

**THE EFFECT OF CONTEXT CLUES STRATEGY ON STUDENTS'
READING COMPREHENSION**

SKRIPSI

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ABSTRACT

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The objectives of this research were to find the significance effect of context clues strategy on students’ achievement in reading comprehension. The population of this research was the first years students’ of MA Swasta PPM Ar-Rasyid Pinang Awan academic year 2016-2017. The population of this research was 80 students of X^1 and X^2 . The sample was taken two classes. The research is divided into two classes for Experimental class 40 students’ and for the Control Class 40 students. The instrument in collecting data was collected by using multiple choice test about narrative text and analyzed the data from students’ answer. After the data has been collected, they were analyzed by using t-test. t_c was higher than t_t ($4.39 > 2.00$) with the level significant 0.05 and the degree of freedom (df) = 78. The finding showed that the hypothesis of study is accepted. It means that by using context clues strategy given significant effect in increasing the students’ in reading. The students difficulties in reading comprehension by using context clues strategy is the students lacking in reading because did not understand the meaning of texts. Therefore, the finding of the study indicated that students’ achievement in teaching narrative text using Context Clues Strategy was more significant.

Keyword : *Context Clues Strategy, Reading Comprehension*

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the most poorly developed of our daily skills and yet it is a vital medium of communication. In our society, as knowledge rapidly accumulates and is committed to print, greater demands are continually being made on the ability of people to read. But the capacity to read efficiently is not only demanded of scientists and other highly trained personnel to keep them abreast of developments in their particular fields. As one kind of language skill, reading can be defined as a physical and cognitive activities, the information and knowledge are gotten by reading. It can be concluded that reading is a way of understanding messages through a text and the reader can get information and knowledge.

In expectation on teaching reading, the researcher wants to develop the students reading skill and give a good strategy to make students enjoy and feel happy until they can understand and know what will they do to read and take the point from the text of the reading activity.

In reality on the researchers in observation of tenth grade students at Madrasah Aliyah Swasta Pondok Pesantren Modern Ar-Rasyid Pinang Awan academic 2016/2017, there are some problems found. There were found that many students are low in reading, the students got difficulties in reading comprehension, the students cannot answer the question from the text and the

students bored in reading. Because the students did not understand the meaning of text and the method or strategy used by teacher was lecturing ways. In the pre-test to control group to experimental group the percentage of the students who getting unable 61-63 and the able 70-75 with the number of students 80.

Those of problems above can be decreased if the teacher can apply some strategy in teaching learning process, especially in teaching reading comprehension. One of the strategies, Context Clues is belived to improve learning of both oral and written materials. Therefore the researchers was do research with the title : *The Effect of Context Clues Strategy on Students' Reading Comprehension.*

B. The Identification of the Problem

The problemof this research are identified as follows:

1. The students in reading were still lowanddifficulties in reading because the students did not understand the meaning of text

C. The Scope and Limitation

Based on the problem are identified previously, the scope of this research is focused onreading comprehension and limited of literal comprehension.

D. The Formulation of the Problem

Based on the identification of the problems, this study are formulated as follow :

1. Is there any significant effect of Context Clues Strategies on students' reading comprehension?

E. The Objective of the Study

Based on the research question above, the objectives of this research is:

1. to find the significance effect of Context Clues Strategy on students' reading comprehension

F. The significance of the Study

The finding of the study are expected to be useful theoretically and practically, they are:

1. Theoretically

The result of study is expected to be useful for the readers to enrich, to add knowledge, as well as in the application of material research by using Context Clues Strategies in reading comprehension.

2. Practically

- a. For teachers, to help them to teach reading comprehension.
- b. For students, to get their experiences by using Context Clues Strategy to learn reading comprehension easily.
- c. Other researcher, to give information in the same field as a basic knowledge for their research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some term applied in the research concerned. The theoretical framework is aimed at giving clear concept of the application of this study.

1. Reading Comprehension

Reading comprehension is very important subject that should be learned by all students. It is one of the language skill to get information, for pleasure or for interest. It is an interactive process that goes on between the reader and the text. Its is the process to understand written text. It is a complex activity that involves both perception and thought. Reading consist of two related processes of perceiving how written symbols correspond to one's spoken language. Comprehension is the ability to grasp the meaning of what has been learned rather than simply memorizing facts. Readers typically make using of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategy to help them understand written text.

Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text on the

readers knowledge to build meaning but also transfer ideas and information expressed by writer.

Reading comprehension can be viewed from two terms. They are reading and comprehension. The term 'reading' has two meanings. That is the first meaning deals with a product, reading means the way in which something is interpreted and understood. Reading comprehension involves taking meaning to a text in order to obtain meaning from that text. An individual may be said to comprehend a text fully when he can : 1. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning). 2. Associate meaning, both denotative and connotative; from personal experiences with the printed text (obtain inferential meaning). 3. Recognize how all these meanings and/or his perceptions of them fit together contextually. 4. Make value judgments about, and based on, the reading experience(read critically).

Wainwright (2007) reading comprehension is process in which the reader has decide linguistic symbol reconstruct them up to meaningful whole intended by the writer reading comprehension is only a term referring to reading skill throught the important thing is not on the pronouncing or load reading.

2. Levels of Reading Comprehension

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. There are three main level of comprehension literal, interpretive and critical comprehension.

