THE EFFECT OF USING CONTEXT CLUES STRATEGY ON READING COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMK HARAPAN BANGSA PANTI

A Thesis

Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree in English Education Department

Written by:

Nikmah Khairani
2316.077

Acc. untuk munaqasah
10 Juni 2021

Advisor:
Eliza, S,S. M,Pd
NIP. 19731129003122003

ENGLISH EDUCATION DEPARTMENT
TEACHER AND TARBIYAH FACULTY STATE
ISLAMIC INSTITUTE OF BUKITTINGGI
ACADEMIC YEAR 2020/2021
CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the important English skills for students to learn because reading can provide some information and knowledge for students. By reading, the students can more easily understand what students learn about. In reading, the students will get benefits for themselves. Mikulecky and Jeffries stated that reading provides many benefits for readers. Namely, reading can help students learn to think in English, enlarge English vocabulary, improve writing, good way to practice English, prepare for study, moreover reading was a good way to figure out about new ideas, facts, and experience.¹ In conclusion, by reading students will know and get something to enrich and enlarge students’ knowledge.

Reading is a process of interaction between the students and the reading material that is read by students. Reading can improve students’ English skills. Reading will expand students’ vocabulary mastery and then students can apply it when speaking in English. Nunan said that reading is determine the meaning of words through combined the information of text and own knowledge background².

It can be said that the reading is a process of students to comprehend the text and

¹ Beatrice S. Mikulecky / Linda Jeffries, More Reading Power Reading for Pleasure Comprehension Skills Thinking Skills Reading Faster, (United States of America: Addison-Wesley Publishing, 1996), p. 1
get message or to know what the authors’ aim in the text by students’ prior knowledge.

The goal of reading is comprehension. McNamara states “comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about”.\(^3\) It means comprehension is the ability to understand and to explain of what the text is about. One big part of comprehension is having a sufficient vocabulary or knowing the meanings of enough words, so that student can know the text is about.

In reading comprehension, the students should understand about the text and get main point about the writer told in the text. Furthermore, Grellet states “reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible”.\(^4\) The ability to comprehend English text is necessary for readers because many kinds of text books are written in English. Thus, good readers can comprehend a text by understanding sentences and texts.

When students read a text, students sometime find difficult words. Students do not always look the meaning of word in a dictionary. In fact, there are several strategies that can be used to find out the meaning of unknown words. When

---


students used several ways to determine the meaning of what they read or the meaning of unknown words called as strategy. Nunan state that strategic reading is the ability of the reader to achieve a purpose of reading by using wide variety of reading strategies.\(^5\) It means that the students use the ability to understand or to get the aim of the text by reading strategy.

The strategy that used to find the meaning of unknown word in the text by guess the meaning from the context is known as context clues. Zeitzoff stated that context clues is a strategy to determine the meaning of unknown words by using words, title, and pictures.\(^6\) It means context clues is the strategy used by the teacher to the students with guess the meaning of unfamiliar word or used the clue on the text. Smith said that the best strategy to determine and identify the meaning of unfamiliar words is to work out it is from the context\(^7\). Thus, Understanding the context can help the students to improve students’ reading comprehension, it can make students easier to find out the meaning of unfamiliar word, message and detail information from the text.

Context clues are hints found within a sentence, paragraph or passage that students can used to understand the meaning of new or unknown words. Kjesbo states context clues are hints or bits of information that help us figure out the meaning of difficult or unfamiliar words we read. Context clues are the words,

\(^5\) David Nunan... p. 68  
phrase, or even picture that surrounding a word, which help explain the word’s meaning. It means when students find difficult words, students can get the meaning of those words by guessing from the context without looking at dictionary. The meaning of the words has been included in the context, from the context students can know the meaning of the words.

Context clues can be identified through some clue words or phrase, such as: “is refers to” for definition, “similarly” for synonym, “although” for antonym, “such us” for example, and for general. Based on the clue word, the students can be identified the context directly. And then, when student understand the context, student can be guessed the meaning of unknown word, and then students can be caught the idea, news, message or information from the text.

Context clues can be applied in teaching learning process to improve students’ reading comprehension. According to Apriliyanti study, the application of context clues strategy can improve the students’ reading comprehension. By context clues strategy the score of students reading text kept increasing. The students felt that context clues strategy is very effective to help students improve students’ reading comprehension. Therefore, context clues strategy can improve

---


students’ reading comprehension and effective strategy in helping students to improve students’ reading comprehension

At school, the students learn some kinds of text when the students study about reading. One kind of the text is descriptive text. Descriptive text is the text written to explain or to describe a place, person, or animal. Most of information of the text has been found through electronic or printed media, like: internet, books, journals, articles, newspaper, course books, etc. It means that by reading students can find out some kinds of text and students can understand the function of each text.

Based on the preliminary research was conducted on July 2020 at First Grade of SMK Harapan Bangsa Panti by interview with teacher and students. The researcher found some information about students’ problems. First, the students’ knowledge of word meanings, lack of vocabulary or knowledge of word meanings may influence the students’ reading comprehension. When the students got a new text or new word that did not familiar for them or rarely used in course class, it made students were confused to understand the text. Students were difficult to comprehend the English text. When students did not know the meaning of word students tend to asked the teacher, friend and looking at dictionary. But, there are still students cannot use the dictionary well.

The other problem is about students’ motivation in reading English text. It was strengthened by the teacher’s admit and students interviewed. Students assumed that English is difficult thing. It could be bad influence in students’
understanding in English text. Students said "I cannot read the word and sentence in English, moreover the meaning of the words, I did not know". When the students studied in classroom they were sleepy, bored, talking with friend. In other words, motivation affects the students learning process especially in reading, while the strategy affects students’ motivation in learning. Motivation and strategy has a tight relationship in learning process. Therefore, if students have good motivation in reading or in learning English, students will try to understand the sentence or text in English. Actually, students need strategy to find the meaning of unknown word. Then, the researcher will choose context clues as strategy to help students’ problems.

Based on explanation above, the researcher is interested to find out the effect of using context clues strategy on reading comprehension. The researcher would like to conduct a research with entitled “The Effect of Using Context Clues Strategy on Reading Comprehension at First Grade Students of SMK Harapan Bangsa Panti”.

B. Identification Of The Problem

Based on the background of the problem above, the identification of the problem is described as the following:

1. The students lack of vocabulary and students still looking at dictionary and asked teacher or friend if student did not know the meaning of unfamiliar word.
2. The students had low motivation in reading. Students assumed that English is difficult thing.

C. Limitation Of The Problem

In order to focus the study of the problem, the researcher would like to limit the scope of study. The researcher wanted to know whether “context clues strategy” can improve students’ reading comprehension. This study was conducted at first grade students of SMK Harapan Bangsa Panti.

D. Formulation Of The Problem

According to the background of the study above, the researcher can formulate the problem in this research as:

1. Is there any significant effect of using context clues strategy toward students’ reading comprehension?
2. Is there any significant differences between students who taught using context clues strategy and the students who taught without using context clues strategy?
3. Is the students’ reading comprehension who taught using context clues strategy get better than students who taught without using context clues strategy?
E. Purposes Of The Research

Based on formulation of the research, the purpose of the study is:

1. To find out whether there is a significant effect of using context clues strategy to teach English text at first grade of SMK Harapan Bangsa Panti.

2. To find out whether there is significant difference between students who taught use context clues strategy and the students who taught without context clues strategy at first grade of SMK Harapan Bangsa Panti.

3. To find out whether the students who taught used context clues strategy is better than students who taught without context clues strategy at first grade of SMK Harapan Bangsa Panti.

F. Significance Of The Research

This research is expected to have some use for certain kind of people, as follows:

1. Students

   This research is expected to help students to improve their reading comprehension by using context clues strategy in the classroom.

2. Teacher

   This research is expected to help the teacher to understand more about the using context clues strategy and can apply it in their class.
3. Researcher

This research is expected to help the researcher later in the field in order to become a good teacher that can use the best strategy to develop students’ reading comprehension.

G. Definitions Of The Key Term

Some terms that related to variable of this research are defined as below:

1. Context clues
   
   Context clues is the strategy in teaching reading by used clues around the unknown words in the text which can help the readers to guess the meaning of unknown words.

2. Reading comprehension

   Reading comprehension is the readers’ ability to understanding the text and to combine the information of the text with what the readers already knows.

3. Strategy

   Strategy is a students’ actions or ways to achieve the goal or to solve any problems.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Concept of Reading Comprehension

a. Definition of Reading

There are some definitions of reading that were proposed by some expert. Grellet said that reading is an active skill, it involves guessing, predicting, and asking oneself question\(^\text{10}\). As Alderson said reading as the interaction between a readers and the text, in the process of reading the readers not only looking at print, but the readers deciphering of what the reader has read, thinking means, relates to the other the readers has read and things the readers knows, and the readers expect to next of text\(^\text{11}\). And then Nunan argued that reading is determined the meaning through combined information of the text and the readers’ background knowledge\(^\text{12}\). Moreover, reading as a process of seeing a series of written symbols

\(^{10}\) Francoise Grellet, *Developing Reading Skills*, (United Stated of America: Vail-Ballou Press, 1981), p.8


such as letters, punctuation marks or spaces and getting meaning from them. NICHD in Denton states the goal of reading is to make meaning of the text\textsuperscript{13}.

