#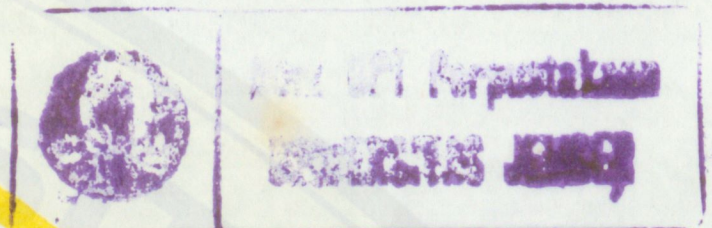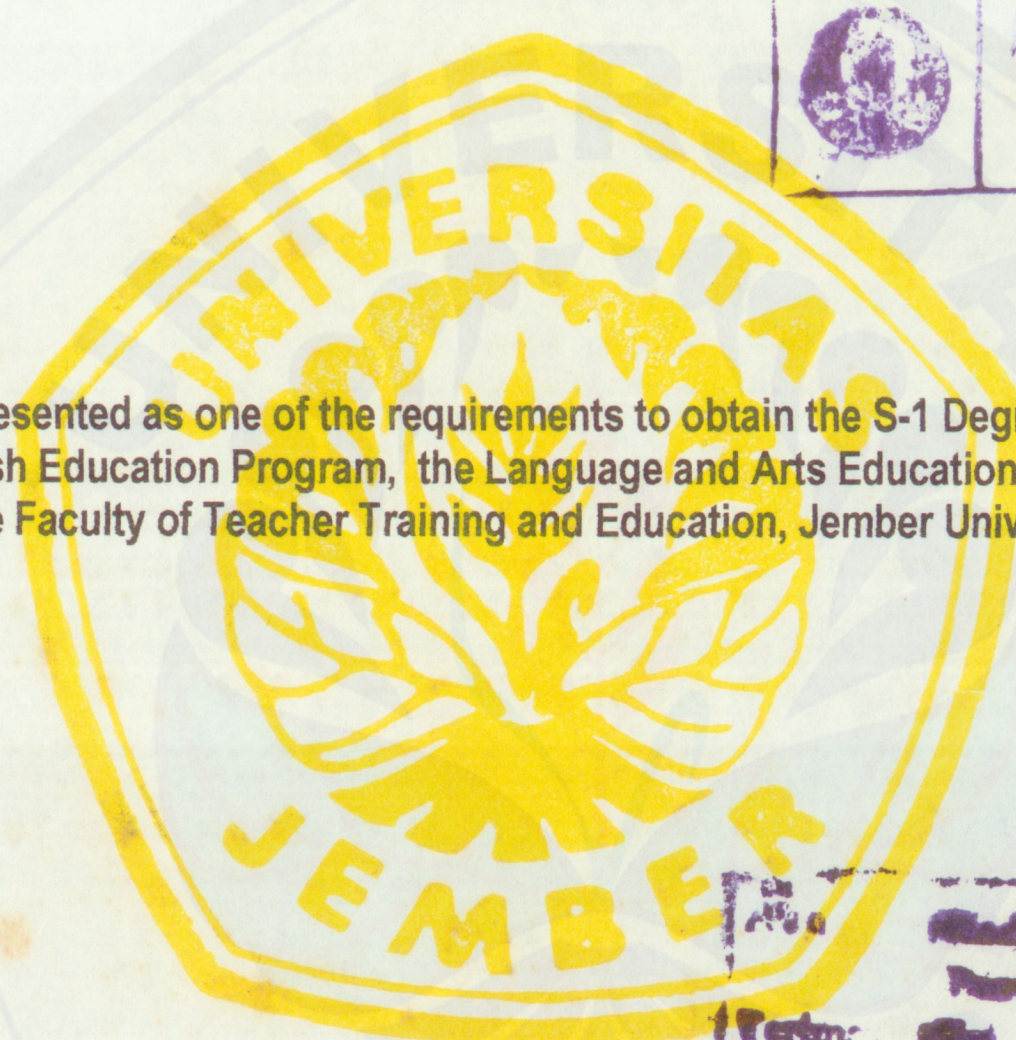 A DESCRIPTIVE STUDY ON THE ACHIEVEMENT OF MAKING INFERENCE THROUGH CONTEXT CLUES IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMAN I SAMPANG IN THE 2004/2005 ACADEMIC YEAR
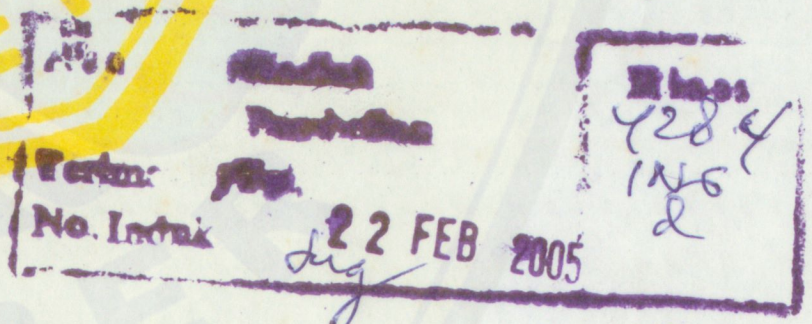
THESIS