2.1 Literal Comprehension

Understanding the ideas and information explicitly stated in the passage. Abilities: a) Knowledge or words meanings, b) Recall of details directly stated or paraphrased in own words, c) Understanding of grammatical clues-subject, verb, pronouns, conjunctions, and so forth, d) Recall of main idea explicitly stated and e) Knowledge of sequence of information presented in passage.

2.2 Interpretive Comprehension

Understanding of ideas and information not explicitly stated in the passage. Abilities: a) Reason with information presented to understand the author's tone, purpose and attitude, b) Infer factual information, main ideas, comparisons, cause-effect relationships not explicitly stated in the passage and c) Summarization of story content.

2.3 Critical Comprehension

Analyzing, evaluating, and personally reacting to information presented in a passage. Abilities: a) Personally reacting to information in a passage indicating its meaning to the reader and b) Analyzing and evaluating the quality of written information in terms of some standards.

3. Context Clues

Yuen (2009:56) investigates the use of context clues to gain knowledge of new words during reading. Context clues strategies taught during intervention included locating appositives, searching for explicit definitions, and using prior knowledge. The study occurred in a self-contained third grade classroom at a public school. The twenty students in the experimental group were taught the above-mentioned strategies for three weeks. Teaching context clues to help students learn to use contextual clues to learn new vocabulary words. Furthermore, results from the classroom observation demonstrated that students became more attentive to their reading throughout intervention implying that they were implementing context clues strategies to assist their reading.

3.1 Procedures of Context Clues

Denton et al (2007) Dealing with the procedures of implementation, the implementation of Context Clues Strategy in the teaching of reading was divided into three: the individual background questionnaire, the proficiency

test and the reading comprehension test. a)The individual background questionnaire, in the beginning teacher asks some question about the lesson to the students, it aimed interested students to learn this text deeply. b)The proficiency test, the teacher asks the students to read the text. The teacher devided and guiding students to find meanings of unfamiliar words. c)The reading comprehension test, the teacher gave feedback to forward the students reading performance.

3.2 Advantages of Context Clues

R. Kjesbo Rynette (2010:4) there are some advantages of context clues. First, context clues can help the reader build on the vocabulary they have in order to learn the meaning of words they do not know. Second, context clues help readers decide how to pronounce word. Third, readers who are able to use context clue in understanding what they are reading may enjoy reading words.

3.3 Disadvantages of Context Clues

R. Kjesbo Rynette (2010) there are some disadvantages of context clues. First, for beginner reader it needs more time. Context clues require extra creativity and flair course for beginners. Second, the context clue sometime does not sufficient and leads the reader in misguessing. The context in which unknown words are presented in text are not always helpful and in some cases, can mislead students into making false inferences about word meanings.

Third, depend from our background knowledge. Intelligence factor makes it especially need to be considered in the use of context clues.

4. Teaching Reading by using Lecturing Method

Lecture is a teaching method where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Usually, very little exchange occurs between the instructor and the students during a lecture. Ramsden (2003:602) describes this didactic method as education through the transmission of information and suggests that this theory of learning assumes that students are passive recipients of knowledge transmitted by the lecturer.

The lecturing method bases itself upon the transmissive teaching model—that is, knowledge is an object that can be transferred from the teacher to the learner. Practically it implies a lecturer holding a lecture for a group of people. A strength is that it is possible to educate a large number of people at once, thereby lowering costs. A limitation is that it yields less deep knowledge compared to other teaching methods such as case-based learning.

4.1 Procedures of Lecturing Method

Killen (2007) The procedures for using the lecture method below:

1. The teacher conduct a preliminary before new material is given in the

following manner: a) Describe the purpose first to learners with the intention that the students know the direction in learning activities, even the purpose it can raise the motivation to learn if related to their needs. b) After the proposed new points of material to be covered. It is intended that the students see the extent of lesson material to be learned. 2. Presenting new material by taking into account the following factors: a) The attention of learners from the beginning to the end of the lesson must be maintained. Passion for teaching to give full assistance in maintaining learners attention to the lesson. b) Present lesson in a systematic. c) The learning activities created varied, do not let the students sit and listen, but give the opportunity to think and do. d) Giving a repeat lesson to response, right and wrong answers need to be addressed as well as possible. 3. Close the lesson at the end of the lesson. noteworthy activities on the closure are as follows: a) Take the conclusion of all the lesson that have been given, performed by students under the guidance of teachers. b) Conduct a comprehensive assessment to measure changes in behaviour. In giving a lecture should use a conversational style that is enthusiastic, and also lectures to be delivered in a voice loud enough.

4.2 Advantages of Lecturing Method

The lecture is a widely accepted instructional method. It is good for teaching specific facts and basic skills (Killen 2007), factual material are presented in a direct, logical manner (Killen 2007:128); it is good for introduction of new subject or topic to learners. It is used to present new

material not yet available in print or books. It is regarded as an efficient method to transmit content to a large group of learners. Lectures can also present large amounts of information to large groups.

4.3 Disadvantages of Lecturing Method

The lecture may not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher. The lecture method can stifle learners' creativity (Killen 2007:128). Learning is very difficult to judge. There is little check of learner understanding. Pure lecture fails to give feedback to both the teacher and the learners. Lecturers cannot keep student attention for a long time or for the whole lesson. Information tends to be forgotten quickly if taught through the lecture method. The present study was designed to determine the perceptions students have about the lecture method. As long as lecturers continue to be told to abandon the lecture method.