From the definitions above, it can be concluded that reading is an ability that complex process for getting understanding information from the text through guessing, predicting, deciphering and capable recognizing the relationship among ideas of the text by combining the readers’ knowledge background. When reading, students can use strategy to understanding text more. One of strategy is context clues strategy. Context clues strategy is a piece of information that appears near an unknown word/phrase and makeshift of word meaning. Context clues strategy can help students’ reading comprehension.

b. Reading Comprehension

Reading comprehension is the readers’ ability to recognizing the text, identifying the text, and processing the text. Reading comprehension is the readers’ ability to explain the content of text and to combine the information of the text with what the readers already knows. Klingner, Vaughn, and Boardman stated that reading comprehension is the highly complex process between readers’ prior knowledge, strategy used and the related text\textsuperscript{14}. As Nation States readers

\textsuperscript{13} Carolyn Denton et.al, Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher’s Sourcebook, (Texas: Texas Education Agency, 2007), p.234

\textsuperscript{14} Janette K. Klingner, Sharon Vaughn, and Alison Boardman, Teaching Reading Comprehension to Students with Learning Difficulties, (New York: The Guilford Publication,2007), p.8
need to recognize or decipher individual words, access their meaning, and interpret grammatical structure\textsuperscript{15}. Stahl and Garcia states that reading comprehension is influenced by several factors. First, text factors included with genre of the text, topic of the text, and readability of the text. Second, readers’ factors included with the readers’ ability to decoding, prior knowledge, strategic control, self-regulation, and the readers’ engagement. The last, contextual factors included with level of instructional support and purpose for reading or writing\textsuperscript{16}. Thus, it can be summarized that reading comprehension is readers’ ability to recognizing and deciphering the text with highly complex process that influenced by text factors, reader factors and the contextual factors.

Klingner et.al stated that there are several good skills and strategy strategies for students in reading comprehension include\textsuperscript{17}; 1) read quickly and appropriate word reading. 2) determine the purposes for reading. 3) looking at the structure and organization of the text. 4) pay attention to the students’ understanding while reading. 5) making summaries. 6) making predictions about what will happen, checking students, revising and evaluating students as needed. 7) integrating information about the topic that students already know with new

\textsuperscript{15} Kate Nation, \textit{Beyond Decoding the Behavioral and Biological Foundations of Reading Comprehension}, (New York: The Guilford Publication, 2009), p. 178


\textsuperscript{17} Ibid, p. 3
learning. 8) making inferences. 9) using visualization to help students in remembering or understanding events or characters.

c. Reading Process

Reading is a process that involves recognizing words, leading to the development of comprehension. Reading process requires continuous training, development, and improvement. To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercise to elicit information via targeted strategies. These exercises can be divided by the stage of reading. First, pre-reading (before reading) is one that students can do to improve reading ability efficiently. Pre-reading is a way of looking to get a quick impression or overview of the reading that will be read before starting reading. Pre-reading can help the students to be more prepared for reading. It can help students to anticipate of reading. Pre-reading activities include: discuss warm-up questions or brainstorm about the topic, use pictures/video/reality, make predictions, set a purpose, explore key vocabulary and expressions, start filling out a graphic organizer (e.g. K-W-L), do an experiential activity.

Second, while- reading (during, through reading) help students to develop reading strategies, improve students’ control of the foreign language, and decode

---

18 Elif Leyla Toprak and Gamze Almacioglu, *Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Cases with Young Learners*, (Journal of Language and Linguistics Studies, Vol.5 No.1, 2009), p. 23
problematic text passages. While-reading can help students focus on aspects of the text and to understand it better. While-reading activities include: underline/highlight/and take notes, identify main idea, ask and answer questions to clarify understanding, pause to recall, reflect on, and organize new information, make connections, summarize sections, look for pre-reading activity answer, fill out a graphic organizer, use context clues, infer and draw conclusions, reread important parts and difficult passages.

Third, post-reading (after, follow up, beyond reading) activities students summarize, reflect or question what students have just read. Post-reading help students to understand texts further, through critical analyzing what students have read. The goals of reading are to see into another main, or to mesh new information into what students already knows. Post-reading activities include: check comprehension, discuss with others, address any confusion or questions about the text, review vocabulary and expressions, complete a graphic organizer, summarize, paraphrase, retell, synthesize information (combine new and existing), analyze ideas in text and apply to broader context, review notes and evaluate understanding, reflect on strategies that help the most and least, extension activities.
d. The Ways of Reading

The main thing in reading is to develop students’ reading skills. According to Grellet there are several ways of reading\(^\text{19}\), as follows: (1) Skimming is quickly running one’s eyes over a text to get the gist of the text. Skimming is a way of reading relates read the text quickly to get the point or main idea of the text. When students are skimming, students look at the important parts of the text. Skimming is the skill to recognize main idea in the text. (2) Scanning is quickly going through a text to find a particular piece of information. Scanning is a way of reading relates read the text quickly to find and get specific information of the text. When students are scanning, students find specific piece of information which students need. Scanning is the skill to recognize specific information. (3) Extensive reading is reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding. When students are extensive reading, students keep record and wall charts, make summarize, and indicate the difficulty. (4) Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. When students are intensive reading, students match nouns and verbs, split sentences, combine sentences, make summaries, recorder paragraph, fill the gaps, complete the tables and graphs, take side read and choose, select a summary, compare version, identify facts, focus on form and style.

\(^{19}\) Francoise Grellet, *Developing Reading Skills*, (United States of America: Cambridge University Press, 1981), p. 4
e. Teaching Reading

In teaching reading, the teacher teaches students to make a sense of what is being read. The teacher should choose an appropriate material for the students. Teacher should create the target language situation in the classroom to help students. Hirst and Peters in Chambers and Gregory said that three necessary conditions of teaching activities\(^20\), these are following:

1. Teaching activities must be doing with the intention of bringing about learning.
2. Teaching activities must indicate or exhibit what is to be learnt.
3. Teaching activities must do in this in way which is intelligible, and within the capacities of the learners.

According to Nunan there are some principles for teaching reading\(^21\), namely:

1. Exploit the reader’s background knowledge.

Prior knowledge to teach reading text, it beneficial to engage the students in an activity that gets students thinking about knowledge already know. When the students are reading on an unfamiliar topic, teacher need begin the reading process by building up background knowledge. Background knowledge includes all of experiences that students bring to the text.

\(^{21}\) Ibid. p. 74
2. Build a strong vocabulary base

Basic vocabulary should be explicitly taught and L2 students should be taught to use the context to effectively guess the meanings of less frequent vocabulary. A strategy to help students build vocabulary for reading is to encourage students to develop strategies for guessing word meanings from contextual clues and background knowledge.

3. Teach for comprehension

This particular strategy is the kind of activity that teachers of reading should engage the class in, rather than asking students to read the text and then testing students’ reading comprehension of the material.

4. Work on increasing reading rate

Students read a short text over and over again until student achieve criterion levels of reading rate and comprehension. Students understand when reading something twice at a faster reading rate than reading it slowly only one time.

5. Teach reading strategies

In teaching reading is usually relates with “comprehension or understanding”. There are influence factors in teaching reading comprehension. One of these is the using appropriate strategy with students’ characteristics that
can help student in reading. There are strategies in reading that teacher can use to teach reading for students.

6. Encourage readers to transform strategies into skills

   Strategy can define as the students’ actions to achieve desired goals or objectives. As students consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious like from strategy to skill.

7. Build assessment and evaluation into your teaching

   There are two assessments activities in reading classroom quantitative and qualitative assessment. Quantitative assessment based on facts and associates data. Qualitative assessment includes reading journal responses, reading interest survey, and responses to reading strategy checklist.

8. Strive for continuous improvement as a reading teacher

   Reading teachers as facilitators, help students to comprehend what students’ have read. Good teacher teaches students actively by understanding the nature of reading process. The teacher must have the technique or strategy in teaching reading.

f. Reading Assessment

   In learning process, the teacher should know about students’ comprehending on reading, the teacher will do assessment for students to know
the students’ comprehension. Assessment is an activity with data collecting to determine the students’ comprehension or ability. Klinger et.al said there are three purposes of reading comprehension. First, to compare students’ comprehension levels to those of students in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. The last is to inform instruction by determining when students understand what they read and how efficiently students use which comprehension struggling. In addition, Afflerbach states that reading assessment helps teacher understand the strengths and needs of each student. In conclusion, reading assessment is a teacher’s activity to determine students’ comprehension by data collecting that have purposes and helps teacher to understand the strengths and needs of students.

According to Brown, there are some assessments for reading:

1. Perceptive Reading
   a. Reading Aloud

   Students see separate letters, words, and short sentences and read them aloud. The assessment is of reading comprehension any recognizable oral approximation of the response is considered correct.

---

23 Peter Afflerbach, *Understanding and Using Reading Assessment*, (USA: Advance Uncorrected Copy, 2018), p. 15
b. Written Response

Students’ task is to reproduce the probe in writing. Because of the transfer across different skills here, evaluation of the students’ response must be assumed to be a writing error, for example may actually be a reading error and vice versa.

c. Multiple-Choice

Multiple-choice response is not only choosing of four or five possible answer. Other formats some of which are especially useful at the low levels or reading, include same/ different, circle the answer, true/false, choose the letter and matching.

d. Picture- Cued Items

Students are shown a picture. Such us the one on the net page, along with a written text and are given one of number of possible tasks to perform.

2. Selective Reading

a. Multiple-Choice (For Form-Focused Criteria)

Multiple-choice is the most popular method of testing a reading knowledge of vocabulary and grammar, mainly for reasons of practicality. The most straight forward multiple-choice items may have little context, but might serve as a vocabulary or grammar check.
b. Matching Tasks

At this selective of reading, students’ task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedure is vocabulary.

c. Gap-Filling Tasks

Many of the multiple-choice tasks can be converted into group-filling, or “fill in the blank”, item in which the students’ response is to write a word or phrase.

