



**THE EFFECT OF THE APPLICATION OF DEFINITION CLUES ON THE  
EIGHTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT AT SMP N 1 ROWOKANGKUNG LUMAJANG**

**THESIS**

**By:**

**TANIA MARETA SUWITA  
NIM 060210491083**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2013**



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**2013**

## **STATEMENT OF THESIS AUTHENTICITY**

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Name : TANIA MARETA SUWITA

Date : June 26<sup>th</sup> 2013

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved mother Nanik and my beloved father Suwito.
2. My beloved brother Wahyu Dwi Prasetyo.

## CONSULTANTS' APPROVAL

### THE EFFECT OF THE APPLICATION OF DEFINITION CLUES ON THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMP N 1 ROWOKANGKUNG LUMAJANG

#### THESIS

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

By:

Name : Tania Mareta Suwita  
Identification Number : 060210491083  
Level : 2006  
Place, Date of Birth : Jember, March 26<sup>th</sup>, 1988  
Department : Language and Arts  
Program : English Education

Approved By:

Consultant I

Consultant II

Dra. Wiwiek Istianah, M.Kes. M.Ed  
NIP. 19501017 198503 2 001

Drs. Sugeng Ariyanto, M.A  
NIP 1959 0412 198702 100 1

## APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “The Effect of the Application of Definition Clues on the Eighth Grade Students’ Reading Comprehension Achievement at SMP N 1 Rowokangkung Lumajang in the 2012/2013 Academic Year” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University:

Day, date : Wednesday, June 26<sup>th</sup>, 2013

Place : The Faculty of Teacher Training and Education

### Team of Examiners:

The Chairperson

The Secretary

Dra. Musli Ariani, M. App, Ling.  
NIP. 19680602 199403 2 00 1

Drs. Sugeng Ariyanto, M.A  
NIP 1959 0412 198702 100 1

The members,  
The 1<sup>st</sup> Member,

The 2<sup>nd</sup> Member,

Dra. Zakiyah Tasnim, M.A  
NIP. 19620110 198702 2 001

Dra. Wiwiek Istianah, M.Kes. M.Ed  
NIP. 19501017 198503 2 001

The Faculty of Teacher Training and Education  
The Dean,

Prof. Dr. Sunardi, M.Pd  
NIP.1954051 198303 1 005

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7. The Principal, the English teacher, the administration staff, and the 8<sup>th</sup> Grade students of SMP N 1 Rowokangkung Lumajang especially 8C and 8D;

I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will provide some advantages to the readers.

Jember, June 2013

The Writer

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## SUMMARY

### **The Effect of the Application of Definition Clues on the Eighth Grade Students' Reading Comprehension Achievement at SMP N 1 Rowokangkung Lumajang;**

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The purpose of this research was to measure whether or not there was a significant effect of using Definition Clues on the Eighth Grade Students' Reading Comprehension Achievement at SMP N 1 Rowokangkung Lumajang. This research was based on the preliminary study on November 24<sup>th</sup>, 2012. It was chosen purposively because the use of Definition Clues had never been applied in this school. The methods of collecting data are test, interview and documentation. Permission was granted by the principal of SMPN 1 Rowokangkung Lumajang to conduct the research at this school and the English teacher agreed to conduct the present research.

The populations of this research were the eighth grade students of SMP N 1 Rowokangkung Lumajang in the 2012/2013 academic year. The result of the students' score was analyzed statically using ANOVA formula and the result showed that F-computation (2.58) was higher than that of F-table (2.44). It means that the condition of the whole eighth grade students of SMP N 1 Rowokangkung Lumajang was heterogeneous or there was significant difference mean of the five classes. Two classes from the population that have the closest mean differences were chosen. The lottery was done to determine the experimental group (class VIIC) and the control group (VIID). The total number of the sample was 54 Students that consisted of 28 students of VIIC as the experimental group that was taught by using Context Clues, while the control group consisted of 26 students of VIID that was taught by using Conventional or Question-Answer technique.

The primary data of this research were collected from the students' scores of reading achievement test. The supporting data were gained from interview and documentation. The students' reading achievement test was collected from the two groups after the treatment done, and the result was analyzed by using t-test formula. The result of analysis indicated that the value of the t-computation was 2.26 while the t-table was 2.02 with degree of freedom 42 (because some students' were absent) on the 5% significant level. Its means that the null hypothesis ( $H_0$ ) : "there is no significant effect of using Definition Clues on the eighth grade students' reading comprehension achievement at SMP N 1 Rowokangkung Luamajang" was rejected. On the other hand, the alternative hypothesis ( $H_a$ ): "there is a significant effect of using Definition Clues on the eighth grade students' reading comprehension achievement at SMP N 1 Rowokangkung Lumajang" was accepted.

This means that the use of Definition Clues in teaching reading was more effective to increase the students' reading comprehension achievement than using conventional technique or Question-Answer techniques for the eighth grade students of SMP N 1 Rowokangkung Lumajang in the 2012/2013 academic year. In conclusion, teaching reading using Definition Clues was more effective than using conventional technique or Question-Answer techniques.

Based on the result of this research, the English teacher is recommended to apply Definition Clues, especially in teaching Reading. Further, the students are suggested to practice reading using Definition clues in order to increase their Reading ability. Moreover, the future researchers are also suggested to conduct a research more in depth with a similar problem but with applying different research design or research subjects.