Presented as one of the requirements to obtain the S-1 Degree at
the English Education Program, the Language and Arts Education Department,
the Faculty of Teacher Training and Education, Jember University

By :

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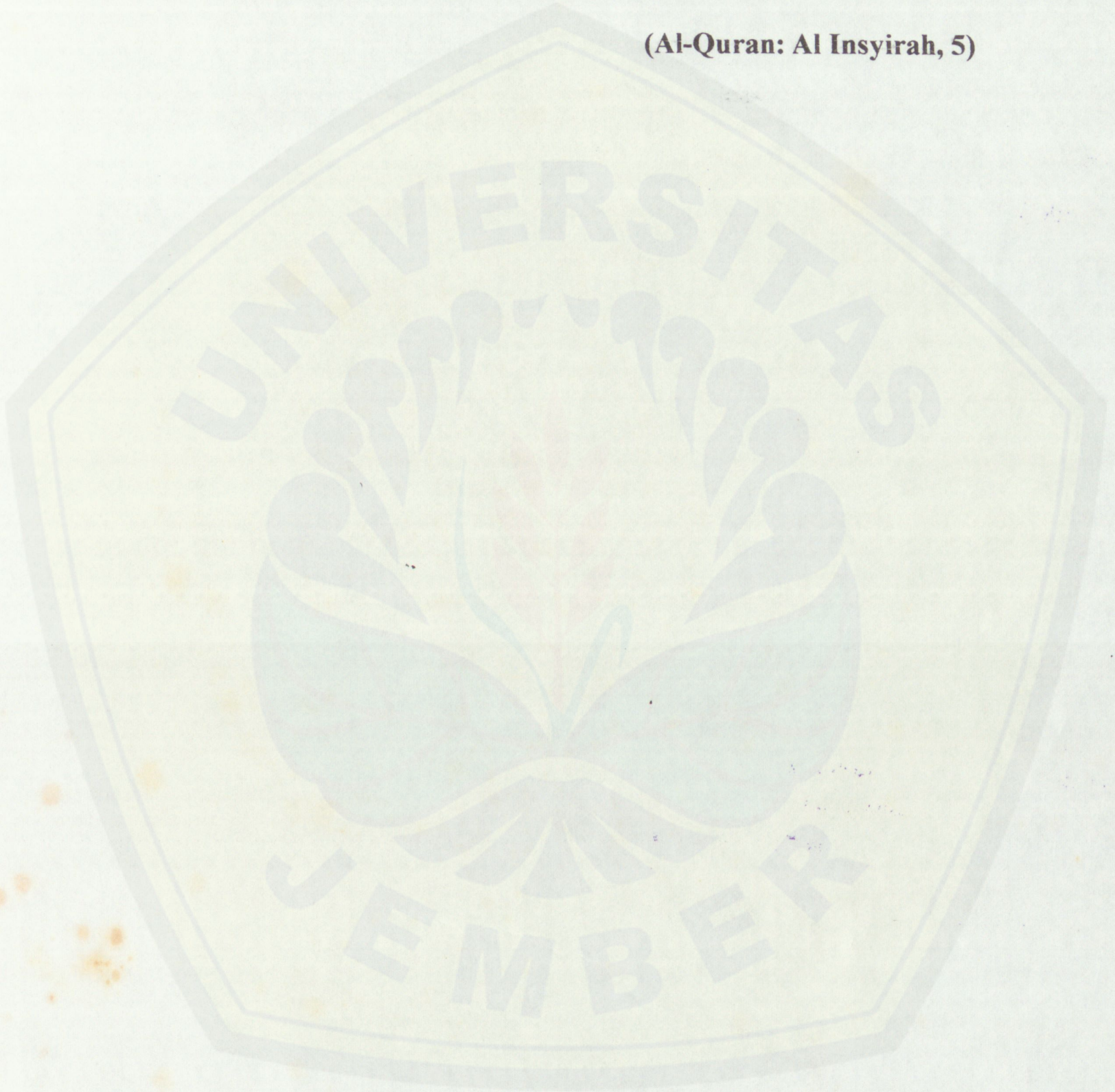
ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
January, 2005

MOTTO

Every hardship is followed by ease

(Al-Quran: Al Insyirah, 5)

DEDICATION

This thesis is honorably dedicated to:

★ My beloved dad and mom, M. Zain Zainullah and Ulfah Budiastuti. Thanks for the enourmous advice and purest pray to accompany my way.

★ My dearest brother and sister, Syahbanu Adib Daudi and Filia Maya Kindi. I do love you and thanks a lot for your attentions and supports.

★ My beloved friends, Komsatun, Lulut Widyaningrum, Hestin Febriandari, and Donna Makoto who bring me love, supports, and encouragement to keep me on the line.