3. Interactive Reading

a. Cloze Tasks

Cloze tests were developed for native language readers and defended as an appropriate gauge of reading ability.

b. Impromptu Reading Plus Question

Notice that many of the are consistent with strategies of effective reading skimming for main idea, scanning for details, guessing word from context, inference, using discourse markers, etc.
c. Short-Answer Tasks

A popular alternative to multiple-choice questions following reading passage is the age-old short-answer format.

d. Editing (Longer Tasks)

Editing grammatical or theoretical errors is a widely used test method for assessing linguistic competence in reading. The TEOFL and many employ this technique with the argument that it not only focuses on grammar also introduces a simulation of the authentic task of editing or discerning error in written.

2. The Concept of Context Clues

a. The Nature of Context Clues

Context clues are guessing the word meaning from the context. Context clues are clue in the text to help students understand and know the meaning of word by guess the meaning of the unknown words. With the clues in the text, it makes easier for students to comprehend the English text that students read. French stated that context clues are words or phrases that surround words the students do not know and as clues or signals to get the meaning of words. Zeitzoff stated that by cues or signals students get the meaning in the text. When

---

students use these cues, students read with greater fluency and comprehension. Thus, context clues are one of strategies in reading that use to guess the meaning of unknown word in the text.

Sutarsyah stated that guess the meaning of unfamiliar words are students’ need. It will help students read faster and easier. Denton et.al stated context clues give students an idea, or hint, of what an unfamiliar word might mean. The clues are found around the unknown words in the text. In the other words, context clues are information in the text, which can use to help deduce the meaning of unknown words. Context clues are words, pictures, graphs, tables, and all of which might be included in the text. Context clues give advantages to students if the students use this strategy, students will read faster, easier, greater fluency and comprehension. Clues that help students identify unknown and difficult words.

---

26 Helen Zietzoff, *Using Context Clues to Help Kids Tackle Unfamiliar Words*, (United States America: Helen Zietzoff, 2005), p. 4


a. Types of Context Clues

There are some types of context clues that can be directly taught to the students, Baumann et.al in Denton list it as the definition, synonym, antonym, example, and general clues.29

1. Definition Clues

Definition clues are determines the meaning of unknown words by phrases or words that define or explain. Writer sometime gives definition of unknown words after mentioning the word. These definitions are usually set apart from the main part of a sentence by commas or parentheses. Sutarsyah states a definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The clues or signal words that used in definition clues are means, refers to, can be defined as.

Example: Haberdashery refers to a store that sells men’s clothing, is becoming more common today. (The clue in the example above is refers to).

2. Synonym Clues

Synonym clues are the author uses a word having same or same meaning nearly as another word or other word in sentence. Sutarsyah stated that by using the similarity/ synonym clues students can guess the meaning. They will display

29 Ibid, p. 202
30 Ibid, p. 3
the same meaning of the unknown words. The clues or signal words that used in synonym clues are *like, similarly, or, that is, the same as, in other words, commas, semicolon (;), dashes (-), parenthesis ( )*. 

Example: Carnivores, *that is*, meat eaters, are the top of food chain. (The clue that used in example above is *that is*).

3. **Antonym Clues**

    Antonym clues are determine the meaning of unfamiliar words by using another words or phrases that means opposite of unfamiliar words. Sutarsyah stated that by using contrast/ antonym clues students can guess the meaning of unfamiliar words. Students will find the opposite meaning of unfamiliar words. Signal words that used in antonym clues are *despite, however, on the other hand, although, but even thought, rather, while, yet, and nevertheless*.

Example: *While* Luis hardworking, his indolent brother spends most of the time watching TV or sitting around with friends. (The clue that use in example above is *while*).

4. **Example Clues**

    Example clues are determines the meaning of unknown words by looking example that explain or clarify it. Sutarsyah said that examples help students to

\[ ^{31} \text{Ibid, p. 9} \]
\[ ^{32} \text{Ibid, p. 8} \]
understand the meaning of new words. The writer provides examples to help students know the meaning of unfamiliar words. The examples are giving signals by certain words or phrases. Signal words that used in example clues are such as, including, for example, for instance, and to illustrate.

Example: Paula was suspended from school because of several infractions of the rules, including smoking in the bathroom and dressing improperly. (The clue in the example above is including).

5. General Clues

General clues are determines the meaning of unknown words by guessing from the description of a situation or figuring it out from the information in the text. Nuttal as cited in Sutarsyah stated that the meaning is clear by students’ experience and imagination. Students’ background knowledge and experience can help students to figure out the meaning of unknown words.

Example: The haberdashery was Jack’s favorite place. He loved shopping for nice suits. The people who worked were so kind and helpful. (From the example above students can guess that is a place or store that sells clothing).

---

33 Ibid, p. 7
34 Ibid, p.13
b. The Procedures of Using Context Clues

The context is the words, sentences, and idea that come before and after a word or phrase. When students read a text, circle any unknown words that do not understand. Then, look at in the context to find clues words that hint at what the unknown word means. According to Denton there are steps of context clues as follows:

1. Asking some students to share what they know about the text that will be learned.
2. Telling students the topic and the objective of the study.
3. Giving a brief explanation about the text based on the topic chosen.
4. Showing the cart which simply lists the different types of context clues in front of the class.
5. Explaining each of context clues with the sample sentences while pointing to the chart.
6. Guiding the students to find meaning of unfamiliar words based on the clues in the sample sentences by following the instructions of context clues strategy.
7. Grouping students in partnership.

---

35 Carolyn Denton et.al, Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher’s Sourcebook, (Texas: Texas Education Agency, 2007), p. 203
8. Giving each partnership a copy of a short passage as a practice to find the meanings of unfamiliar words based on the clues in the sentences by following the instructions of context clues strategy.

9. Giving each partnership a copy of chart to guide their work.

10. Circulating around the room and being the available for guidance.

11. Guiding students to make a brief conclusion of the lesson.

12. Evaluating the whole activities that have been done.

c. The Advantages of Using Context Clues

Context clues are learning strategies that can stimulate students to guess the meaning of unfamiliar words using clues or signals word in the text. This strategy provides advantages for students, it makes easier to understand the text or to know the meaning of unknown words. According to Kjesbo there advantages of using context clues strategies\(^\text{36}\), namely:

1. Vocabulary, context clues help students to build students’ vocabulary knowledge have in order to learn the meaning of unknown words.

2. Reading fluency, context clues help students decide how to pronounce words.

For example, you can put a \textit{bow} in your hair or you can \textit{bow} to the audience.

3. Reading comprehension, context clues help students see the “bigger picture” and understand what students are reading about, including new topics or subjects.

4. Enjoyment of reading, students who are able to use context clues to understand what students are reading may enjoy reading more.

3. The Concept of Text

a. Types of Text

In English there are several types of text, each text has a different purpose. Derewianka stated that there are several types or genres students’ texts use in the school:

1. Description, descriptive text use to provide the information of a particular person, place, or thing. In other word, descriptive text use to describe something by looking at the particular information of it.

2. Information report, information report text use to provide information about a class or things. This text is a form of details text of scientific explanation of an object.

3. Procedure, procedure text use to tell someone how to do something. In other word, procedure text explains how something is done by sequential steps.

37 Beverly Derewianka, Trends and Issues in Genre-Based Approaches, (RELC Journal, ISSN 0033-6882, 2003), p. 137
4. Recount, recount text use to tell what happened. Recount text is about stories or experiences in the past.

5. Explanation, explanation text use to explain how or why phenomenon takes place. This text explains the process of something happening.

6. Story, story text use to explore the human condition through story. This text is also known as narrative text.

7. Response, response text use to respond to a literary text or artistic work. The respond form of this text is summary, analysis, disagreement, and review. This text is known as expository text.

8. Exposition, exposition text use to mount an argument. On type of text contains author’s view on an issue.

b. Descriptive Text

Descriptive text is one type of English text that describes of something such as humans, animal, plants, or something objects. According to Gerot and Wignell descriptive text is a text type we use when we want to tell how something looks, smells, fells, acts, tastes, sounds etc. It means descriptive text provides detail information that described an object. In descriptive text using simple present tense, adjective and also relating verb.

---

Gerot and Wignell also add two generic structures of descriptive text:

a. Identification, identification use to identify object that will be described.

b. Description, description use to describe specifically information or characteristic of object.

Thus, the researcher concluded descriptive text is the English text that described how an object looks with details information on object. The object can be people, animal, or something. There are structures in descriptive text: identification and description and each structure have the purpose.

B. Review of The Previous Related Studies

To support this research, there are several researches. The first study was conducted by Yus Vernandes Uzer, the title of the research was “The Influence of Context Clues Strategy on Students’ Reading Achievement”. The aim of the research was to found is there any significant influence of context clues strategy on student reading narrative text achievement of the tenth grade students of states Senior High School of 2 Palembang. The researcher took the sample from population through purposive non random sampling with the total 37 students. The method of the research was experimental research. The result of the research showed there was significant influence of context clues strategy on student reading narrative text achievement. The students’ average score in pre-test was 55.74 (the highest score...

39 Ibid, p.78
was 82.5 achieved by one student and the lowest score was 2.5 achieved by one student). The students’ average score in post-test was 70.60 (the highest score was 87.5 achieved by one student and the lowest score was 57.5 achieved by three students). It means that using context clues as strategy can create students’ classroom environment more active in learning English and by using context clues strategy facilitated students to know or understanding the unfamiliar words while study in the class.

The second study was conducted by Prawira Yuda Sasmita, the title of the research was “A Study on Context Clues in Reading Ability of Expository Text of the Second Grade at MAN 1 Dumai”. The purpose of the research was to found out the data about students’ understanding context clues in reading ability and to know how far the students’ ability in context clues of expository text, at second grade MAN 1 Dumai. The method of the research was descriptive quantitative research. The technique used in taking the sample was by using clustering random sampling. The total of sample was 32 students. The instrument of this research was by using reading test in multiple choices. After analyzing the data, the researcher of this research found that the students’ reading ability on context clues of expository text was categorized into good. In conclusion, there was a good influence for students to understanding reading ability on expository text by using context clues.

