



**THE EFFECT OF USING THE CONTEXT CLUE TECHNIQUE
ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT MTsN 2 BONDOWOSO IN THE 2011/2012 ACADEMIC YEAR**

THESIS

Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Program, Language and Art Department, Faculty of Teacher Training and Education,
The University of Jember

By:

ALFIANI FATMAWATI

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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DEDICATION

This thesis is honorably dedicated to:

My beloved parents, Ibuku *Suryani*, Bapakku *Suwarno Hadi S.Pd.*, and all of my sisters and brother.

All of my beloved teachers and my beloved lecturers

MOTTO

The greatest gift is a passion for reading. It is cheap, it consoles, it distracts, it excites, and it gives you knowledge of the world and experience of a wide kind. It is a moral illumination *)

*) Elizabeth Hardwick

CONSULTANT'S APPROVAL

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Finally, I do hope that this thesis will give a useful contribution as well as reference for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

Jember, June 2012

The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
CONSULTANTS' APPROVAL SHEET	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
THE LIST OF APPENDICES	x
THE LIST OF TABLES	xi
SUMMARY	xii
I. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problems of the Research	4
1.3 Objectives of the Research	5
1.4 The Significance of the Research	5
1.5 The Limitation of the Research	6
II. REVIEW OF RELATED LITERATURE	
2.1 Reading Comprehension Definitions	7
2.2 The Purpose of Reading	8
2.3 Reading Comprehension Levels	8
2.2.1 Word Comprehension	9
2.2.2 Phrase Comprehension	10
2.2.3 Sentence Comprehension.....	11

2.2.4 Paragraph Comprehension	15
2.2.5 Text Comprehension	16
2.4 Cooperative Learning	17
2.5 The Context Clue Technique.....	18
2.6 Types of Context Clues	19
2.6.1 Definition Clue.....	20
2.6.2 Example Clue	20
2.7 Recount Text.....	21
2.8 The Effect of the Application of the Context Clue on Reading Comprehension Achievement.....	23
III. RESEARCH METHODS	
3.1 Research Design	25
3.2 Operational Definition of the Terms	28
3.2.1 Reading Comprehension Achievement	28
3.2.2 The Context Clue Technique	28
3.2.3 The Experimental Treatment	29
3.3 Area Determination Method	29
3.4 Respondent Determination Method	29
3.5 Data Collection Method.....	30
3.5.1 Reading Comprehension Test.....	30
3.5.2 Documentation.....	34
3.5.3 Interview	34
3.6 Data Analysis Method.....	34
3.7 Research Hypothesis	35
IV. RESEARCH RESULTS AND DISCUSSION	
4.1 The Description of the Experimental Treatment	36
4.2 The Result of Supporting Data.....	36

4.2.1 The Result of Interview	36
4.2.2 The Result of Documentation	37
4.3 The Result of Homogeneity Test	37
4.4 The Result of the Tryout.....	38
4.4.1 The Analysis of the Test Validity	38
4.4.2 The Analysis of Difficulty Index	39
4.4.3 The Analysis of Reliability Coefficient	39
4.5 The Result of Primary Data.....	40
4.5.1 The Result of Posttest.....	41
4.6 Hypothesis Verification.....	44
4.7 Degree of Relative Effectiveness	45
4.8 Discussion	45
V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	48
5.2 Suggestions.....	48
5.2.1 The English Teacher	48
5.2.2 The Students (The respondents)	49
5.2.3 The Future Researchers	49
BIBLIOGRAPHY	50
APPENDICES	

THE LIST OF APPENDICES

	Page
A. Research Matrix	54
B. Interview Guideline, Documentation Guideline	55
C. Homogeneity Test	56
D. The Homogeneity Test Scores of the Eighth Grade Students of MTsN 2 Bondowoso	62
E. The Analysis of Variance Computation	63
F. The Name of Research Respondents.....	65
G. Lesson Plan 1	66
H. Lesson Plan 2	82
I. The Difficulty Index of Test Items.....	100
J. The Analysis of Test Reliability of the Odd and Even Numbers.....	101
K. Reading Comprehension Posttet	104
L. The syllabus of the Eighth Grade of MTsN 2 Bondowoso (semester 1 and 2).....	112
M. Statement Letter for Accomplishing the Research from MTsN 2 Bondowoso.....	115
N. Table of t-value at significant level.....	116
O. The Samples of the Students' Answer Sheets of the reading Posttest	117

THE LIST OF TABLES

	Page
4.1 The Scores of posttest.....	41
4.2 The Summary of the t-test Result.....	43

SUMMARY

The Effect of Using the Context Clue Technique on the Eighth Grade Students' Reading Comprehension Achievement at MTsN 2 Bondowoso in the 2011/2012 Academic Year.; Alfiani Fatmawati, 070210491141; 2012:49 pages; English Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, The University of Jember.

Reading comprehension is understanding the message of the text by gaining the meaning from the text. However, when reading a text, sometimes the readers find unfamiliar words, so that they do not understand the message of the text. It is important for the readers to use the Context Clue Technique to get the meaning of unfamiliar words. By using the Context Clue Technique, they can understand the meaning of the unfamiliar words without always using the dictionary because there are some words (clues) surrounding the unfamiliar one to make the readers more easily in understanding the message of text. Therefore, the students can guess the meanings of unfamiliar words.

The objective of the research was to know whether or not there is a significant effect of teaching reading by using the context clue technique on the eighth grade students' reading comprehension achievement at MTsN 2 Bondowoso in the 2011/2012 academic year. The research design was quasi experimental. The type of the quasi experimental research was randomized control group post-test only design. The population of the research was the eighth grade students of MTsN 2 Bondowoso in the 2011/2012 academic year. The research respondents were the eighth grade students of MTsN 2 Bondowoso. The total number of respondents was 77 students, divided into the experimental group and the control groups. The experimental group consisted of 38 students who were taught reading by using the Context Clue Technique. The control group consisted of 39 students who were taught reading without using the Context Clue Technique but by using lecturing technique and

giving the exercises. The area of this research was MTsN 2 Bondowoso. It was chosen purposively because the use the Context Clue Technique has never been applied in the teaching learning process of reading in this school, and the students can apply the context clue technique in reading an English text and doing a reading test. If the students know well about the context clue technique, it is very helpful when they do not permit using the dictionary.

The primary data of this research were collected from the students' scores of reading comprehension posttest, while the supporting data were collected by interview and documentation. The primary data were collected from the reading posttest to make the comparison between the two groups after the treatment, and they were analyzed by using t-test formula with 5% of significant level. The result of the calculation showed that t-statistical value of t-test was higher than the critical value of t-table ($3.93 > 2.00$) and degree of freedom (df) was 75 (60 is the nearest range). It means that the null hypothesis was rejected, while the alternative hypothesis was accepted. The result of Degree of Relative Effectiveness (DRE) was 9.65 %. It means that the degree of relative effectiveness of using the Context clue technique in teaching reading comprehension was 9.65% more effective than teaching reading by using lecturing technique and giving the exercises.

The research results proved that there was a significant effect of the context clue technique on the eighth grade students' reading comprehension achievement at MTsN 2 Bondowoso in the 2011/2012 academic year. The researcher suggests the English teacher to use the context clue technique in teaching reading comprehension, since it was effective to improve the students' reading comprehension achievement.