the plight 3. Complication : A crisis arises 4. Resolution : The crisis is resolved for worse 	<ol style="list-style-type: none"> 1. Focus on specific and usually individualized 2. Use material, relational and mental process 3. Use temporal conjunction 4. Use past tense

		problem solving.	
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B. Previous Research

There are some previous studies that related with the title of this research:

1. The first research which has carried out by Omar Na'eem with the title "The Effect Of Teaching Vocabulary Through Semantic Mapping On Efl Learners" Awareness Of Vocabulary Knowledge At Al Imam Mohammed Ibin Saud Islamic University." The purpose of this study was to investigate the effect of semantic mapping as an instructional strategy for teaching vocabulary items to EFL learners at Al Imam Mohammed Ibin Saud Islamic University and to explore the effect of this strategy on EFL students' achievement of lexical items. The sample of the study consisted of 50 male students enrolled in two sections, which were randomly selected from four sections and were randomly assigned to both experimental and control groups. Therefore, a quasin experimental mode of inquiry was adopted in this study since the sample was chosen intentionally, but its assignment on the groups was carried out randomly. A vocabulary pre-test was given to both groups at the beginning of

the study to make sure that they were equivalent and homogenous. The same test was given to the experimental and control groups to investigate the effect of semantic mapping strategy on EFL students' achievement of lexical items. It can be suggested that semantic mapping can be used as an efficient methodology for teaching vocabulary, a technique which is effective for EFL learners.

2. The second research which has carried out by Rachael Hibbard with the title "The Effects of Context Clue Instruction on Finding an Unknown Word." The purpose of this study was to increase word meaning in independent and instructional level texts for fifth grade readers through the use of context clues. The question guiding this research is does context clue analysis support students when finding the meaning of an unknown word? The majority of the research completed during the study indicated that explicit instruction of context clues will increase a reader's ability to identify unknown words. In this study, students were given three texts, two fiction and one nonfiction, with a given set of words. As a pretest, they were given the words and were to try and define them as best as they could. After, they were to define the words given in a sentence. Finally, they were able to work collaboratively to define the words after reading the complete text. The study found the students' abilities to identify unknown words appeared to increase with instruction.
3. The third research which has carried out by Donald R. Lichtenstein with the title "The Effect of Semantic Cues on Consumer Perception of Reference

Price Ads” This article examines the differential effects of two types of semantic cues: (1) cues connoting that an advertised price discount exhibits low consistency over time, and (2) cues connoting that an advertised discount is highly distinctive vis-à-vis competitors. Results suggest that, for manipulations of external reference prices with offering price held constant, semantic cues that connote high distinctiveness are more effective in influencing consumers' price-related evaluations when the external reference price is otherwise implausibly high than are semantic cues that connote low consistency. For manipulations of offering prices with external reference price held constant, however, semantic cues connoting high distinctiveness exert more relative influence on price-related cognitions when offering prices are high.

C. Conceptual Framework.

Reading is a complex and deliberate activity, in this case the form of the thought process in which the action consists of various work in an integrated way of thinking leads to one goal, namely to understand the overall meaning of text exposure. By reading a person will gain new understandings, gain knowledge, gain new ideas, expand the view so that later they have high intelligence and civilization that is useful to himself and useful to others.as a process, it is interesting to get the familiar meaning in reading text. Most the student usually turn to the dictionary to know the meaning of the words. The use of dictionary is such a situation seems to give a practical solution, because they are expected to get the meaning of words

immediately after reading a list of definitions and picking up one which sounds suitable. However, they should not depend on the dictionary as the main aid to comprehension of a particular reading text since other problems may arise when the dictionary is used as the major means of gaining vocabulary knowledge in reading comprehension.

Using semantic clues will help students to figure out the unknown meaning of a word. The students will rely on the meaning of the words surrounding it as clues. Through semantic clues, it will figure out the meaning of the unfamiliar words in a reading text. The students try to make use of surrounding information to identify the unknown meaning of words.

D. Hypothesis

In accordance with the theoretical and conceptual framework, the hypotheses are formulated as follows.