The third study was conducted by Ilhan Ilter, the title of the research was “The Efficacy of Context Clues Strategy Instruction on Middle Grades Students’
Vocabulary Development”. The sample of the research was 44 students. Students were randomly assigned to experimental condition and control condition. The instrument of the research was by using multiple choices. The result of the research indicated that the experimental condition demonstrated higher levels of improvement in the vocabulary knowledge than control condition. In other words, by using context strategy while teaching in the classroom it can increase students’ vocabulary development than students that not using context clues strategy while study in the class.

This research has similarity and difference with the previous research. The similarity between the previous research and this research is about of using context clues strategy. The difference between the previous research and this research is the previous research used different text type with text type in this research. Other difference is the purpose of the research. The purpose of this research is whether there is a significant effect of using context clues strategy on reading comprehension at first grade of SMK Harapan Bangsa Panti.
C. Conceptual Framework

This research is conducted based on the following conceptual framework:

**Students’ Problems**
1. Students lack of vocabulary and students still looking at dictionary and asked teacher or friend if students did not know the meaning of unfamiliar word
2. The student lack of motivation and self-confidence to learn English

**Reading Comprehension**

**Context Clues: Denton**
1. Definition clues
2. Synonym clues
3. Antonym clues
4. Example clues
5. General clues

1. Is there any significant effect of using context clues strategy toward students’ reading comprehension?
2. Is there any significant differences between students who taught using context clues strategy and students who taught without context clues strategy?
3. Is the students’ reading comprehension who taught using context clues strategy get better than students who taught without using context clues strategy?
From the conceptual framework above, the researcher will conduct a research to overcome students’ problems on reading comprehension at First Grade of SMK Harapan Bangsa Panti. There will be five types of context clues strategy applied: definition clues, synonym clues, antonym clues, example clues, and general clues.

In this research, the researcher is purposed to find out the significant effect of using context clues strategy on reading comprehension at first grade of SMK Harapan Bangsa Panti, how significant different using context clues strategy than without using context clues strategy in the classroom, and to know applying context clues strategy is better than without applying context clues strategy used by the teacher.

D. Hypothesis

According to Sugiyono, hypothesis defined as a prediction about the result of research. Based on the theories and the conceptual framework, the researcher formulated the hypothesis as follows:

1. Ha: There is significant effect of using context clues strategy on students’ reading comprehension.
   
   Ho: There is no significant effect of using context clues strategy on students’ reading comprehension.

2. Ha: There is significant difference between using context clues strategy and without using context clues strategy on students’ reading comprehension.
Ho: There is no significant difference between using context clues strategy and without using context clues strategy on students’ reading comprehension.

3. Ha: The students’ reading comprehension that is taught using context clues strategy is better than the students who are taught without using context clues strategy.

Ho: The students’ reading comprehension that is taught using context clues strategy is better than the students who are taught without using context clues strategy.
CHAPTER III

RESEARCH METHOD

A. Design of the research

The design of this research is an experimental research. Experimental research is used to determine the cause and effect relationship between the variables. Creswell states that experimental research is group comparison studies, the researcher would determine whether one activity or materials make a difference in results of students. The researcher evaluates by giving the material for one group and other group does not\(^{40}\). In other words, this research consists of two groups; one group will treated with context clues strategy on reading comprehension; it is called as experimental class and other group do not it can called as control class. The researcher will evaluate by each class whether there is students’ difference results.

There are several types of experimental research. The researcher decides to use quasi-experimental research. According to Creswell, quasi-experimental includes assignments, but not random assignment of participants to groups\(^ {41} \). The design of quasi experimental research focuses on nonequivalent control group design which the pretest-posttest control group design requires at least two groups, that are experimental and control. The experimental group will be treated


\(^{41}\) *Ibid*, p. 309
by applying context clues strategy on reading comprehension and control group will be treated without applying context clues strategy in the same English material.

**Table 3.1**

**Research Design**

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>Treatment</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Class</td>
<td>T₁</td>
<td>X</td>
<td>T₂</td>
</tr>
<tr>
<td>Control class</td>
<td>T₁</td>
<td>-</td>
<td>T₂</td>
</tr>
</tbody>
</table>

Where:

\[X = \text{The treatment that was given to experiment class by using context clues strategy}\]

\[T₁ = \text{Pre-test}\]

\[T₂ = \text{Post-test}\]

\[- = \text{No treatment}\]

Based on the explanation, it can be concluded that the researcher will use quasi experimental design. It means that pre-test and post-test involves into two groups that are experimental class and control class. Experimental class will be given a new or unusual treatment and control class will be given usual treatment as previously. Based on this research, the experimental class will be treated by applying context clues strategy on reading comprehension, while control class will be treated without applying context clues strategy. Although these classes will be
treated differently but the material, the length of time, pre-test, and post-test will be the same.

**B. Population and Sample**

1. **Population**

   Population is part of the research. According to Sugiyono, population is the generalization region that consists of objects or subjects that have certain qualities and characteristics which are determined by the researcher to be studied and concluded\(^{42}\). Ary argued that population is defined as all members of any well-defined class people, events, or objects\(^ {43}\). The population of this research is tenth grade of SMK Harapan Bangsa Panti. The population is described in the following table:

   **Table 3.2**

   **The Population of the Tenth Grade Students at SMK Harapan Bangsa Panti**

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X OTKP</td>
<td>34</td>
</tr>
<tr>
<td>2.</td>
<td>X BDP</td>
<td>34</td>
</tr>
<tr>
<td>3.</td>
<td>X PKM</td>
<td>38</td>
</tr>
</tbody>
</table>

---

\(^{42}\) Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p. 80

From this table, the population from this research is 146 students that is the total of the students in the first grade in SMK Harapan Bangsa Panti.

2. Sample

The sample is part of the population. According to Creswell, sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.\(^{44}\) It means that the sample is part of the population that taken in a certain way from the population itself.

There are some sampling techniques that can be used to determine the sample. Based on this research, the researcher will use purposive sampling technique. According to Sugiyono, purposive sampling is sampling technique with certain considerations.\(^{45}\) The sample of this research will choose two classes of the tenth grade of SMK Harapan Bangsa Panti that are X OTKP and X BDP because of some consideration and some purposes. The first consideration, these classes are taught by the same teacher. The second consideration, these classes have the same characteristics and levels.

\(^{44}\) *Ibid*, p. 142  
\(^{45}\) *Ibid*, p. 85
To choose as the experimental or the control class from these classes, the researcher followed the steps below as suggested by Arifmiboy:  

a. Collect the mark or score of students' English subject test result.

b. Test the normality of the data

The purpose of testing the normality of the data is to know whether the data spreads out normally or not. Liliefors test is use to test the normality of the data. It could be done in these steps bellow:

1) Arrange the data from the lowest to the highest.

2) Find each frequency score.

3) Find the up frequency cumulative (Fk(a))

4) Find the empiric proportion (Sn(Xi)) with the pattern

\[ Sn(Xi) = Fk(a)/n \]

5) Find the mean score (\( \bar{x} \)), standard deviation (\( S \)), and the variant (\( S^2 \)).

\[
\bar{x} = \frac{\sum f_x i}{n}
\]

\[
S = \sqrt{\frac{\sum f_x (x_i - \bar{x})^2}{n-1}}
\]

\[
S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}
\]

Note: \( \bar{x} \) = Mean score

---

46 Arifmiboy, *Statistik Pendidikan*, Bukittinggi: IAIN Bukittinggi, p.56
\[ \sum (X_i - \bar{x})^2 = \text{Total score of frequency times the result of double score minus mean} \]

\[ n = \text{Total of frequency} \]

\[ S = \text{Standard deviation} \]

\[ S^2 = \text{Variant} \]

6) Find the score of Zi by using this formula: 
   \[ Zi = \frac{X_i - \bar{x}}{S} \]

7) Find the score of P(Zi) by consulting the score of Zi with Z table

8) Find Sn(Xi) – P(Zi)

9) Find the absolute score of Sn(Xi) – P(Zi)

10) Determine the higher score of absolute mark Sn(Xi) – P(Zi). It was named with Lo (Liliefors)

11) Test the Lo score with Liliefors table with the certain degrees of freedom (\( \alpha \)): 0,05

12) Take the conclusion, if the L_{tab} > Lo, it would conclude that the data distributed normally with the degrees of freedom in (\( \alpha \)) 5%.

c. Test the homogeneity of the data

The purpose of homogeneity test is to know the samples was homogenous or not, so the researcher used the F test. The homogeneity test by using F test could be done by following steps bellow as suggested by Arifmiboy\(^{47}\):

\(^{47}\text{Ibid. p.64}\)
1) Use the formula: \( F_{hit} = \frac{s_1^2}{s_2^2} \)

2) Consult with F table which \( \propto (0,05) \)

\[
F_{tab \ right} = F_{\propto} (V_1, V_2)
\]

\[
F_{tab \ left} = \frac{1}{F_{\propto}(V_2,V_1)}
\]

Note:  
- \( F \) = Homogeneity data  
- \( S_1 \) = Highest variant  
- \( S_2 \) = Lowest Variant  
- \( \propto \) = Level of Significant  
- \( V_1 \) = High total sample minus 1  
- \( V_2 \) = Low total sample minus 1

3) If the range of score of \( F_{hit} \) located between \( F_{tab \ left} \) and \( F_{tab \ right} \), it could be concluded that both of the classes were homogeneity.

3. **Instrumentation**

Instrumentation is the whole process of collecting data by using the instrument. In experimental research, the instrument that will be used by the researcher is the test. The test is used to measure the knowledge, skill, feeling, intelligent, or attitude of an individual or group. There are two kinds of test, that are:

a. Pre-test

Pre-test is used to measure on some attribute or characteristic that will be assessed for participants in an experimental research before giving the treatment.
b. Post-test

Post-test is used to measure on some attribute or characteristics that will be assessed for participants in an experimental research after giving the treatment.