★ My best friends in the English Program Brian, Ita, Iis, Ningrum, Eta, Icha, Popi, Nina, Santi, Tanti, Ali, Nasir, Dedi, Hudi, Ruli and all 99 level. You've given me the meaning of friendship.

CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY ON THE ACHIEVEMENT OF MAKING INFERENCE THROUGH CONTEXT CLUES IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMAN I SAMPANG IN THE 2004/2005 ACADEMIC YEAR

THESIS

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This thesis has been examined and approved by the Examiner Comittee of the Faculty of Teacher Training and Education, Jember University
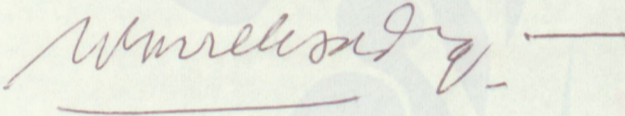
Day   : Monday

Date   : January 31th, 2005

Place   : Faculty of Teacher Training and Education, Jember University
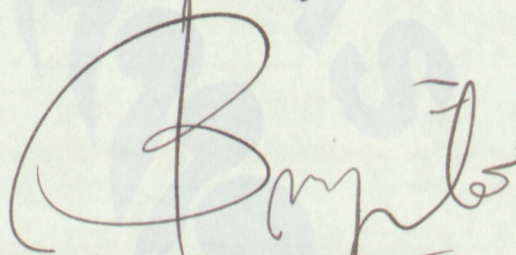
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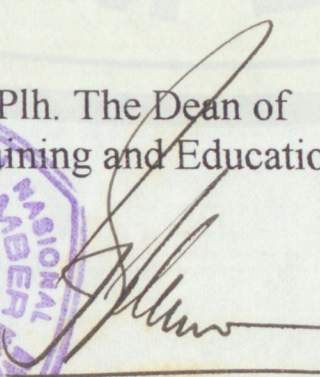
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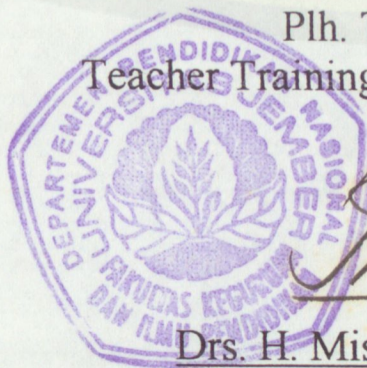
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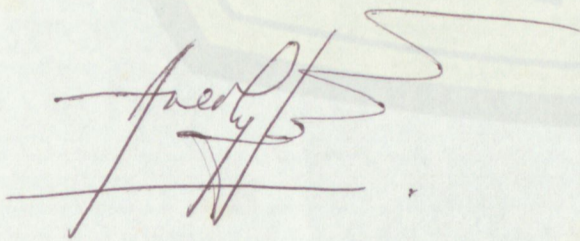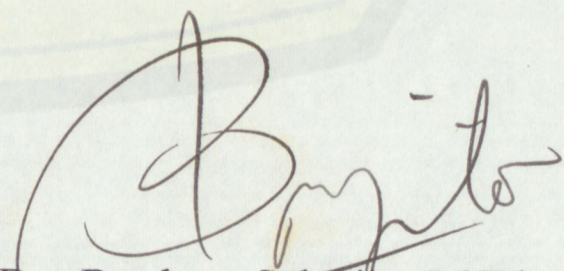
In this opportunity, I would also like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
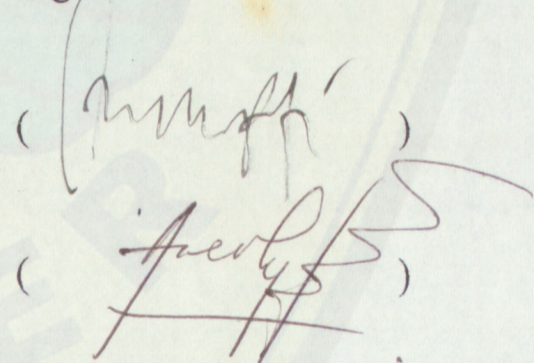4. The first and second consultants;
5. The Examination Committee members;
6. The principal, the English teacher, and the second year students of SMAN I Sampang in the 2004/2005 academic year;
7. Other people who have done something for the completeness of my thesis, who I can not mention here one by one.

Finally, I hope this thesis will provide some advantages to the readers. Any criticism and input that will contribute to improve this thesis will be appreciated.

Jember, January 2005

The Writer

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ABSTRACT

Palupi Inggriani, January 2005. A Descriptive Study on the Achievement of Making Inference through Context Clues in Reading Texts of the Second Year Students of SMAN I Sampang in the 2004/2005 Academic Year.

Thesis, The English Education Program, The Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Consultants: 1. The first consultant: Dra. Hj. Aan E. Fardhani, M.Pd
2. The second consultant: Drs. Bambang Suharjito, M.Ed

Key words: Achievement, making inference through context clues, reading texts.