5. The Description of Kinds of Genre (Text Types)

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purpose, also at level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. There are many kinds of genre (text type). They are:

1. Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

2. Recount

It is a kind of genre that has social function to retell event for the purpose of informing people entertaining.

3. Report

Report is a kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment

4. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

5. News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

8. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description is a genre which has social function to describe a particular person, place or thing.

10. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

11. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

12. Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.

6. Narrative Text

Dirgeyasa, IWY (2016:15) Narrative is the primary means of comprehension and expression of our experience over time, which can be found in every setting of human interaction. The genre of text in this unit is narrative. The function of narrative genre is to amuse, entertain and to deal with actual or vicarious experience in different ways. In some cases, narrative are set in historical ones. In writing this historical narrative, writers perhaps lead readers to think about social issues of a particular period of time.

They are many types of narrative. They can be imagenary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience. Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The fairy tales is an English language term for a type of short narrative corresponding to the French phrase. Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Myths is a stories that are believed by some people but the stories can not be true. Folktale are stories that grew out of the lives and imaginations of the people, or folk. They have always been children's favorite type of folk literature.

The purpose of this genre is to entertain through storytelling and to engage the reader in an imaginative experience. Typical examples of narratives that children will encounter take the form of fairy tales, myths and legends.

6.1 The Social Function of Narrative Text

Dirgeyasa, IWY (2016:15) In line with the concept above, the social function or purpose of narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways. Then, the narrative is also to gain and hold a readers' interest.

6.2 The Generic Structure and Textual Elements

Dirgeyasa, IWY (2016) Actually, every genre has its own characteristic in terms of the rhetorical structure and textual elements; the narrative writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own function. It states what the element is for. The rhetorical structure and textual elements of narrative consist of : 1. Orientation, 2. Complication, 3. Resolution. In detail, the rhetorical structure and textual elements function as follows:

1. Orientation : -it is consist of theme or topic to be informed.

-introducing the characters of the story, the time and the place the story happened (who, what, when, and where).

-it enables to attract and to provoke the reader so that
he/she is willing to continue reading the whole text.

2. Complication :-a series of events in which the main character attempts to
solve the problem.

-the complication usually involves the main character(s)
(often mirroring the complications in real life).

3. Resolution :-the ending of the story containing the problem solution.

-the complication may be resolved for better or
worse/happily or unhappily.

-sometimes there are a number of complications that have
to be resolved. These add and sustain interest and
suspense for the reader.

6.3 Language Feature of Narrative

1. Focus on specific and individualized participants
2. The use of material process (action verb)
3. The use of behavioral and verbal process
4. The use of relational and mental Process
5. The use of past tense, and
6. The use of temporal conjunctions and circumstance

6.4 Narrative Component

According Norris et al (2005), narrative component are:

Narrative component	: Description of component.
Purpose	: To help us understand the natural and human world. In the case of the natural world, narratives help the reader to invent new entities, concepts and some picture of the scientist's vision of the material world.
Events	: A chain or sequence of events that are connected to each other.
Structure	: An identifiable structure (beginning, middle, end) where events are related temporally.
Time	: Narratives concern the past.
Agency	: Actors or entities cause and experience events. Actors may either be human or material entities who act on each other.
Narrator	: The teller who is either a real character or alternatively, a sense of a narrator.
Reader	: The reader must interpret or recognize the text as a narrative.

B. Relevant Studies

There were also many of related studies which had been done by other researcher previously, there are similarities and differences:

1. The research done by Dita Herinovita, the title is ‘*The Effectiveness of using Context Clues Strategy on Reading Comprehension of the First Year Students at SMA Muhammadiyah 1 Pekanbaru*’ Riau University.

In that research, the researcher to find the meaning of difficult or unfamiliar words by using Context Clues Strategy.

In the result of this research, the researcher found that the finding also proved that in the pre-test students’ average score was only 71.17 and it improved to 84.00 in the post-test. Moreover, for the statistical analysis it was found out the T-observe 7.64 was higher than T-table. Base on this finding, it is suggested that context clues strategy can be used by teacher as an alternative strategy that can help students to increase their reading comprehension.

2. The research done by Melwan Ady Rezki Harahap, the title is ‘*The Influence of Context Clues Mastery in Students’ Reading Comprehension of Descriptive Text at STKIP Tapanuli Selatan*’ State University of Padang.

In that research, the researcher to find out contains, messages and detail information by using Context Clues Strategy.

In that result of this research, the researcher found that the students taught by context clues better understanding of reading than using a dictionary.

For understand the difficult words, a students easier in determining the clues example.

3. The research done by Kiki Marlindawati, the title is ‘’*The use of Context Clues to Improve the Vocabulary Mastery of the Eight Grade Students of MTs Hasyim Asyari 2vKudus in the Academy Year 2012/2013*’’University of Muria Kudus.

In that research, the researcher to know whether Context Clues can improve the vocabulary, to know how the Context Clues can improve the vocabulary.

In the result of this research, the researcher found that the students’ vocabulary mastery improves from cycle I until cycle III.