Based on this research, the researcher will give pre-test and post-test to identify the effect of using context clues strategy in experimental class. However, the researcher will give usual treatment in control class. The pre-test is used to know the students’ reading comprehension at the beginning and post-test used to know the development of the students’ reading comprehension after applying context clues as strategy of teaching reading.

To analyze the test, the researcher should consider the validity and reliability, as explain as:

a. Validity

Validity concerns with a test that measures what supposed to be measured. A test is true if it measures accurately what is intended to be measured. According to Brown, a valid test is a test that can measure what should measured\textsuperscript{48}. It means that the researcher should consider the purpose of test and choose the appropriate validity that will be used in order the test can be evaluated based on lesson objective. In this research, the researcher used expert validity to determine the validity. In expert validity, the researcher will know whether the test valid or not, the researcher consult

with the expert or lecture to validate the items of test and get more information about how to create a good test.

b. Reliability

A good test should have high validity and reliability. Reliability is the degree consistency of a measure. In this research, to test the reliability of instrument the researcher used internal consistency reliability. According to Sugiyono, internal consistency reliability is conducted just for once, then the data analyzed by certain technique\textsuperscript{49}.

This test is also arranged by following some ways that are suggested by Hughes, in order to make the test more reliable, they are: 1) students should not be given a choice and the range over which possible answer might very should be restricted. 2) the test is provided clear and explicit instruction. 3) the format and testing technique are familiar for students. 4) the identification students who do the test are only by number (students register number) not name\textsuperscript{50}. In addition test is used to analyzing students’ scores to make the scores more reliable.

\textsuperscript{49} Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2015), p.185

\textsuperscript{50} Arthur Hughes, Testing for Language Teachers, (Cambridge: Cambridge University Press, 1990), p. 91
C. Technique of The Data Collection

In line with the research design above, the data is taken from the students’ test. The test is given to the students’ at X.OTKP and X.BDP class of SMK Harapan Bangsa Panti. The test was administered to all of students’ in control and experiments classes.

The researcher gave two kinds of test to the students that are pre-test and post-test which consist of same question items. Pre-test will be used before giving the treatment, than post-test will be given after the treatment.

There are some procedures to collect the data in this research, they are:

a. Pre-test

The researcher gave pre-test which has validated by the experts in experimental and control class before giving the treatment. The researcher did some following steps:

a) Give the questions that are in instrumentation to the students

b) Collect the students’ scores

c) Analyze the students’ scores

b. Treatment

In both experimental and control classes, the researcher gave different treatment in teaching.

a) Experimental class

The researcher will apply context clues strategy in teaching reading through lesson material in syllabus program in the learning process.
b) Control class

The researcher will use conventional strategy or without context clues strategy through lesson material in syllabus program in the learning process.

c. Post-test

After giving the treatment, the researcher gave post-test as the comparison and the evaluation of students’ scores before and after treatment is done. The researcher did the following instructions:

a) Accumulating the items and the answer sheet to the students

b) Setting the time limitation for students to complete the test

c) Gathering students answer sheet

d) Analyzing and scoring students’ answer sheet.

The result of the post-test used to find out the effect of using context clues strategy on reading comprehension.

D. Technique of Data Analysis

The researcher used the t-test in analyzing the data. To find out how the effect of using context clues strategy on students’ reading comprehension, the researcher used statistical calculation of t-test to determine the final calculation \( t_0 \) (t observation) did using context clues strategy had an effect on students’ reading comprehension or not. The t-test was a kind of statistical calculation used to examine the truth or false of null hypothesis that stated no significant differences between the result of two samples from a same population. The researcher use the formula of t-test as suggested by Gay.
\[ t = \frac{\bar{x}_1 - \bar{x}_2 - d_0}{\sqrt{\frac{s_1^2}{n} + \frac{s_2^2}{m}}} \]

Note: \( \bar{x}_1 \) = The average score from the first data

\( \bar{x}_2 \) = The average score from the second data

\( d_0 \) = Always zero

\( S_1 \) = The standard deviation of the variable X

\( S_2 \) = The standard deviation of the variable Y

\( n \) = Total students of variable X

\( m \) = Total students of variable Y

With the assumption of hypothesis was two tails test for first and second hypothesis and one-tail test for the third hypothesis as:

\[ H_0 = \mu_1 = \mu_2 \]

\[ H_a = \mu_1 \neq \mu_2 \]

The result of the test was used as the data of this research. The researcher examined and analyzed the students’ test score one by one. The maximum score was 100 and minimum score is 0 where researcher found the average of each student’ score in test. In short, each student was scored by dividing score correct answers with total items then timed to one hundred. Then, the researcher compare the result of the pre-test and post-test that was gained by the experimental groups in order to find out whether the context clues strategy could give significant effect or not in developing the students’ reading
comprehension. To answer the second and third formulation of the problem, researcher would like to compare the post-test that was gained by both of experimental and control classes to prove that by using context clues strategy was better than conventional technique.

To find out whether the value obtained indicated a significant difference between mean score of two groups, it was compared to the value of $t$ in the table at the level of significant 0.05. The condition was the alternative hypothesis ($H_a$) would be accepted.

E. Testing the hypothesis

In this research, the researcher will test the hypothesis by using $t$-test to compare the difference of the mean score between two classes. There are some hypotheses that will be tested. First, pre-test and post-test scores of experimental and control class that will be analyze whether there is or no significant effect of students’ reading comprehension by using context clues strategy. Second, to see the difference significant different between students’ reading comprehension post-test score in two classes. Third, it is same with the second step, but the difference is in graphic of two tailed tests or one tailed test.

The researcher will use the formulation of $t$-test that suggested by Gay, as description:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$t$ : The value of $t$- calculated
\( x_1 \) : Mean score of post-test the experimental class
\( x_2 \) : Mean score of post-test the control class
\( ss_1 \) : Sum of square of the experimental class
\( ss_2 \) : Sum of square of the control class
\( n_1 \) : Sample side of the experimental class
\( n_2 \) : Sample side of the control class

Based on the explanation above, there are several steps to analyze the data that are, testing normality of the data, homogeneity of the data, and the testing the hypothesis of the data. T-test will compare between \( t \)-obtained to the value of “\( t \)” in the table at the level of significance 0.05. In addition, hypothesis will be accepted if \( t \)-obtained > \( t \)-table. While, the null hypothesis (\( H_0 \)) will be accepted if \( t \)-obtained < \( t \)-table.
CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

The researcher findings was included the students’ score of reading comprehension on descriptive text from both control and experimental classes and the analyses of students’ score. This section also describes about the analysis of the data collected to answer the formulation of the problems; 1) Is there any significant effect of using context clues strategy toward students’ reading comprehension? 2) Is there any significant difference between students who taught using context clues strategy and students who taught without using context clues strategy? 3) Is the students’ reading comprehension who taught using context clues strategy better than students who taught without using context clues strategy?

The findings of the research; first, using context clues strategy in teaching English at the first grade of SMK Harapan Bangsa Panti had a significant effect in increasing the students’ reading comprehension. Second, there is significant difference between the students who taught by using context clues strategy and students who taught by conventional. Third, students who taught by using context clues strategy is better than conventional.
1. **Description of the Data**

The data of this research got based on the research that had been done by the researcher at the first grade of OTKP and BDP majors in SMK Harapan Bangsa Panti. The scores of the students’ reading comprehension were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 68 students who were involved in the pre-test; 34 students in the experimental class and 34 students in the control class. There were also 68 students who were involved in the post-test; 34 students in the experimental class and 34 students in the control class. The description of the data in both of the experimental and control classes will be explained below:

**a. Data From Pre-test of Experimental and Control Classes**

Pre-test that had been given by researcher at the first meeting before conducting the treatment for experimental for experimental class by using context clues strategy and for control class by using conventional.

1) The analysis of raw pre-test scores in experimental class (X.OTKP class)

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Tally</th>
<th>Frekuensi (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>II</td>
<td>2</td>
</tr>
</tbody>
</table>
The data obtained shows that the lowest score of pre-test that is gained by the experimental class is 25 and the highest score is 70. It is found that there are two of students who get 25, 65, one of student gets 30, 70, three of students get 55, five of students get 40, six of students get 45, 50, eight of students get 35.

2) The analysis of raw pre-test scores in control class (X.BDP class)

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Tally</th>
<th>Frekuensi (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>IIII I</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
The data obtained shows that the lowest score of pre-test that is gained by the control class is 20 and the highest is 65. It is found that there are two students who get 20, 50, 60, 65, one of student gets 25, three of students get 45, four of students get 30, 35, six of students get 55, eight of students get 40.

After classifying the data in the pre-test, the researcher made the result calculation of scores that was gained from pre-test. This was done by the researcher to know the result of scores including mean, standard deviation, sums of square, variant, the lowest and highest score as on the table below:

Table 4.3

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation (S)</th>
<th>Variant (S²)</th>
<th>The Lowest Score</th>
<th>The Highest Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>34</td>
<td>43,97</td>
<td>10,719</td>
<td>114,90</td>
<td>25</td>
<td>70</td>
</tr>
</tbody>
</table>

The data obtained shows that the lowest score of pre-test that is gained by the control class is 20 and the highest is 65. It is found that there are two students who get 20, 50, 60, 65, one of student gets 25, three of students get 45, four of students get 30, 35, six of students get 55, eight of students get 40.