The problem of this research was what is the achievement of making inference through context clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year. Meanwhile, the objective of this research was intended to describe the students' achievement in making inference through context clues in reading texts. The research was conducted at SMAN I Sampang. The research design was descriptive. The respondents determination method was proportional random sampling by lottery. The total number of respondents was 42 students (15% of population) taken proportionally from 7 classes. The main data were obtained from reading test in making inference through context clues that has been tried out previously. The collected main data were analyzed by the percentage formula. The secondary data were obtained from document and interview. The research result showed that in general, the students' achievement in making inference through context clues was 50% belonged to poor category, 12,70% belonged to fair category, 21,43% belonged to good category and 15,87% belonged to excellent category. None of them belonged to fail category. In details, their achievement in making inference through example clues was 52,38% belonged to poor category, 33,33% belonged to good category and 14,28% belonged to excellent category. None of them belonged to fair category and fail categories. The students' achievement in making inference through contrast clues was 42,86% belonged to poor category, 38,09% belonged to fair category and 19,05% belonged to excellent category. None of them belonged to good and fail categories. In addition, their achievement in making inference through inference clues was 54,76% belonged to poor category, 30,95% belonged to good category, and 14,28% belonged to excellent category. None of them belonged to fair and fail categories. It means, 50% students still had difficulties in making inference through context clues. Knowing this condition, it is very important for the English teacher to facilitate the students to have more capability to figure out the meanings of difficult words by giving sufficient practices in making inference through context clues in reading texts more intensively.

I. INTRODUCTION
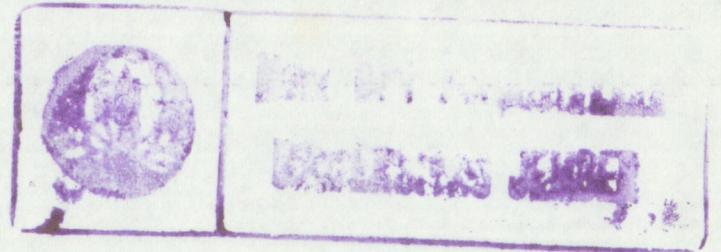
The first chapter highlights some aspects related to the topic under study. They are: background of the research, problems of the research, objectives of the research, significance of the research, and operational definition of the terms of the title.

1.1 Background of the Research

People can access information from many sources and discipline to enrich their knowledge by reading texts. The more people read, the more information they get. The more information they have, the more capability they have to express their thought through speech or writing. For those who favor to read literature, fictions, and any kinds of reading texts which deal with their hobbies, it will be pleasure indeed when they have completed reading the texts. They assume that reading can function as a means of gaining knowledge.

It is not easy to get the points conveyed in a text because readers sometimes fail to find the meanings of difficult words in their reading. It happens because they lack of vocabulary of the target language. As stated by Kustaryo (1988:15), sometimes, after reading a text, readers do not know what the topic of the text is. It is because they do not understand some key words. Because of this problem, the readers get difficulties in acquiring new knowledge and information through reading activities.

In reading, sometimes students face many new and difficult words. They often get difficulties to comprehend words immediately and to associate their proper meanings. Usually, the students consult the difficulties to their English teacher or classmates or dictionary while they are reading a text. Looking up the word's meaning in a dictionary will slow down the students' reading speed because it takes time. As stated by Nuttall (1988:69), every time students break off their reading to consult a dictionary, the student will slow down their reading speed, and more seriously it will interrupt their own thought processes, which should be engaged in following the continued development of thought to the text.

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Whenever they need to look at the dictionary to get a precise meaning, they should only do so after having tried to work out a solution on their own by making inference through context clues, for example.

According to Wood (1991:60), readers should examine the internal and external clues to find the meanings of difficult words before they turn to a dictionary or glossary. Internal clues are -word's prefixes, roots and suffixes- the elements that make up the word which are derived from other languages and which contribute to its meaning. Furthermore, she says, besides looking at a word's internal element clues, readers can also look at its external clues or the context in which the words appear, to help explain its meaning. It means, there are two kinds of clues that can be used in making inference to figure out the meanings of difficult words, namely internal clues and external/context clues.

McWhorter (1989:4) writes, there are four types of context clues to look for; they are: definision clues, example clues, contrast clues and inference clues. However, in this occasion, the writer take only example, contrast, and inference clues. The reason is, in definition clues, the writer of reading texts usually defines the meanings of difficult words directly or it is stated in contexts.

Grellet (1996:14) states, it is important for the students to develop the skill of making inference through context to find the meanings of difficult words than to look them up in a dictionary. In addition, Nuttal (1988:70) states, developing the skill of inferring the meanings of the words by considering its context gives students a powerful aid to comprehend and will greatly speed up their reading. It means, the students can use the context as an aid to help them to comprehend the words based on the clues in the surrounding context.

Using context clues in reading comprehension covers to comprehend words or phrases, sentences, or paragraphs based on clues in the surrounding context. These clues can be brief: words or sentences, or it can be more extensive: a paragraph, or a series of paragraphs.