H_a : there is a significant effect of semantic clues technique on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Terbuka Negeri 5 Medan, Jalan Stasiun Desa Besar Medan Labuhan from 7 February 2017 until 27 February 2017. The reason for choosing that school because based on interview with the teacher find that the students The students often feel shame and not confident when they read, the students are not able to understand what they have read and the students only read the material without knowing what they read.

B. Population and Sample

The population of this research was the eight grade students of two classes, VIII 1 30 students and VIII 2 30 students. And the total number of students are 60 students. Sample purposive sampling technique was applying on this research. Class

VIII was conducted as the sample based on some consideration. In this research, the researcher choose the class VIII 1 as an experimental this information is also taken from the English teacher who taught experimental group.

Table 3.1

Class	Population	Sample
VIII-1	30	30
VIII-2	30	-
Total	60	30

C. Research Design

28

This research was conducted by using experimental method namely One group pre-test post test. In this method the sample was given a treatment based on the variable research. The experimental group were teach by semantic clues technique. The experimental group was given pre-test before doing the treatment.

In the experimental group, the treatment was taught by semantic clues technique. After the treatment, the experimental group was given post-test. The design was applied in order to investigate the effect of semantic clues technique on the students' achievement in reading comprehension. The design of this research could show below:

Table 3.2
Research Design

Group	Pre-Test	Treatment	Post-test
Experimental	✓	Semantic Clues Technique	✓

1. Pre- Test

Before treatment, pre- test was administrated to the experimental group. The function of pre-test is to know the mean scores of the experimental and control group.

2. Treatment

The one groups was given the same materials, which were taught by one method. The experimental group was taught by semantic clues technique.

Table 3.3
Treatment in experimental group

Meeting	Experimental group
First	<ol style="list-style-type: none"> 1. Teacher was greet the students to open the class. 2. Teacher given pre-test. 3. Teacher collected the answer sheets of students. 4. Teacher calculated the score.
Second	<ol style="list-style-type: none"> 1. Teacher introduce some unfamiliar word in the chalkboard before giving reading text

	<ol style="list-style-type: none"> 2. Students tried to mention the meaning of the word and the reading text . 3. Teacher presented a number of sentences before she ask the students to be read. 4. Students tried to understand the sentences which presenting by the teacher. 5. Teacher presented simple crossword puzzles. 6. Students tried to do crossword puzzle. 7. Teacher asked the students to extract information from the text through analogies. 8. Students extract the information from their reading text based on analogies. 9. Teacher asked to do exercise by answer the question based on their reading book. 10. Students did exercises.
Third	<ol style="list-style-type: none"> 1. Same as teacher second meeting but different in exercises.
Fourth	<ol style="list-style-type: none"> 1. Teacher was given direction related to the post-test. 2. Teacher was given post-test. 3. Teacher collected the answer sheets of the students. 4. Teacher calculated the score.

3 Post-test

After teaching the students reading comprehension by semantic clues technique to the experimental groups, the researcher gave the experimental group a

post-test in order to see the result whether the strategy is effective or not. The test of post-test and pre-test was the same.

D. Instrument of the Research

The research, the data was collected from students' reading achievement. The post-test was given to both of group, in which the students was asked to answer 20 reading comprehension question based on the passages. The type of the test, with multiple choice form.

$$\text{Score} : \frac{\text{total of true answers}}{\text{total of question}} \times 100$$

E. Technique of Analyzing Data

1. Scoring the students' answer for correct answer and the wrong answer.

$$\text{Score} = \frac{\text{true items}}{\text{members of item}} \times 100$$

2. Tabulating the students score in Pre-test and Post-test.
3. Calculating the total score post-test in experimental group.
 - a. Determining coefficient r^2 by formulation
 - b. Determining T – test by formula
 - c. Testing linier regression

CHAPTER IV
DATA DESCRIPTION AND DATA ANALYSIS

A. Data Description

The data of this research was taken by giving the tests that were divided into pre test and post test. This study was conducted by applying an experimental research. It deals with quantitative design. Namely experimental one group pre test and post test design. The students in experimental group were taught by applying make a semantic clues technique. The population of research was the eight grade students of Smp Terbuka Negeri 5 Medan. there are two parallel classes from V-1 until V-2. The researcher was taken the sample by purposive sampling and chosen one class V-1 as the sample. below is the pre test and post test students' score is described in table below.