After classifying the data in the pre-test, the researcher made the result calculation of scores that was gained from pre-test. This was done by the researcher to know the result of scores including mean, standard deviation, sums of square, variant, the lowest and highest score as on the table below:

Table 4.3

The Result of the Calculation of Scores That Was Gained from the Pre-test

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation (S)</th>
<th>Variant (S²)</th>
<th>The Lowest Score</th>
<th>The Highest Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>34</td>
<td>43,97</td>
<td>10,719</td>
<td>114,90</td>
<td>25</td>
<td>70</td>
</tr>
</tbody>
</table>
The table shows that the mean of experimental class pre-test score is 43.97 while the mean of the control class pre-test is 42.94 with a slight difference of these class’s score.

b. Data from the Post-test of the Experimental and Control Classes

Based on the chapter three, the post-test conducted at the end of the treatment in order to find out the effect of using context clues strategy on students’ reading comprehension. The post-test was given to the experimental and control classes after treated. Both classes were given the same test material and time allocation.

1) The analysis of raw post-test scores in experimental class (X. OTKP class)

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Tally</th>
<th>Frekuensi (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>III</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>IIIII</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>IIII</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>65</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>III</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>II</td>
<td>2</td>
</tr>
</tbody>
</table>
The data shows that the lowest score of the post-test that is gained by the experimental class is 50 and the highest score is 85. It means that there is significant progress on students’ post-test score if it is compared to the pre-test score. The significant progress on experimental class achievement occurs after getting the treatment. After classifying the data, it is found that there are two students get 50, 56, 85, one of student gets 65, five of students get 55, 80, seven of students get 70, ten of students get 75.

2) The analysis of raw post-test scores in control class (X.BDP class)

Table 4.5

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Tally</th>
<th>Frekuensi (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>III</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>IIII</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>IIII I</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>III</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>55</td>
<td>IIII</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>IIII</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
From the data above, the lowest score of post-test that is obtained by the control class is 40 and the highest score is 75. After classified, it can be seen that are two students get 40, three students get 43, four students get 60, 75, five students get 50, 55, 70, six students get 65.

Based on the calculation of the score that was gained in the post-test of both of class, it can be summarized as follows:

Table 4.6

The Result of the Calculation of Scores that Was Gained from the Post-test

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation (S)</th>
<th>Variant (S²)</th>
<th>The Lowest Score</th>
<th>The Highest Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>34</td>
<td>69,85</td>
<td>9,96</td>
<td>99,21</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>Control</td>
<td>34</td>
<td>59,41</td>
<td>10,499</td>
<td>110,24</td>
<td>40</td>
<td>75</td>
</tr>
</tbody>
</table>

The table above shows that the mean score of the experimental class post-test score is 69,85 while the mean score of the post-test score of control class is 59,41. It means that the mean score of experimental class is higher than the control class. The standard deviation of the experimental class is 9,96 and the control class is 10,499. In addition, based on maximum result of the experimental class and the control class above, it can be showed that
experimental class maximum result is higher than the control maximum result: 85 is higher than 75.

After doing the pre-test and post-test, the researcher compared both of result of pre-test and post-test from the experimental and control classes. The comparison test result of pre-test and post-test from the experimental and control classes were showed in the following table:

Table 4.7
The Comparison of Pre-test and Post-test of the Experimental and Control Classes

<table>
<thead>
<tr>
<th>The Class</th>
<th>Test Result</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental Class</strong></td>
<td>$\bar{x} = 43,97$</td>
<td>$S = 10,719$</td>
<td>$S^2 = 114,90$</td>
</tr>
<tr>
<td>Control Class</td>
<td>$\bar{x} = 42,94$</td>
<td>$S = 12,192$</td>
<td>$S^2 = 148,65$</td>
</tr>
</tbody>
</table>

Based on the table above, the post-test result of the experimental class is higher than the pre-test result (69,85 is higher than 43,97). It means that the treatment that has been used by researcher can help students in improving their reading comprehension. The comparison of the post-test results between
experimental and control classes show that the control class test result is lower than experimental class. It is indicated by the mean score of the post test result of control class (59.41) is lower than experimental post-test result (69.85). It means that the students who are treated by using context clues strategy give better result than the students who are taught by using conventional technique.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from experimental and control classes. The pre-test of two classes showed that both experimental and control classes were equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliefors test to find out whether the data distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score in Experimental Class

Normality test was used in this research to know that the data distributes normally or not. The normality test of pre-test score of the experimental class could be showed by the table below:

<table>
<thead>
<tr>
<th>Table 4.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Calculation of Mean Score, Standard Deviation, and Variant of Pre-test Score in Experimental Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Xi</th>
<th>F</th>
<th>F.Xi</th>
<th>$\bar{x}$</th>
<th>Xi - $\bar{x}$</th>
<th>(Xi - $\bar{x}$)^2</th>
<th>F(Xi - $\bar{x}$)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>1</td>
<td>70</td>
<td>43.97</td>
<td>26.03</td>
<td>677.56</td>
<td>677.56</td>
</tr>
</tbody>
</table>
Table 4.9

How to Find the Normality of Data in Pre-test of Experimental class

| X  | F  | Fk(a) | Sn(Xi) | Z   | P(Zi) | Sn(Xi)-P(Zi) | |Sn(Xi)-P(Zi)|
|----|----|-------|--------|-----|-------|--------------|----------------|
| 25 | 2  | 0,05  | -1,77  | 0,0384 | 0,0116 | 0,0116       |
| 30 | 1  | 0,08  | -1,3  | 0,0968 | -0,0168 | 0,0168       |
| 35 | 8  | 0,32  | -0,84 | 0,2611 | 0,0589 | 0,0589       |
| 40 | 5  | 0,47  | -0,37 | 0,3597 | 0,1143 | 0,1143       |
| 45 | 6  | 0,64  | 0,1  | 0,5398 | 0,1002 | 0,1002       |
| 50 | 6  | 0,85  | 0,56 | 0,7123 | 0,1377 | 0,1377       |
| 55 | 3  | 0,91  | 1,03 | 0,8485 | 0,0615 | 0,0615       |
| 65 | 2  | 0,97  | 1,96 | 0,975 | -0,005 | 0,005        |
| 70 | 1  | 2,43  | 0,9925 | 0,0075 | 0,0075 |

Standard deviation:

$$S = \sqrt{\frac{\sum f(x_i - \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{3791,94}{34-1}} = \sqrt{\frac{3791,94}{33}} = \sqrt{114,90} = 10,719$$

Variant:

$$S^2 = (10,719)^2 = 114,90$$
From the column of $|S_n(X_i) - P(Z_i)|$, the score of $L_0 = 0,1377$. $L_0$ for $n = 34$ with the level of significance 0,05 = 0,1519. It means that $L_0 > L_0$ (0,1519 > 0,1377). It can be concluded that the samples distributed normally.

b. Normality Test of Pre-test Score in Control Class

The normality test of pre-test score of control class could be showed by the table below:

**Table 4.10**

**The Calculation of Mean Score, Standard Deviation, and Variant of Pre-test Score in Control Class**

<table>
<thead>
<tr>
<th>$X_i$</th>
<th>F</th>
<th>$F \cdot X_i$</th>
<th>$\bar{x}$</th>
<th>$X_i$</th>
<th>$(X_i - \bar{x})^2$</th>
<th>$F(X_i - \bar{x})^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>2</td>
<td>130</td>
<td>42.94</td>
<td>22.06</td>
<td>468.64</td>
<td>973.28</td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>160</td>
<td>42.94</td>
<td>17.06</td>
<td>291.04</td>
<td>582.08</td>
</tr>
<tr>
<td>55</td>
<td>6</td>
<td>330</td>
<td>42.94</td>
<td>12.06</td>
<td>145.55</td>
<td>872.64</td>
</tr>
<tr>
<td>50</td>
<td>2</td>
<td>100</td>
<td>42.94</td>
<td>7.06</td>
<td>49.84</td>
<td>99.68</td>
</tr>
<tr>
<td>45</td>
<td>3</td>
<td>135</td>
<td>42.94</td>
<td>2.06</td>
<td>4.24</td>
<td>12.72</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
<td>320</td>
<td>42.94</td>
<td>-2.94</td>
<td>8.64</td>
<td>69.12</td>
</tr>
<tr>
<td>35</td>
<td>4</td>
<td>140</td>
<td>42.94</td>
<td>-7.94</td>
<td>63.04</td>
<td>252.16</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
<td>120</td>
<td>42.94</td>
<td>-12.94</td>
<td>167.44</td>
<td>669.76</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>25</td>
<td>42.94</td>
<td>-17.94</td>
<td>321.84</td>
<td>321.84</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>40</td>
<td>42.94</td>
<td>-22.94</td>
<td>526.24</td>
<td>1052.48</td>
</tr>
<tr>
<td>$\sum = 34$</td>
<td>$\sum = 1460$</td>
<td>$\sum = 4904.76$</td>
<td>$\sum = 4904.76$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standard deviation:

$$S = \sqrt{\frac{\sum f(X, \bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{4905.76}{34-1}} = \sqrt{\frac{4905.76}{33}} = \sqrt{148.65} = 12.192$$
Variant:

$$S^2 = (12,192)^2 = 148.65$$

Table 4.11

| X  | F | Fk(a) | Sn(Xi) | Z   | P(Zi) | Sn(Xi)-P(Zi) | |Sn(Xi)-P(Zi)| |
|----|---|-------|--------|-----|-------|--------------|----------------|----------------|
| 20 | 2 | 2     | 0.05   | -1.88 | 0.0301 | 0.0199       | 0.0199          |                 |
| 25 | 1 | 3     | 0.08   | -1.47 | 0.0708 | 0.0092       | 0.0092          |                 |
| 30 | 4 | 7     | 0.20   | -1.06 | 0.1446 | 0.0554       | 0.0554          |                 |
| 35 | 4 | 11    | 0.32   | -0.65 | 0.2578 | 0.06221      | 0.06221         |                 |
| 40 | 8 | 19    | 0.55   | -0.24 | 0.4052 | 0.1448       | 0.1448 Lo       | 0.1448          |
| 45 | 3 | 22    | 0.64   | 0.16  | 0.5636 | 0.0764       | 0.0764          |                 |
| 50 | 2 | 24    | 0.7   | 0.58  | 0.7190 | -0.019       | 0.019           |                 |
| 55 | 6 | 30    | 0.88   | 0.99  | 0.8389 | 0.0411       | 0.0411          |                 |
| 60 | 2 | 32    | 0.94   | 1.39  | 0.9177 | 0.0223       | 0.0223          |                 |
| 65 | 2 | 34    | 1     | 1.81  | 0.9649 | 0.0351       | 0.0351          |                 |