The reader who knows what context clues are and how to use them will enjoy his reading. All kinds of clues are available for the reader who knows how to make used of the clues. The more a reader knows about the context clues and the technique for identifying and getting the meanings of words, the more likely he will enjoy reading and spend a less time on reading (Harris and Carl, 1972:226). Accordingly, the reader will gain the advantages from context clues in reading texts.

Based on Gie (1994:73), reading is the most important thing in studying because about 85 percent of students' activities in studying English are reading. Further, Muddox (1983:76) assumes that 90% of private study is taken up in reading, especially English and History. In brief, reading can support another subjects.

Related to the explanation above, good ability in reading comprehension is quite important for students particularly for those in the grade of Senior High School (SMU). As stated in the 1994 English Syllabus Guide for SMU, reading is one of the focus in the English teaching learning process, is aimed to develop the students' communicative ability (Depdikbud, 1999:2).

The teaching of English at SMAN I Sampang is based on the 1994 English Curriculum for SMU. In the 1994 English Curriculum of Senior High School, one of the aims in teaching reading skill is to interpret the meaning of words, phrases or sentences based on the context. That is why, in order to make students able to comprehend a reading text, the students should be able to interpret the meanings of words, phrases, or sentences of the text based on the context in it.

This research focuses on the students' achievement of making inference through external clues or context clues. Based on the preliminary study at SMAN I Sampang, by observing the English classroom activities and interviewing the English teacher, it was found that the English teacher of that school has applied making inference to figure out the meanings of difficult words through context clues in reading texts to the second year students. The forms of the clues are words, phrases, and sentences. Inference through context clues is intended to improve the students' ability in comprehending the words and in the long run, as

tools for overall comprehension. Here, the teacher shows to the students the clues that are provided in the text, which surround the difficult words that can help them comprehend the difficult words' meanings. So, the teacher guides the students to comprehend the words that are difficult for them by using clues around the difficult words.

Based on the above explanation, it is clear that the skill of making inference through context clues is needed in reading texts. This is the reason why it is interesting to conduct a research entitled "A Descriptive Study on the Achievement of Making Inference through Context Clues in Reading Texts of the Second Year Students of SMAN I Sampang in the 2004/2005 Academic Year".

1.2 Problems of the Research

Based on the background of the research, the problems of the research can be formulated as follows:

1.2.1 Major Problem

What is the achievement of making inference through context clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

1.2.2 Minor Problems

1. What is the achievement of making inference through example clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

2. What is the achievement of making inference through contrast clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

3. What is the achievement of making inference through inference clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

1.3 Objectives of the Research

Based on the problems of the research, the objectives of the research can be formulated as follows:

1.3.1 Major objective

To describe the achievement of making inference through context clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

1.3.2 Minor objectives

1. To describe the achievement of making inference through example clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

2. To describe the achievement of making inference through contrast clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

3. To describe the achievement of making inference through inference clues in reading texts of the second year students of SMAN I Sampang in the 2004/2005 academic year?

1.4 Significance of the Research

The results of this research are expected to give contribution to the following people:

1. The English teacher

The results are hopefully useful for the English teacher as the information to know the students' achievement in making inference through context clues in reading texts. The information can be used as a consideration to improve the teaching quality to help students make inference using context clues in reading texts.

2. Future Researchers

The results of this research hopefully become a reference for future researchers who conduct a further research dealing with a similar topic but using a different research design. For instance: a classroom action research to improve the students' achievement in making inference through context clues in reading texts or experimental research.

1.5 Operational Definition

In order to avoid misunderstanding between writer and readers about the meanings of the variables investigated, the terms that will be defined operationally in this research are:

1. **Achievement**

   In this research, achievement means the students' mastery of making inference to figure out the meanings of difficult words through context clues that are provided in reading texts that are presented in test score.

2. **Making inference**

   In this research, making inference means the students' process of using reasoning to arrive at a conclusion or decision in figuring out the meanings of difficult words that are not stated in contexts through context clues around those words.

3. **Context clues**

   In this research, context clues means words, phrases, or sentences used in reading texts, which form clues for readers to figure out the meanings of difficult words in the texts. The clues include example clues, contrast clues, and inference clues.

4. **Reading texts**

   The term reading texts refers to the texts in the form of passage written in English used to measure the students' achievement of making inference to figure out the meanings of difficult words through context clues. The reading texts will be chosen based on the themes stated in the 1994 English Curriculum used in this research.
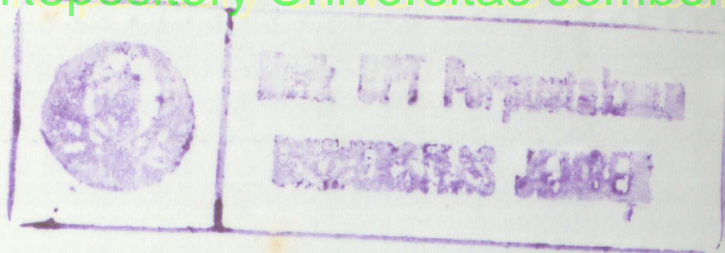
II. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to concept of inference through context clues, classification of context clues, the making of inference through context clues, reading comprehension using context clues, and teaching reading.