C. Conceptual Framework

As in the theoretical framework, reading is a skill that must be mastered by the students in addition to writing, speaking, and listening. By reading to gain knowledge as well as extensive knowledge.

The researcher use Context Clues Strategy as the research to find out the students’ achievement in reading comprehension. This strategy will be used to order the students improved, motivated and increase their capability in this skill. Because this strategy lets the students can do the test that given by teacher. It means by using this strategy to be implemented for students, it will significantly give the good effect in their reading comprehension learning of narrative text.

Reading is one of the four language skills that should be learned by students because reading can get information, knowledge, and science are mostly gained from books with good comprehension and interpretation. Reading is one process of activating prior knowledge, the reader does not have prior knowledge, and then he/she are face many difficulties in comprehending the text. Relating to answering the text based on the contextual in reading.

D. The Hypothesis

The hypothesis of this research draw as follows:

Ha : There is an effect of context clues strategy on students' reading comprehension.

Ho : There is no an effect of context clues strategy on students' reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

The research was conducted at Madrasah Aliyah Swasta Pondok Pesantren Modern Ar-Rasyid at Pinang Awan. This research focused in the first year of 2016/2017, the reason for choosing this school because based on the researcher observation there are problems with the students in reading comprehension, the first is students are low in reading, the second is students got difficulties in reading comprehension, and the students cannot answer the question from the text, especially in reading narrative text.

B. Population and Sample

The population of this research was the first year students of Madrasah Aliyah Swasta Pondok Pesantren Modern Ar-Rasyid Pinang Awan at the academic year 2016/2017 of two classes. They were X^1 and X^2 , class X^1 consist of 40 students and class X^2 consist of 40 students. So, the total number of the students are 80 students.

Table 3.1
The Population

No.	Class	Population	Sample
1.	X^1	40	40
2.	X^2	40	40
Total		80	80

C. Research Design

Research design that used in this research was experimental research design. The purpose of this research is to know wheter there was a significant effect of using context clues strategy on students' reading comprehension in narrative text or not. There were two groups in this research namely experimental group and control group.

The experimental group was taught by using context clues strategy and the control group was taught by using lecture method. The design of this research can be seen as follows:

Table 3.2
The Process of Treatment

Group	Pre-Test	Treatment	Post-Test
Experimental (X) X¹	✓	✓	✓
Control (Y) X²	✓	✓	✓

D. Research Procedures

This part is decided into three steps:

The pre-test was conducted to find out the students' reading comprehension before having treatment. The pre-test was given to the groups and their works was scored. The result of the pre-test was considered as the preliminary data. The text used is multiple choice tests consist of 20 items.

After the pre-test was administrated, a treatment gave to the students the experimental group was taught by using context clues strategy, while control group is taught by using lecture method.

The post-test was administrated to measure the students' reading comprehension after the treatment is completed. The post-test is same as the pre-test. Benefit of post-test was to obtain an overview of the capabilities achieved after the treatment.

E. The Instrument of Research

In collecting data, the instrument used is multiple choice tests consist of 20 items. Each correct answer is be score 5 and wrong answer isscore 0, so the total right answer is scored 100. The test is taken from source of Erlangga Look Ahead An English Course for Senior Hight School Year X.

F. Technique of Collecting Data

The data collecting is an important part in conducting a research. So the researcher are applied some steps:

1. Giving the pre-test to both groups by giving multiple choice test to the students.
2. Giving treatment to both group by using Context Clues Strategy and Lecturing Method.
3. Giving post-test to both group, by giving multiple choice test to the students in experimental and control groups.

4. Collecting the students' answer sheets.
5. Correcting the students' answer sheets.

G. The Technique of Analyzing Data

In analyzing the data, descriptive quantitative technique would be applied to analyze the data. The quantitative data would be found by computing the score of the students score, the steps are:

1. Reading the students' answer sheets.
2. Identifying the students answer sheet:
3. Scoring the students answer.
4. Listing the score into two tables, first for the experimental group scores and second for the control group scores.
5. Calculating the total score pre test and post test in experimental group and control group.
6. Finding the mean of the score of pre test and post test in experimental group and control group by using formula :
 - a. Mean variable X (variable 1)
$$M_X = \frac{\sum X}{N} \quad (\text{Sudijono, 2012})$$
 - b. Mean variable Y (variable 2)
$$M_Y = \frac{\sum y}{N}$$
7. Finding the standard deviation by using formula:
 - a. Standard Deviation (SD) for variable X (variable 1)

$$SD_X = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono,2012})$$

b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_Y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard Error of mean variable 1

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono,2012})$$

d. Standart Error of mean variable 2

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

e. The differences of standard error between mean variable 1 and mean variable 2

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad (\text{Sudijono,2012})$$

8. Testing hypothesis by applying T-test

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}} \quad (\text{Sudijono,2012})$$

Notes:

M_X = Mean for variable 1 or X

M_Y = Mean for variable 2 or Y

$\sum X$ = Total of students score

$\sum Y$ = Total of students score

N_1 = Number of cases for variable 1

N_2 = Number of cases for variable 2

SD_X = Standard deviation for variable X

SD_Y = Standard deviation for variable Y

$\sum x^2$ = The square of total students score

$\sum y^2$ = The square of total students score

$SE_{M_1 - M_2}$ = Standard error between M_1 and M_2

t_o = t observed

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

Have conducted the test, it was found the scores of pre-test and post-test of both experimental and control group as follows :