From the column of |Sn(Xi)-P(Zi)|, the Score of Lo=0,1448. L_table for n=34 with the level significance 0,05=0,1519. It means that L_table > Lo (0,1519>0,1448). It can be concluded that the samples distributed normally.

c. Normality Test of Post-test Score in Experimental Class

The normality test of pre-test score of the experimental class could be showed by the table below:

Table 4.12

<table>
<thead>
<tr>
<th>Xi</th>
<th>F</th>
<th>F.Xi</th>
<th>x</th>
<th>Xi- x</th>
<th>(Xi-x)^2</th>
<th>F(Xi-x)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>2</td>
<td>170</td>
<td>69.85</td>
<td>15,15</td>
<td>229,52</td>
<td>459,04</td>
</tr>
<tr>
<td>80</td>
<td>5</td>
<td>400</td>
<td>69.85</td>
<td>10,15</td>
<td>103,02</td>
<td>515,1</td>
</tr>
</tbody>
</table>
Standard deviation:

\[ S = \sqrt{\frac{\sum f(x_i - \bar{x})^2}{n-1}} \]

\[ S = \sqrt{\frac{3274.18}{34-1}} = \sqrt{\frac{3274.18}{33}} = \sqrt{99.21} = 9.96 \]

Variant:

\[ S^2 = (9.96)^2 = 99.21 \]

**Table 4.13**

How to Find the Normality of Data in Post-test of Experimental Class

| X  | F  | Fk(a) | Sn(Xi) | Z      | P(Zi)   | Sn(Xi)-P(Zi) | |Sn(Xi)-P(Zi)| |
|----|----|-------|--------|--------|---------|--------------|--------------|
| 50 | 2  | 2     | 0.05   | -1.99  | 0.0233  | 0.0267       | 0.0267       |
| 55 | 5  | 7     | 0.20   | -1.49  | 0.0681  | 0.1319       | 0.1319 Lo    |
| 60 | 1  | 8     | 0.23   | -0.99  | 0.1611  | 0.0689       | 0.0689       |
| 65 | 2  | 10    | 0.29   | -0.49  | 0.3121  | -0.0221      | 0.0221       |
| 70 | 7  | 17    | 0.5    | -0.02  | 0.5080  | -0.008       | 0.008        |
| 75 | 10 | 27    | 0.79   | 0.52   | 0.6985  | 0.0915       | 0.0915       |
| 80 | 5  | 32    | 0.94   | 1.02   | 0.8461  | 0.0939       | 0.0939       |
| 85 | 2  | 34    | 1      | 1.52   | 0.9357  | 0.0643       | 0.0643       |

From the column of \(|Sn(Xi)-P(Zi)|\), the score of \(Lo=0.1319\). \(L_{label}\) for 

\(n=34\) with the level of significance \(0.05=0.1519\). It means that \(L_{label} > Lo\) 

\((0.1519>0.1319)\). It can be concluded the samples distributed normally.
d. Normality Test of Post-test Score in Control Class

The normality test of post-test score of control class could be showed by the table below:

**Table 4.14**

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Control Class

<table>
<thead>
<tr>
<th>Xi</th>
<th>F</th>
<th>F.Xi</th>
<th>( \overline{x} )</th>
<th>Xi- ( \overline{x} )</th>
<th>(Xi- ( \overline{x} ))^2</th>
<th>F(Xi- ( \overline{x} ))^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>4</td>
<td>300</td>
<td>54,41</td>
<td>15,59</td>
<td>243,04</td>
<td>972,16</td>
</tr>
<tr>
<td>70</td>
<td>5</td>
<td>350</td>
<td>54,41</td>
<td>10,59</td>
<td>112,14</td>
<td>560,7</td>
</tr>
<tr>
<td>65</td>
<td>6</td>
<td>390</td>
<td>54,41</td>
<td>5,59</td>
<td>31,24</td>
<td>187,44</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
<td>240</td>
<td>54,41</td>
<td>0,59</td>
<td>0,34</td>
<td>1,36</td>
</tr>
<tr>
<td>55</td>
<td>5</td>
<td>275</td>
<td>54,41</td>
<td>-4,41</td>
<td>19,44</td>
<td>97,2</td>
</tr>
<tr>
<td>50</td>
<td>5</td>
<td>250</td>
<td>54,41</td>
<td>-9,41</td>
<td>88,54</td>
<td>442,7</td>
</tr>
<tr>
<td>45</td>
<td>3</td>
<td>135</td>
<td>54,41</td>
<td>-14,41</td>
<td>207,64</td>
<td>622,92</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>80</td>
<td>54,41</td>
<td>-19,41</td>
<td>376,74</td>
<td>753,48</td>
</tr>
<tr>
<td>( \Sigma = 34 )</td>
<td>( \Sigma = 2020 )</td>
<td>( \Sigma = 3637,96 )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standard deviation:

\[
S= \sqrt{\frac{\sum f((x_i-\overline{x})^2)}{n-1}}
\]

\[
S= \sqrt{\frac{3637,96}{34-1}} = \sqrt{\frac{3637,96}{33}} = \sqrt{110,24} = 10,499
\]

Variant:

\[
S^2 = (10,499)^2 = 110,24
\]
Table 4.15

How to Find the Normality of Data in Post-test of Control Class

| X  | F  | Fk(a) | Sn(Xi) | Z  | P(Zi) | Sn(Xi)-P(Zi) | |Sn(Xi)-P(Zi)|
|----|----|-------|--------|----|-------|---------------|---------------|
| 40 | 2  | 2     | 0,05   | -1,85 | 0,0322 | 0,0178        | 0,0178        |
| 45 | 3  | 5     | 0,14   | -1,37 | 0,0853 | 0,0547        | 0,0547        |
| 50 | 5  | 10    | 0,29   | -0,90 | 0,1841 | 0,1059        | 0,1059        |
| 55 | 5  | 15    | 0,44   | -0,42 | 0,3372 | 0,1028        | 0,1028        |
| 60 | 4  | 19    | 0,55   | 0,06  | 0,5239 | 0,1028        | 0,1028        |
| 65 | 6  | 25    | 0,73   | 0,53  | 0,7019 | 0,0281        | 0,0281        |
| 70 | 5  | 30    | 0,88   | 1,01  | 0,8438 | 0,0362        | 0,0362        |
| 75 | 4  | 34    | 1      | 1,48  | 0,9306 | 0,0694        | 0,0694        |

From the column of |Sn(Xi)-P(Zi)|, the score of \( \text{Lo} = 0,1059 \). \( L_{\text{tabl}} \) for \( n=34 \) with the level of significance \( 0,05=0,1519 \). It means that \( L_{\text{tabl}} > \text{Lo} (0,1519>0,1059) \). It can be concluded the samples distributed normally.

e. Homogeneity Test of the Pre-test Score From the Experimental and Control Classes

Testing homogeneity was used to know that the data homogeny or not.

The data from the pre-test of the experimental and control classes were homogeny as presented in the table below:

Table 4.16

The Mean Score, Standard Deviation, and Variant of Pre-test Score

<table>
<thead>
<tr>
<th>The Class</th>
<th>Number of Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Variant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>9</td>
<td>43,97</td>
<td>10,719</td>
<td>114,90</td>
</tr>
<tr>
<td>Control</td>
<td>10</td>
<td>42,94</td>
<td>12,192</td>
<td>148,65</td>
</tr>
</tbody>
</table>
Then, consult to the \( F^{\text{label}} \) with the level of significant 0.05.

\[
F^{\text{label-right}} = F_{\alpha} (V1, V2) = F_{0.05} (8, 9) = 3.23
\]

\[
F^{\text{label-left}} = \frac{1}{F_{\alpha} (V2, V1)} = \frac{1}{F_{0.05} (9, 8)} = \frac{1}{3.39} = 0.29
\]

It can be concluded that in level of significance 0.05, the data is homogenous because \( F^{\text{label-left}} < F_{\text{obt}} < F^{\text{label-right}} (0.29 < 1.29 < 3.23) \).

f. **Homogeneity Test of the Post-test Score From the Experimental and Control Classes**

The data from the pre-test of the experimental and control classes were homogenous as presented in the table below:

Table 4.17

<table>
<thead>
<tr>
<th>The Class</th>
<th>Number of Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Variant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>8</td>
<td>69.85</td>
<td>9.96</td>
<td>99.21</td>
</tr>
<tr>
<td>Control</td>
<td>8</td>
<td>59.41</td>
<td>10.499</td>
<td>110.24</td>
</tr>
</tbody>
</table>

\[
F^{\text{-hit}} = \frac{\text{higher variant}}{\text{lower variant}}
\]
F\text{-hit} = \frac{110.24}{99,21} = 1,11

Then, consult to the \( F^{\text{label}} \) with the level of significant 0,05.

\[ F^{\text{label}}\text{-right} = F_{\alpha} (V1, V2) \]
\[ = F 0,05 (7, 7) = 3,79 \]

\[ F^{\text{label}}\text{-left} = \frac{1}{F_{\alpha}(V2,V1)} \]
\[ = \frac{1}{F 0,05(7,7)} = \frac{1}{3,79} = 0,26 \]

It can be concluded that in level of signidicant 0,05, the data is homogenous because \( F^{\text{label}}\text{-left} < F_{\text{obt}} < F^{\text{label}}\text{-right} (0,26<1,11<3,79)\).