2.1 Concept of Inference through Context Clues

It is important to know the meaning of inference through context clues before doing something with it. Sometimes, readers get difficulties in comprehending word while reading a text. That is why the skill to recognize and comprehend words is needed for those readers. Therefore, they need a way to solve the problem in order to comprehend the text and enjoy reading it. One of ways suggested is by making inference through context clues. Simanjuntak (1988:73) defines inference through context clues as the ability of knowing the meanings of words by considering its context. Moreover, Nuttall (1988:70) states, inference through context clues means making use of the context in which the words occur to give the reader a rough idea of its meaning. According to Shepherd (1987:35), to infer is to use reasoning to arrive at a conclusion or decision. Furthermore, he points that a reader may infer the meanings of words whenever the meanings are not stated in contexts. It can be concluded that making inference through context clues is the ability to figure out the meanings of the words that are not stated in the text by using the context in which the words appear that help explain its meanings.

At the point of context clues, Wood (1991:61) states, the rest of the passage in which the word appears helps explain its meaning. Moreover, Wiener and Bazerman (1985:7) note, context clues are hints provided by the words and sentences surrounding the unfamiliar words. In addition, Kustaryo (1988: 28) explains, using context clues in word recognition means figuring out the meanings of words based on the clues surrounding the context. Those clues could be found in either before or after the word. It means that in order to figure out the meanings of the words, the reader can notice the clues within the sentences.

The second example uses, *markdown* which means 'a reduction in the original selling price of a product'. In this example, the word appears at the end of the sentence. Here, the reader must go back to the beginning of the sentence to know the meaning of the word *markdown*.

Punctuation also can be used as a clue to figure out the meanings of the words. McWhorter states, punctuation is often used to signal that a definition clue to a word's meaning is to follow (1989: 4). Punctuation also separated a meaning clue from the rest of the sentence. Three types of punctuations are used in this way. There are:

1. Commas

   For example: Contracts, or agreement, are written agreement between two or more persons, parties, government, business companies, etc.

   (McWhorter, 1989:5)

2. Parentheses

   For example: The dynamo (an early form of generator) was on display at the museum.

   (McWhorter, 1989:5)

3. Dashes

   For example: Myopia – nearsightness – can cause a person to fail the vision test required to obtain a driver's license.

   (McWhorter, 1989:5)

It can be inferred that punctuations, such as, commas, parentheses, dashes are helpful to figure out the meanings of the difficult words. So, reader can use the punctuation in the context or direct definition from the text to find the meaning.

2.2.2 Example Clues

Writers often include examples that help to explain or clarify the words or phrases. Suppose readers do not know the meaning of the word *toxic*, and readers find it is used in the following sentence.

Toxic materials, such as arsenic, asbestos, pesticides, and lead, can cause bodily damage.

(McWhorter, 1989:5)

This sentence gives example of *toxic* materials. From the sentence given, which all-poisonous substances, readers could conclude that *toxic* means 'poisonous'.

As stated by Robinson (1975: 64), the reader should be cautioned to pay attention to examples. They need to appreciate the fact; however, the writer utilizes examples as support for main idea of the text. Besides, from reader's standpoint, the examples tremendously important in helping readers to understand the meanings of difficult words.

2.2.3 Contrast Clues

It is sometimes possible to figure out the meaning of a word from the word phrase in the context that has the opposite meaning. It will show the meaning of the word or expression from a contradictory word or expression in the context. Robinson (1975:66) defines, at times the contrast will be between two words or brief expression (antonym); at other times, contrast is developed by explanation, description, or example. Notice the following example:

> One of the guests *succumbed* to the temptation to have a second piece of cake, but the others resisted.
>
> (McWhorter, 1989:7)

Although readers may not know the meaning of *succumbed*, the readers know that the one of the guest who *succumbed* was different from the others who "resisted". The word 'but' suggests this. Since the others resisted a second piece of cake, the reader can tell that one guest give in and had one. Those, *succumbed* mean the opposite of 'resisted'.

There are some conjunctions that express contradiction that usually used to define that those words are in opposite, for instance: but, however, on the other hand, conversely, yet, nevertheless, although, on the contrary, and unlike.

2.2.4 Inference Clues

According to McWhorter, "Many times the reader figures out the meaning of unknown word by using logic and reasoning skill" (1989: 9). It means, using inference clues also possible to figure out the meaning of a word from facts that is provided in the reading text. For instance, look at the following sentence:

> Bob is quite *versatile*; he is a good student, a top athlete, an excellent car mechanic, and a gourmet cook.
>
> <div align="right">(McWhorter, 1989:9)</div>

Readers can see that Bob is successful at many different types of activities, and readers could conclude that *versatile* means capable of doing many things competently.