Table 4.1

The Score of Pre-Test and Post-Test of Experimental Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AAPA	80	90
2	AMS	60	75
3	AAL	60	70
4	ANH	60	75
5	ANN	65	75
6	DA	65	75
7	ETN	60	70
8	FAT	60	75
9	HRW	55	70
10	KS	70	75
11	MH	55	70
12	MS	70	85
13	MU	65	75
14	MLD	65	75
15	MS	60	75

16	NH	60	70
17	NIR	70	85
18	NAS	70	80
19	NHR	65	70
20	NI	70	85
21	RD	60	75
22	RYH	70	80
23	RL	55	70
24	RKS	60	75
25	RAS	60	80
26	RNH	60	70
27	SW	75	80
28	SR	70	75
29	SM	60	70
30	SW	60	75
31	SNS	60	75
32	TIN	55	70
33	US	70	80
34	QA	60	80
35	VSN	70	85
36	WHS	60	75
37	YPD	60	75
38	YP	60	75
39	YS	70	80
40	MJS	60	75
Total		2535	3010
Mean		63	75

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AN	60	65
2	ARPL	60	70
3	ASH	75	90
4	AS	60	70
5	ASB	60	65
6	AM	70	75
7	BS	65	75
8	BH	60	65
9	CRS	55	65

10	FAS	65	75
11	FI	60	65
12	HP	55	60
13	IMD	55	65
14	IP	60	65
15	IAS	65	75
16	IHH	70	80
17	IL	60	65
18	IWAH	60	70
19	KA	60	70
20	MAM	60	65
21	MRH	55	65
22	MRH	70	90
23	MW	60	70
24	MHP	65	75
25	MISH	70	80
26	NAA	60	70
27	OS	55	65
28	RFAF	60	70
29	RHP	60	65
30	RM	65	75
31	RS	70	80
32	RPS	60	70
33	RAT	60	70
34	RML	55	65
35	SR	60	75
36	S	60	65
37	SAF	70	80
38	THP	60	70
39	WJR	60	70
40	A	60	65
Total		2470	2830
Mean		61	70

Based on the data in the table above, the sample and the students' scores in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In the pre-test and post-test the highest score in the experimental group was 90 and the lowest was 55 with the total score of pre-test was 2535 , while the highest score of post-test was 3010.

For the control group, the highest score of the pre-test was 75 , and the lowest was 55 , with the total score of pre-test was 2470 , while the highest score of post-test was 90 and the lowest was 60 , with the total score of post-test was 2830.

B. The Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was to analyze the data by measuring the mean score of experimental and control group.

Table 4.3
The Differences Score Between Pre Test and Post Test of the
Experimental Group

No	Students' Initial	Score		$X_2 - X_1$ (X)	X^2
		Pre Test X_1	Post Test X_2		
1	AAPA	80	90	10	100
2	AMS	60	75	15	225
3	AAL	60	70	10	100
4	ANH	60	75	15	225
5	ANN	65	75	10	100
6	DA	65	75	10	100
7	ETN	60	70	10	100
8	FAT	60	75	15	225
9	HRW	55	70	15	225
10	KS	70	75	5	25
11	MH	55	70	15	225
12	MS	70	85	15	225
13	MU	65	75	10	100
14	MLD	65	75	10	100
15	MS	60	75	15	225

16	NH	60	70	10	100
17	NIR	70	85	15	225
18	NAS	70	80	10	100
19	NHR	65	70	5	25
20	NI	70	85	15	225
21	RD	60	75	15	225
22	RYH	70	80	10	100
23	RL	55	70	20	400
24	RKS	60	75	15	225
25	RAS	60	80	20	400
26	RNH	60	70	10	100
27	SW	75	80	5	25
28	SR	70	75	5	25
29	SM	60	70	10	100
30	SW	60	75	15	225
31	SNS	60	75	15	225
32	TIN	55	70	15	225
33	US	70	80	10	100
34	QA	60	80	20	400
35	VSN	70	85	15	225
36	WHS	60	75	15	225
37	YPD	60	75	15	225
38	YP	60	75	15	225
39	YS	70	80	10	100
40	MJS	60	75	15	225
Total		2535	3010	505	6975

Based on the table 4.3 above the mean score of experimental group were calculated as the follows :

$$M_x = \frac{\sum x}{n} = \frac{505}{40} = 12.6$$

Table 4.4
The Differences Score Between Pre Test and Post Test of the
Control Group

No	Students' initial	Score		$Y_2 - y_1$ (Y)	Y^2
		Pre Test Y_1	Post Test Y_2		
1	AN	60	65	5	25
2	ARPL	60	70	10	100
3	ASH	75	90	15	225
4	AS	60	70	10	100
5	ASB	60	65	5	25
6	AM	70	75	5	25
7	BS	65	75	10	100
8	BH	60	65	5	25
9	CRS	55	65	10	100
10	FAS	65	75	10	100
11	FI	60	65	5	25
12	HP	55	60	5	25
13	IMD	55	65	10	100
14	IP	60	65	5	25
15	IAS	65	75	10	100
16	IHH	70	80	10	100
17	IL	60	65	5	25
18	IWAH	60	70	10	100
19	KA	60	70	10	100
20	MAM	60	65	5	25
21	MRH	55	65	10	100
22	MRH	70	90	20	400
23	MW	60	70	10	100
24	MHP	65	75	10	100
25	MISH	70	80	10	100
26	NAA	60	70	10	100
27	OS	55	65	10	100
28	RFAF	60	70	10	100
29	RHP	60	65	5	25
30	RM	65	75	10	100
31	RS	70	80	10	100
32	RPS	60	70	10	100
33	RAT	60	70	10	100
34	RML	55	65	10	100
35	SR	60	75	15	225
36	S	60	65	5	25