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the \( t \)-obtained by using \( t \)-test of the both classes, the hypothesis was tested.

The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis of this research, there is any significant effect of using context clues strategy on students’ reading comprehension at the first grade of SMK Harapan Bangsa Panti as follows:

\( Ha \) : there is significant effect of using context clues strategy on students’ reading comprehension.

\( Ho \) : there is no significant effect of using context clues strategy on students’ reading comprehension.
To measure whether the researcher accepted or rejected the hypothesis, the researcher used the formula two tails test to find whether Ho or Ha is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table, it means Ha accepted and Ho rejected (t-obtained > t-table) as explanation below:

\[
t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}
\]

\[
t = \frac{69.85 - 43.97}{\sqrt{\frac{9.96^2}{34} + \frac{10.71^2}{34}}}
\]

\[
t = \frac{69.85 - 43.97}{\sqrt{\frac{99.20}{34} + \frac{114.90}{34}}}
\]

\[
t = \frac{69.85 - 43.97}{\sqrt{\frac{12.92}{34} + \frac{3.38}{34}}}
\]

From the calculation of pre-test and post-test scores of experimental class, the mean score of post-test (\(\overline{x}_1\)) is 69.85. It is greater than the mean score of the pre-test (\(\overline{x}_2\)) 43.97.

Then, standard deviation of each class was obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 10.31 and the t-table for degrees of freedom (df) = (na + nb – 2) = (34+34-2) = 66 with level of significance (\(\alpha\)) 0.05/2 (0.025) is 1.960, it was found that the t-obtained is greater than the t-table. So, it can be concluded
that there is a significant effect of using context clues strategy on students’ reading comprehension.

Figure 1: The Curve of the t-test Result in the Pre-test and Post-test of Experimental Class

![Figure 1: The Curve of the t-test Result in the Pre-test and Post-test of Experimental Class](image)

From the data, it shows that the descriptive hypothesis (Ha) is accepted or the null hypothesis (Ho) is rejected because $t_{obt}$ was higher than the $t_{tab}$. So, it can be concluded that there is a significant effect of using context clues strategy on students’ reading comprehension.

b. The second hypothesis

The second hypothesis was there is any significant difference of the students’ reading comprehension between students who taught by using context clues strategy and students who taught without using context clues strategy as follows:

$H_a$: there is any significant difference of the students’ reading comprehension between the students who taught by using context clues strategy and the students who taught without context clues strategy.
Ho : there is no significant difference of the students’ reading comprehension between the students who taught by using context clues strategy and the students who taught without context clues strategy

To measure whether the researcher accepted or rejected the hypothesis, the researcher used the formula two tails test to find whether Ho or Ha was accepted or rejected through comparing the post-test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table, it means that Ha accepted and Ho rejected (t-obtained > t-table) as explanation below:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}
\]

\[
t = \frac{69.85 - 59.41}{\sqrt{\frac{9.96^2}{34} + \frac{10.499^2}{34}}}
\]

\[
t = \frac{10.44}{2.48}
\]

\[
t = 4.21
\]

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class (\(\bar{x}_1\)) is 69.85. It is greater than the mean score of the post-test in control class (\(\bar{x}_2\)) 59.41.

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 4.21 and the t-table for degrees freedom (df) = (na + nb – 2) =
(34+34-2) = 66 with level of significance ($\alpha$) 0.05/2 (0.025) is 1.960, it was found that the t-obtained is greater than t-table. It is shown in the figure below. So, it can be said that there is any difference of the students’ reading comprehension between students who taught by using context clues strategy and the students who taught without context clues strategy.

**Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes**

![Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes](image)

From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. So, it can be concluded that there is any difference of the students’ reading comprehension between students who taught by using context clues strategy and the students who taught by using conventional.

c. **The third hypothesis**

The third hypothesis is the students’ reading comprehension that is taught by using context clues strategy is better than students who taught without context clues strategy.
Ha : the students’ reading comprehension that is taught by using context clues strategy is better than students who are taught without using context clues strategy.

Ho : the students’ reading comprehension that is taught by using context clues strategy is not better than students who are taught without using context clues strategy.

To prove this hypothesis, the researcher used the formula one tail test-right to find whether Ho or Ha is accepted or rejected through comparing the post-test of experimental and control classes. The value of the t-obtained was compared with the value of t-table, it means that Ha accepted and Ho is rejected (t-obtained > t-table) as explanation below:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}
\]

\[
t = \frac{10,44}{\sqrt{2,92 + 3,24}}
\]

\[
t = \frac{69,85 - 59,41}{\sqrt{9,96^2 + 10,49^2}}
\]

\[
t = \frac{10,44}{\sqrt{6,16}}
\]

\[
t = \frac{10,44}{2,48}
\]

\[
t = 4,21
\]

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class (\( \bar{x}_1 \)) is 69,85. It is greater than the mean score of the post-test in control class (\( \bar{x}_2 \)) 59,41.

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of t-obtained. It is found that t-
obtained is 4.21 and the t-table for degrees freedom (df) = (na + nb – 2) = (34+34-2) = 66 with level of significance (α) 0.05 is 1.645, it was found that the t-obtained is greater than t-table. The result of the t-test is shown in the following figure:

**Figure 3: The Curve of the t-test Result in the Post-test of Experimental and Control Classes**

From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. So, it can be concluded that the students’ reading comprehension that are taught by using context clues strategy is better than the students who taught without using context clues strategy.

**B. Discussions**

Based on the hypothesis result, researcher found that using context clues strategy toward students’ test result gave significant effect on students’ reading comprehension. Based on the result from the data analysis, it can be seen that Ho was rejected for first, second, and third hypothesis. It means Ha was accepted. There were some explanations about the testing hypothesis above. First of testing
hypothesis, the researcher found that using context clues strategy on students’ reading comprehension gave significant effect on students’ reading comprehension.

It can be showed from the mean score of pre-test and post-test in experimental class. The mean score of pre-test of experimental class was 43.97 and the mean score of post-test was 69.85. It means that the mean score of post-test of experimental class was higher than the mean score of pre-test of experimental class. The t-test result is showed that the t-obtained was 10.31 higher than the t-table 1.960. The differences of both classes was caused by the treatment given. The fact showed that context clues strategy had significant effect in increasing the students’ reading comprehension. So that, the students’ curiosity can be improved. It can be seen from the students’ reading comprehension which is showed by the achievement of the students’ score.

In the second hypothesis, it has also proven that the using context clues strategy on students’ reading comprehension gave significant difference on students’ reading comprehension. It can be showed from the mean score of post-test in experimental and control classes. The mean score of post-test of experimental class was 69.85 and control class was 59.41. It means that the mean score of post-test of experimental class was higher than the mean score of post-test of control class. The t-test result is showed that t-obtained was higher than the t-table, 4.21> 1.960. The difference of both classes was caused by the treatment
given. The fact showed that context clues strategy had significant difference in increasing the students’ reading comprehension.

Finally, the data of the experimental and control classes were also obtained to indicated the students who taught by using context clues strategy from the data that was obtained. It was found that the mean score of post-test of the experimental class (X.OTKP) was higher than the mean score of the control class (X.BDP) 69.85 > 59.41. It can be concluded that context clues strategy can help students to increase their reading comprehension.

In conclusion, using context clues strategy could help students to improve students’ reading comprehension and mastering it. It is supported by Denton et al that context clues can give students an idea or hint of what an unknown word might mean. Context clues strategy gives benefit to students’ reading cognitive competence in comprehending reading materials. From the research, the researcher also found that the students who used context clues strategy were more interesting in learning. Students would be easier to understand the new words and the students encouraged to find the meaning of unknown word. It can concluded that, using context clues strategy is the useful in helping students to find out the meaning of unfamiliar word and it can improve students’ reading comprehension.

---

51 Carolyn Denton et.al, *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher’s Sourcebook*, (Texas: Texas Education Agency, 2007), p. 201
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research question about using context clues strategy on students’ reading comprehension, it can be concluded that:

1. There is a significant effect of using context clues strategy on students’ reading comprehension. It was found that the value of $t$-obtained (10.31) was higher than $t$-table with the level significant $½ \alpha 1,960$. It means that alternative hypothesis (Ha) of this research was accepted that context clues strategy gave significant effect on students’ reading comprehension.

2. There is significant difference between the students who taught by using context clues strategy and students who taught without using context clues strategy. It was found that the value of $t$-obtained 4.21 was higher than the value of $t$-table with the level of significant $½ \alpha 1,960$. It means that the alternative hypothesis (Ha) of this research was accepted and null hypothesis (Ho) was rejected. Moreover, the mean score of post-test in experimental class was greater than the mean score of post-test in control class.

3. The students’ reading comprehension by using context clues strategy is better than conventional. It is proved by the data of the post-test of both classes where the mean score of experimental class is 69.85 and the mean
score of control class is 59.41 meanwhile both of classes have the same level of ability in pre-test. If it also compared with t-test result, t-obtained was greater than t-table (4.21>1.645), it means the alternative hypothesis was accepted.

Finally, teaching in the classroom by using context clues strategy as a reading strategy is an effective way to increase students’ reading comprehension. It can be seen through the data analysis of the previous chapter. The theories stated before in the previous chapter are now supported by the result of this study.

B. Suggestions

Based on the findings of the research, the researcher would like to propose some suggestions as following:

1. The teacher should find out the effective strategy/technique in teaching reading comprehension.

2. The students should pay attention to the rules how to improve their reading comprehension through Context Clues Strategy. The students should be good learners; they should involve themselves in the classroom and pay attention to the teacher.

3. The next researcher this research would be great if there is another researcher who interested in the same topic and has initiative to reveal more deeply about the study of context clues strategy.