However, in this occasion, the writer take only example, contrast and inference clues. The reason is, in definition clues, the writer of reading texts usually defines the meanings of difficult words directly or it is stated in contexts.

2.3 The Making of Inference through Context Clues

As a matter of fact, Thomas and Robinson (1982:17) indicate, many students do not realize that the words surrounding the difficult words are clues of definition. It is essential for the teacher to help the students use the context surrounding the word in order to find the meaning. So then, the students have self – help technique in handling the difficult words in reading a text.

In order to infer the meanings of difficult words from a context, there must be some clues in the reading text. It is unfair for the student to be given the reading texts where the clues are too few. According to Thomas and Robinson (1982:23), the reader can rely on context clues when the reader have highly revealing clues and the meaning they arrive at definitely 'clicks' with the rest of the text. Moreover, Nuttall (1988:73) states, there are two considerations in choosing reading texts to make inference through context clues:

1. That there are enough clues to make the inference possible.
2. Those these are few or no other new words in the context that will interfere with the attempt to deduce the meaning.

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Robinson (1975:67) claims, the use of the context clues does not always unlock meaning, particularly when a reader's experience is not matched to that of the writer's, when a piece of writing is poorly organized and when the writing lacks much redundancy. At such times the reader should resort to an external authority to the dictionary, a peer, or the teacher.

It can be concluded that it is important for the students to know how to infer the meanings of difficult words as a self-help technique in reading texts. So, in this case, readers does not need to consult to the dictionary, classmates, or the English teacher in order to find the meanings of difficult words. It is poor for the students who could not use the clues that are provided in the text, because those students will get difficulties to infer the meanings of difficult words.

2.3.1 The Advantages of Making Inference through Context Clues in Reading Texts

Wallace and Temple (1990:240) express their idea that the use of context can improve readers' reading ability dramatically. That is why the readers should be able to use the context in order to improve their reading ability. Moreover, Nutall (1988:70) states, training the students to infer meaning through context gives them powerful aid to comprehension and will ultimately greatly speed up their reading. In brief, one of the ways to improve the reader's reading ability is by practicing to make inference through context clues in reading text

The use of surrounding context can help a reader derive the meaning from a text. As stated by Anderson et, al., (1969:107), the use of context clues can improve the reader's comprehension in reading texts. The readers can use words, phrases, or sentences around difficult words that will give some clues to what the words would fit to the meanings of difficult words. The clues are not only possible to be used as a means to understand the words meanings, but also possible to be used as a means in understanding the sentences meanings, paragraphs meanings, and the relationship between sentences and paragraphs. So, by using context clues, the reader will be able to derive the meanings from a text.

For example;

> Condensation is the opposite of evaporation. For example, water vapor at the mouth of a teakettle spout comes into contact with cooler air; the hot water vapor condenses to form a visible cloud of water droplets (steam). Blow your breath on a mirror. The water vapor in your warm condenses on the cool surface of the mirror, making the mirror cloudy.
>
> (PR Bahasa Inggris for SMU IA. Intan Pariwara)

In the example above, the difficult word is "condensation". The clues is in the form of example clues, that are: *For example, water vapor at the mouth of a tea kettle spout comes into contact with cooler air, the hot water vapor condenses to form a visible cloud of water droplets (steam). Blow your breath on a mirror. The water vapor in your warm condenses on the cool surface of the mirror, making the mirror cloudy.* Those clues hopefully can help the reader to figure out the meaning of "condensation" as the proces of gas change into liquid.

When dealing with a new text, it is better not to explain the difficult words to the student beforehand. It will make students never make the effort to cope with a difficult passage on their own. That is why, it is important for students to be encouraged to make inference to figure out the meanings of the words they do not know rather than to look them up in a dictionary. Grellet (1996: 14) says, inability to infer the meaning of words often causes discouragement and apprehension in students when they are faced with a new text. Whenever they need to look up the dictionary to get a precise meaning, which is an important and necessary activity too, they should only do so after having tried to work out a solution on their own.

A reader who knows what context clues are and how to apply it will enjoy his reading. All kinds of clues are available for the reader who knows how to make used of them. Consequently, the reader will gain the advantages from making inference through context clues in reading text. Perfetti (1999:45) emphasizes, without the use of context, the reader would not be able to figure out the relevant meanings of words. It can be said that context is essential for the reader to comprehend the words that they do not know.

In accordance with explanation above, Norris (1971:12) states some advantages of using context clues in reading text, namely:

1. A reader can guess or know the meaning of certain word or expression.

2. A reader can understand the sense of sentences from the context clues occur, the sense of certain sentence will be easier understood by the reader.

3. A reader can understand the long sentence. The long sentence used by the writer will be easier to be analyzed when it is given by commas, dashes, and parentheses.

4. A reader can easily identify the components of the sentence. There are many sentences in certain discourse in which the components of the sentence are separated or interrupted by other component. In this case, the writer usually gives clues between such components.