37	SAF	70	80	10	100
38	THP	60	70	10	100
39	WJR	60	70	10	100
40	A	60	65	5	25
Total		2470	2830	360	3550

Based on the table 4.4 above the mean score of experimental group were calculated as the follows :

$$M_y = \frac{\sum y}{n} = \frac{360}{40} = 9$$

Based on the mean score of both sample groups, the following tables were the tables for calculating standard deviation score in both groups.

Table 4.5
The Calculation of Mean and Standard Deviation Score of
Experimental Group

No	Students' Initial	$X_2 - X_1$ (X)	(dx) (X-M _x)	dx ²
1	AAPA	10	-2.6	6.76
2	AMS	15	2.4	5.76
3	AAL	10	-2.6	6.76
4	ANH	15	2.4	5.76
5	ANN	10	-2.6	6.76
6	DA	10	-2.6	6.76
7	ETN	10	-2.6	6.76
8	FAT	15	2.4	5.76
9	HRW	15	2.4	5.76
10	KS	5	-7.6	57.76
11	MH	15	2.4	5.76
12	MS	15	2.4	5.76
13	MU	10	-2.6	6.76
14	MLD	10	-2.6	6.76
15	MS	15	2.4	5.76

16	NH	10	-2.6	6.76
17	NIR	15	2.4	5.76
18	NAS	10	-2.6	6.76
19	NHR	5	-7.6	57.76
20	NI	15	2.4	5.76
21	RD	15	2.4	5.76
22	RYH	10	-2.6	6.76
23	RL	20	7.4	54.76
24	RKS	15	2.4	5.76
25	RAS	20	7.4	54.76
26	RNH	10	-2.6	6.76
27	SW	5	-7.6	57.76
28	SR	5	-7.6	57.76
29	SM	10	-2.6	6.76
30	SW	15	2.4	5.76
31	SNS	15	2.4	5.76
32	TIN	15	2.4	5.76
33	US	10	-2.6	6.76
34	QA	20	7.4	54.76
35	VSN	15	2.4	5.76
36	WHS	15	2.4	5.76
37	YPD	15	2.4	5.76
38	YP	15	2.4	5.76
39	YS	10	-2.6	6.76
40	MJS	15	2.4	5.76
Total		505		599.4

Based on table 4.5 above the standard deviation of experimental group were calculated as the follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{599.4}{40}} = \sqrt{14.985} = 3.87$$

Table 4.6
The Calculation of Mean and Standard Deviation Score of
Control Group

No	Students' Initial	$Y_2 - y_1$ (Y)	(dy) (Y-My)	dy^2
1	AN	5	-4	16
2	ARPL	10	1	1
3	ASH	15	6	36
4	AS	10	1	1
5	ASB	5	-4	16
6	AM	5	-4	16
7	BS	10	1	1
8	BH	5	-4	16
9	CRS	10	1	1
10	FAS	10	1	1
11	FI	5	-4	16
12	HP	5	-4	16
13	IMD	10	1	1
14	IP	5	-4	16
15	IAS	10	1	1
16	IHH	10	1	1
17	IL	5	-4	16
18	IWAH	10	1	1
19	KA	10	1	1
20	MAM	5	-4	16
21	MRH	10	1	1
22	MRH	20	11	121
23	MW	10	1	1
24	MHP	10	1	1
25	MISH	10	1	1
26	NAA	10	1	1
27	OS	10	1	1
28	RFAF	10	1	1
29	RHP	5	-4	16
30	RM	10	1	1
31	RS	10	1	1
32	RPS	10	1	1
33	RAT	10	1	!
34	RML	10	1	1
35	SR	15	6	36
36	S	5	-4	16
37	SAF	10	1	1

38	THP	10	1	1
39	WJR	10	1	1
40	A	5	-4	16
Total		360		410

Based on table 4.5 above the standard deviation of experimental group were calculated as the follows:

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{410}{40}} = \sqrt{10.25} = 3.20$$

Based on the calculation above shown the following facts :

$$SD_x = 3.87$$

$$SD_y = 3.20$$

$$N_1 = 40$$

$$N_2 = 40$$

$$x = 505$$

$$y = 360$$

$$M_x = 12.6$$

$$M_y = 9$$

$$(x-M_x)^2 = 599.4$$

$$(y-M_y)^2 = 410$$

Therefore, the following formula was implemented :

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{3.87}{\sqrt{40-1}} = \frac{3.87}{\sqrt{39}} = \frac{3.87}{6.24} = 0.62$$

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{3.20}{\sqrt{40-1}} = \frac{3.20}{\sqrt{39}} = \frac{3.20}{6.24} = 0.51$$