Table 4.1
The Students' Score of Pre – test and Post – test

Score	Frequency		Total	
	Pre-test	Post-test	Pre-test	Post-test
30	I	-	1	-
40	I	-	1	-
45	II	-	2	-
50	II	-	2	-
55	III	-	5	-
60	III I	-	6	-
65	III	-	4	-
70	III	-	4	-
75	-	III III	-	10
80	-	III III	-	8
85	-	III I	-	6

92	-	III	-	3
95	-	I	-	1
Total			30	30

Completing test was given to the students to obtain the data. The data was collected by giving the students' a test, consisting of 20 completing test items. The data showed that in experimental group, the total score of pre-test in 1765 and post test in 2434. The mean score of was 58.83 and the mean of Post – test was 81.1. The result of the pre- test showed that the highest score was 70 and the lowest was 30, while the highest score in post- test was 95 and the lowest was 70. Based on the data above, it proved that there were different score between pre test and post test.

Table 4.2

The Students' Achievement Score in Pre- Test and Post- Test

Statistical Calculation	Pre- Test	Post- Test
Highest	70	95
Lowest	30	70
Sum	1765	2434
Mean	58.83	81.1
N	30	30

B. Data Analysis

The analysis of data were conducted to providing the hypothesis of the research.

Each of these is presented as follows:

Table 4.3
Providing the Hypothesis

Correlation	T-Test	Linear Regression	Significant Effect
Product Moment			
$r_{xy}=0.766$	$t = 6.301$	$\alpha = 58.021$ $b = 0.393$ $\hat{y} = 58.021 + 0.393x$	$D = 58.6 \%$

After calculating the correlation of product moment showed that $r_{xy}=0.766$. based on the calculating of t-observed, it was found that t-observed was 6.301 and based on the level of significant 0.05 with degree of freedom 28 $(n-2)= 30-2 =28$, t-table was 1,071. It shows that there was significant The effect of using semantic clues technique on the students' achievement in reading comprehension.

Which:

$$H_a : t_{\text{observed}} > t_{\text{table}} = 6.301 > 1.071$$

It means that there was significant The effect of using semantic clues technique on the students' achievement in reading comprehension. Next, testing linear regression showed that $\alpha = 58.021$ and $b = 0.393$. So, $\hat{y} = 58.021 + 0.393x$. And the last, finding the significant the effect showed that 58.6 %. It means that the effect of using semantic clues technique on the students' achievement in reading comprehension was 58.6% and 41.1 from the other factors.

C. Testing Hypothesis

The hypothesis testing should be done in order to know whether the hypothesis is accepted or rejected. (H_a) is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this research, the calculating of the scores by using t-test showed the degree of freedom (df) 28 at the level of significant 0,05. Based on the calculating of t_{observed} , it was found that t_{observed} 6.301 and t_{table} 1.071. Based on this, it is conducted that alternative of hypothesis (H_a) is accepted. It means that there is significant the effect of using semantic clues technique on the students' achievement in reading comprehension.

D. Finding

When the make semantic clues technique was used in the experimental group, most of students feel fun, enjoyable and enthusiasm to work together and learn, because they can understand of the meaning by using cards of semantic clues technique on the students' achievement in reading comprehension.

After accounting the data previously by using t_{observed} formula, it shows that the critical value was 6.301, after seeking the table of df shows was 28 ($n-2=30-2=28$) showed that t_{table} was 1.071. Based on the data $t_{\text{observed}} > t_{\text{table}}$ it means that, null hypothesis was rejected and alternative hypothesis was accepted. It means that, there was a significant the effect of using semantic clues technique on the students' achievement in reading comprehension. Total of significant effect was 58.6 % and 41.4 was influenced by other factors and the test of hypothesis was found that $t_{\text{observed}} > t_{\text{table}}(6.301 > 1.701)$

E. Discussion

There were the difference between pre test and post test score on the students' achievement in reading comprehension make semantic clues technique. using

semantic clues is one of the techniques which is introduced in cooperative learning. Cooperative learning requires pupils to work together in small groups to support to support each to improve their own learning and that of other. By using this technique, hopes the students' to find out the meaning of the reading text and the students' can guess the meaning of reading text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis, conclusion were drawn as following. From the determination above it was known that effect of using semantic clues technique on the students' achievement in reading comprehension was 58.6% and 41.1% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found there was students' achievement in reading comprehension, which is proven from the result of the test $t_{\text{observe}} > t_{\text{table}}$ or $6.301 > 2,048 \alpha 0.05$, at $df= 28$. The fact hypothesis H_a was accepted and H_o was rejected.