Next, the following was implemented to find out the error standard deviation between M_1 M_2

$$\begin{aligned} SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\ &= \sqrt{(0.62)^2 + (0.51)^2} \\ &= \sqrt{0.3844 + 0.2601} \\ &= \sqrt{0.64} \\ &= 0.8 \end{aligned}$$

C. Testing Hypothesis

The result above then be applied to test hypothesis :

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\ &= \frac{12,6-9}{0.8} \\ &= \frac{3.6}{0.8} \\ &= 4.5 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis could be tested as follows:

Ha : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} > t_{\text{table}}$)

After the data above were calculated by using t-test formula, the result showed that the t-critical was 4.5. Then after looking the table of distribution of t-critical as the basic of counting t-critical in certain of df (the degree of freedom), the calculation shown as follow:

$$\begin{aligned} df &= (N1 + N2 - 2) \\ &= (40 + (40 - 2)) \\ &= (40 + 38) \\ &= 78 \end{aligned}$$

It was taken from the table of distribution was got pride t_{table} for 5%. The calculation of the test for the degree of freedom (df) 78 at the level of significance 5% showed that the critical value (t_{obseve}) was 4.5 calculated $>t_{\text{table}}$ with df 78 or $4.5 > 2.00$.

D. Discussion

After the pre-test and post-test were conducted, than the discussions could be reported as follows

1. there is the significant the effect of context clues strategy on students' reading comprehension, which was proven from the result of the test $t_{\text{-observed}} > t_{\text{table}}$ or $(4.5 > 2.00)$.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, conclusion is drawn as following:

1. There was a significant effect of Context Clues Strategy on students' reading comprehension. The result of t_c (4.39) was higher than t_t (2.00) at df 78 and $\alpha = 0.05$. Thus it can be concluded that the Context Clues Strategy has a significant effect on students' reading comprehension.

B. Suggestion

The relations to the conclusion are drawn as following:

1. The teacher can using Context Clues Strategy in teaching reading especially in narrative text as a strategy which helps the students to be more confident, interested and add their curious feeling about the story.

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APPENDIX I

LESSON PLAN

(EXPERIMENTAL GROUP)

School : Mas PPM Ar-Rasyid Pinang Awan

Class : X/1

Subject : English

Skill : Reading

Topic : Narrative text

Time Allocation : 2 x 45

I. Standart Competence : Reading

Understanding the meaning of simple short essay in the form of recount and narrative to interact with the surrounding environment.

II. Basic Competence :

Read a loud meaningful text and simpl form of short essay recount and narrative by saying, stress and intonation are acceptable with regard to surrounding environment.

III. Indicators :

1.To find the meaning of text

2. Identify the topic of the text that has read

1V. Learning Objectives

At the end of this subject the students are expected to be able to

- Student can to find the meaning of text
- Student can identify the topic of the text that has read

V. Learning Material

a. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems.

b. The purpose of narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

c. Generic structures of narrative text

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem is resolved, either in a happy ending or in a sad ending.

4. Re-orientation/coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

VI. Teaching Method

Context Clues Strategy

VII. Teaching Learning Activities

A. Introduction

1. Greeting
2. The teacher introduces herself
3. In the beginning the teacher asks some question about the lesson

B. The initial activities

1. The teacher explain the topic of the lesson
2. The teacher asked students one by one to read the text
3. The teacher divided the students to achieve analytic text which must be answers
4. The teacher checks or correct the result of the students' assignment

C. Close activities

1. The teacher and students make a conclusion together in the end of lesson
2. The teacher close the meeting with say hamdallah

6. Learning Resources

A text book, the title is ‘‘Look Ahead An English Course for Senior High School Students Year X’’.

7. Assessment

- a. Technique : Reading narrative text
- b. Type : Multiple choice

Medan, January 2017

The English Teacher

The Researcher

Efrida Rusti,S.Pd.i

Efrida Yanti Munthe

Approved by :

The Headmaster of Mas PPM Ar-Rasyid

Erwinsyah Harahap,S.Hi

APPENDIX II

LESSON PLAN (CONTROL GROUP)

School : Mas PPM Ar-Rasyid Pinang Awan

Class : X/2

Subject : English

Skill : Reading

Topic : Narrative text

Time Allocation : 2 x 45

I. Standart Competence : Reading

Understanding the meaning of simple short essay in the form of recount and narrative to interact with the surrounding environment.

II. Basic Competence :

Read a loud meaningful text and simpl form of short essay recount and narrative by saying, stress and intonation are acceptable with regard to surrounding environment.

III. Indicators :

- 1.To find the meaning of text
2. Identify the topic of the text that has read

IV. Learning Objectives

- Student can find the meaning of text
- Student can identify the topic of the text that has read

V. Learning Material

a. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems.

b. The purpose of narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

c. Generic structures of narrative text

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3. Resolution

The problem is resolved, either in a happy ending or in a sad ending.

4. Re-orientation/coda

This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

VI. Teaching Method

Lecture Method

VII. Teaching Learning Activities

A. Introduction

1. Greeting
2. The teacher introduces herself
3. The teacher roll the students

B. The initial activities

1. The teacher explain the topic of the lesson
2. The teacher asks students one by one to read the text
3. The teacher asks the students to answer the question relates to the text
4. The teacher check or correct the result of the students assignment

C. Close activities

1. The teacher and students make a conclusion together in the end of lesson
2. The teacher close the meeting with say hamdallah

6. Learning Resources

A text book, the title is ‘‘Look Ahead An English Course for Senior High School Students Year X’’.

7. Assessment

a. Technique : Reading narrative text

b. Type : Multiple choice

Medan, January 2017

The English Teacher

The Researcher

Efrida Rusti,S.Pd.i

Efrida Yanti Munthe

Approved by :

The Headmaster of Mas PPM Ar-Rasyid

Erwinsyah Harahap,S.Hi

APPENDIX III

Answer Sheet

Test Items

Read the following text, then choose the right answer based on the text!

Reading text 1

Question 1-12 refer to the following text!

The Legend of Minos, King of Crete

Once upon a time there lived a very famous king, named the King of Crete. He had a monster which was half bull and half man.

He ordered Daedalus, a craftsman from Athens, to build a Labyrinth in order to house the monster. When Daedalus finished his work, he wanted to leave Crete. But the king would not let him go.

Daedalus escaped through the air by using wings fixed to his body with wax. He also made wings for his son, Icarus and made him fly behind himself.

But the son was so glad and excited that he soon went too high. As he flew nearer to the sun it got warmer and warmer until at last the wax got melted and his body fell down into the sea near Troy.

The sea is now called the Ionian Sea.

1. Who was Daedalus?

- | | |
|-----------------------|----------------|
| a. A very famous king | d. A half man |
| b. A monster | e. A half bull |

c. A craftsman from Athens

2. What happened to him?

a. He wanted to leave crete

b. He was ordered to build a labyrinth in order to house the monster

c. He had a monster which was half bull

d. He flew neerer to the sun

e. He ordered a monster to build a labyrinth

3. How did Daedalus escape from the king?

a. By jewel in the wine-dark sea d. He flew neerer to the sun it got warmer

b. By using wings fixed to monster e. He lived in crete

c. By using wings fixed to his body with wax

4. Who was Icarus?

a. His brother

d. His son

b. Her sister

e. His father

c. Her young

5. Do you like the story?

a. Yes, it's funny

d. Yes, it's bad

b. No, it's i nteresting

e. No, it's good

c. No, it's boring

6. What kinds of the text above?

a. Descriptive text

c. Recount text

e. Hartatory text

b. Narrative text

d. Procedure text

7. Is the story interesting or exciting?

- a. Yes, it's interesting
- b. No, it's not exciting
- c. No, it's not interesting
- d. Yes, it's exciting
- e. Yes, it's bad

8. But the son was so glad and excited that he soon went too high. (paragraph 4)

The word glad means?

- a. Lazy to do something
- b. Reluctant to do something
- c. Pleased to do something
- d. Worried to do something
- e. Willing to stop something

9. What tense is mostly used in the story?

- a. Simple present tense
- b. Simple future tense
- c. Simple past tense
- d. Present perfect tense
- e. Future perfect tense

10. Who were the participants in the story?

- a. Bandung Bondowoso
- b. The king of Crete and Daedalus
- c. Prabu Baka
- d. Monster
- e. Icarus

11. Does the story tell you about animals or humans?

- a. Animals
- b. Doll
- c. Sad
- d. Humans
- e. Fable

12. Is the ending of the story a surprise?

- a. Yes
- b. No
- c. Does
- d. Of course
- e. No

Question for 13-20

The Fly and The Bull

There was once a little fly who thought he was very important. He felt proud of him self. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He diceded to fly down to talk to him.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass.

The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, what a stupid animal!

Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quite.

The fly then shouted angrily, Oh Bull, if you find that I am too heavy for you, let me know and I'll fly away!

The bull laughed and said, little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone.

13. where did the story happen?

- a. In a field
- b. In the morning
- c. In the house
- d. In the kitchen
- e. In a garden

14. when did the story happen?

- a. One sunny morning
- b. One sunny afternoon
- c. In a garden
- d. On chewing grass
- e. One of the bull's

15. what problem did the fly have?

- a. The bull ignored him
- b. The fly was too proud of himself
- c. The bull's head
- d. The fly and The bull
- e. The fly down to talk

16. How did he overcome his problem?

- a. He buzzed the bull
- b. He ringing the fly
- c. He buzzed the fly
- d. The bull's head
- e. He decided to fly

17. Then what happened to the bull?

- a. The bull laughed
- b. There was once a little fly
- c. The bull ignored him
- d. The fly decided to land
- e. The fly ignored him

18. Who were involved in the story?

- a. The little fly flew
- b. The fly and the bull
- c. He saw a bull grazing in a field
- d. The bull's horns to make the bull notice
- e. The bull laughed

19. What is the message of the story?

- a. Don't be good
- b. Don't be fair
- c. Don't be arrogant
- d. Don't be fibber
- e. Don't be instigator

20. What do you call a story that talks about animals which can speak like humans?

- a. Legend
- b. Fiction
- c. Fable
- d. Folk tale
- e. Myth

ANSWER KEY

1. C

2. B

3. C

4. D

5. A

6. B

7. A

8. C

9. C

10. B

11. D

12. E

13. A

14. A

15. B

16. A

17. C

18. B

19. C

20. C

CURRICULUM VITAE

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