B. Suggestions

Related to the conclusion above, some suggestion were put forward as following :

1. The English teachers are expected to use semantic clues technique, Because this strategy can help students to increase their reading narrative text.
2. Semantic Clues Technique can help students in reading narrative text it can stimulate their knowledge to comprehend the text.
3. it is suggest to other researchers who are interested and want to do research to use these findings as source of information for further related studies.

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APPENDIX

Table 4.1

The Score Differences of Pre – test and Post – test

No.	Students' Initial	Pre-test (O1)	Post-test (O2)
1.	AR	70	85
2.	AFK	60	80
3.	AAFR	65	80
4.	AS	60	85
5.	BPI	55	75
6.	BPS	55	80
7.	CWR	65	80
8.	DS	45	75
9.	GBS	50	8
10.	IH	70	92
11.	IA	75	95
12.	KS	45	75

13	LAH	30	75
14.	LW	65	80
15.	MRN	50	75
16.	MY	60	85
17.	MOW	70	85
18.	MR	60	75
19.	MR	75	90
20.	NAM	40	75
21.	PY	60	80
22.	PAN	55	82
23.	RD	70	80
24.	RS	52	76
25.	RD	64	85
26.	SF	48	75
27.	SE	55	85
28.	SA	60	84
29.	SE	80	90
30.	SI	56	75
Total Score		1765	2434
Means		58.83	81.13

Based on the table 4.1 showed that the mean of Pre – test was 58.83 and the mean of Post – test was 81.1

APPENDIX

The Score of Pre – test and Post – test of Experimental Group

Table 4.2

No.	Students' Initial	Pre-test (x)	Post-test (y)	x^2	y^2	x.y
1.	AR	70	85	4900	7225	5950
2.	AFK	60	80	3600	6400	4800
3.	AAFR	65	80	4225	6400	5200
4.	AS	60	85	3600	7225	5100
5.	BPI	55	75	3025	5625	4125
6.	BPS	55	80	3025	6400	4400

7.	CWR	65	80	4225	6400	5200
8.	DS	45	75	2025	5625	3375
9.	GBS	50	80	2500	6400	4000
10.	IH	70	92	4900	8464	6440
11.	IA	75	95	5625	9025	7125
12.	KS	45	75	2025	5625	3375
14.	LW	65	80	4225	6400	5200
15.	MRN	50	75	2500	5625	3750
16.	MY	60	85	3600	7225	5100
17.	MOW	70	85	4900	7225	5950
18.	MR	60	75	3600	5625	4500
19.	MR	75	90	5625	8100	6750
20.	NAM	40	75	1600	5625	3000
21.	PY	60	80	3600	6400	4800
22.	PAN	55	82	3025	6724	4510
23.	RD	70	80	4900	6400	5600
24.	RS	52	76	2704	5776	3952
25.	RD	64	85	4096	7225	5440
26.	SF	48	75	2304	5625	3600
27.	SE	55	85	3025	7225	4675
28.	SA	60	84	3600	7056	5040

29.	SE	80	90	6400	8100	7200
30.	SI	56	75	3136	5625	4200
Total		1765	2434	107415	198420	144607

N

= 30

$$\sum x = 1765$$

$$\sum y = 2434$$

$$\sum x^2 = 107415$$

$$\sum y^2 = 198420$$

$$\sum xy = 144607$$

Based on the data at the table above, finding correlation between pre – test and post – test by using this formula :

1. Finding the correlation

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(30)(144607) - (1765)(2434)}{\sqrt{\{30 \cdot 107415 - (1765)^2\} \{30 \cdot 198420 - (2434)^2\}}}$$

$$r_{xy} = \frac{4338210 - 4296010}{\sqrt{\{3222450 - 3115255\} \{5952600 - 5924356\}}}$$

$$r_{xy} = \frac{4338210 - 4296010}{\sqrt{\{107225\}\{28244\}}}$$

$$r_{xy} = \frac{42200}{\sqrt{3028462900}}$$

$$r_{xy} = \frac{42200}{55031.471}$$

$$r_{xy} = 0.766$$

2. Determining T –test

After testing the correlation continued with determining T – test

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.766\sqrt{30-2}}{\sqrt{1-(0.766)^2}}$$

$$t = \frac{0.766\sqrt{28}}{\sqrt{1-(0.586)^2}}$$

$$t = \frac{0.766 (5.291)}{\sqrt{0.414}}$$

$$t = \frac{4.052}{0.643}$$

$$t = 6.301$$

Based on the calculating of t-observed, it was found that t-observed was 6.301 and based on the level of significant of 0.05 with the degree of freedom 28 ($N-2 = 30 - 2 = 28$), t-table was 1.701.

Which :

$$H_a = t_{\text{observed}} > t_{\text{table}} = 6.301 > 1.701$$

It meant that there was significant effect of using semantic clues technique on the students' achievement in reading narrative text.

3. Testing Linear Regression

$$\hat{y} = \alpha + bx$$

In finding \hat{y} find the value of α and b with the following this formula:

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{(30)(144607) - (1765)(2434)}{(30)(107415) - (2434)^2}$$

$$b = \frac{4338210 - 4296010}{3222450 - 3115225}$$

$$b = \frac{42200}{107225}$$

$$b = 0.393$$

$$\alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$\alpha = \frac{2434}{30} - (0.393) \frac{1765}{30}$$

$$\alpha = 81.133 - 23.121$$

$$\alpha = 58.021$$

After finding value of a and b input the value and the finding as the following :

$$\hat{y} = \alpha + bx$$

$$\hat{y} = 58.021 + 0.393x$$

4. Calculating Determination

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.766)^2 \times 100\%$$

$$D = 0.586 \times 100\%$$

$$D = 58.6 \%$$

From the determination above it was known that the effect of using semantic clues technique on the students' achievement in reading comprehension was 58.6% and 41.4% from the other factors.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analysis, conclusion were drawn as following. From the determination above it was known that effect of using semantic clues technique on the students' achievement in reading comprehension was 58.6% and 41.1% was influenced from other factor. Based on the result of the pre-test and post-test the researcher found there was students' achievement in reading comprehension, which is proven from the result of the test $t_{\text{observe}} > t_{\text{table}}$ or $6.301 > 2,048$ a 0.05, at $df = 28$. The fact hypothesis H_a was accepted and H_o was rejected.

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CURRICULUM VITAE

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KEY ANSWER

1. A
2. D
3. E
4. B
5. C
6. E
7. B
8. C
9. A
10. E
11. C
12. A
13. E
14. B
15. B
16. D
17. E
18. A
19. B
20. C

The Score of Pre-Test Experimental Group

No.	Students' Initial	Score Pre-Test
1	AR	70
2	AFK	60
3	AAFR	65
4	AS	60
5	BPI	55
6	BPS	55
7	CWR	65
8	DS	45
9	GBS	50
10	IH	70
11	IA	75
12	KS	45
13	LAH	30
14	LW	65
15	MRN	50
16	MY	60
17	MOW	70
18	MR	60
19	MR	75
20	NAM	40
21	PY	60
22	PAN	55
23	RD	70
24	RS	52
25	RD	64
26	SF	48
27	SE	55
28	SA	60
29	SE	80
30	SI	56

The data in the table showed that the highest score of pre-test was 80 and the lowest one was 30.

The Score of Post-Test in Experimental Group

No.	Students' Initial	Score Post- Test
1	AR	85
2	AFK	80
3	AAFR	80
4	AS	85
5	BPI	75
6	BPS	80
7	CWR	75
8	DS	80
9	GBS	95
10	IH	95
11	IA	75
12	KS	75
13	LAH	80
14	LW	80
15	MRN	75
16	MY	85
17	MOW	85
18	MR	75
19	MR	90
20	NAM	75
21	PY	80
22	PAN	80
23	RD	80
24	RS	75
25	RD	85
26	SF	75
27	SE	85
28	SA	85
29	SE	90
30	SI	75

The data in the table showed that the highest score of post-test was 95 and the lowest one was 75.