5. A reader will know the relationship between sentences or paragraph.

6. A reader can predict the outcome.

It can be concluded that by using context clues, readers will get some contributions in comprehending the reading text. The students will be easier in comprehending the text because they can interpret the meanings of certain words, understand the long sentences, identify the components of the sentences, and know the relationship between sentences and paragraph. Besides, it also makes readers able to predict the outcome. For example, the sentence or paragraph preceded by *however* must has the contrast idea of the sentence before it.

In brief, it is clear that context clues in reading texts have many advantages since they give contribution to the reader. By knowing the advantages of making inference through context clues, it is better for the English teacher to use this technique in teaching reading in order to help students be easier to figure out the meanings of the difficult words in reading texts.

Off all the explanation above, inference through context is suitable technique to handle the difficult words to the students intensively to help them out of the problems they have in understanding English texts particularly in word comprehending.

2.3.2 The Difficulties in Making Inference through Context Clues

The readers will get difficulties in making inference to figure out the meanings of difficult words through context clues in reading text because their vocabulary is too limited. As stated by Bond et, al., (NA :225), readers will be unable to use context clues effectively, because the vocabulary load of unknown words is too great. Beside that, there are only few clues in reading text. It makes students get difficulties in making inference to figure out the meanings of difficult words. Furthermore, there are many new words in the reading text for students. So, eventhough there are enough clues provided in the text, students still get difficulties because there are many new vocabularies in the text.

To overcome those problems, students should be reading the reading texts that introduce new or difficult words gradually in order to make them easier in making inference to figure out the meanings of difficult words in reading the text. As stated by Bond et, al., (NA:229), to increase the readers' vocabulary and to use context clues effectively, readers should read the new reading texts gradually that introduces some new or difficult words for them. They can use those texts to increase the readers' vocabulary and to use context clues.

An English teacher should be able to choose an appropriate reading text for their students to be able to make inference to figure out the meanings of difficult words through context clues. There must be enough clues and there are few or no other new words in the text that will interfere the attempt to deduce the meanings in the text to help the reader figure out the meanings of difficult words. To give clear illustration, the following two paragraphs are exposed. Example I provides not enough clues while example 2 provides enough clues.

Example I: A paragraph without enough context clues.

In many countries, filth, poor sanitation and bad health are usually found together. *Filth* carries some diseases that can cause bad health. When the *sewerage* system in a community does not work well, bad health will affect the community.

(Window on the World for SMU Year I. Erlangga)

Example 2: A paragraph with enough context clues.

> In many countries, filth, poor sanitation and bad health are usually found together. When there is *filth*, there are a lot of flies, rats and other disease carries that can cause bad health. When the *sewerage* system in a community does not work well, water taken from wells may be dirty and may not be good for drinking. As a result, bad health will affect the community.
>
> (Window on the World for SMU Year I. Erlangga)

In both paragraphs (1) and (2), the difficult words are *filth* and *sewerage* which provide inference clues. The first paragraph does not give enough clues.

Filth, the clues are: can carry some diseases that can cause bad health.

Sewerage, the clues are: system in a community does not work well; bad health will affect the community.

Even there are some clues; the reader might still get difficulties to figure out the meanings of *filth* or *sewerage* cause the clues are not enough. While in the second paragraph, readers will be easier to figure out the meanings of *filth* or *sewerage* because the paragraph provides enough clues.

Filth, the clues are: there are a lot of flies, rats and other disease carries that can cause bad health

Sewerage, the clues are: water taken from wells may be dirty and may not be good for drinking. As a result, bad health will affect the community.

From the two examples above, it can be inferred that the second example provides enough clues, especially inference clues. That is why; the use of context clues is truly needed to help the reader figure out the meanings of difficult words. Whenever there are fewer clues in the text, the reader might get difficulties to comprehend the text. Hence, the English teacher should provide reading texts that consits enough clues in order to make students able to make inference through context clues.

2.4 Reading Comprehension

Reading comprehension means reading to understand what has been read. Kustaryo (1988:11) writes, reading with comprehension is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Similarly, Simanjuntak (1988:4) says that comprehending a text is an interactive process between the reader's background knowledge and the text. It means that to understand a reading text, student may use their background knowledge instead of using visual information only.

The smooth flow of words into phrases, phrases into sentences, sentences into paragraph is an essential in comprehending a text. The ability to comprehend is made up of the ability to recognize words, to group them into a thought unit, and to give the proper emphasize to the thought unit so that the sentences can be understood. Moreover, it is the ability to understand the relationship among the sentences in order that the meanings can be generalized into a meaning of paragraph. Even, the relationship between the paragraphs will be understood so it is able to arrive at the meanings of the whole text. In other words, in order to get a good comprehension the students must understand words, phrases, sentences, paragraphs, and their relationships. In this case, Kustaryo (1988:12) claims that comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purpose, making judgment and evaluating.

2.4.1 Reading Comprehension Using Context Clues

Reading comprehension is said to be the thinking process to extract the information and to get the meaningful interpretation of the reading material by using readers' prior knowledge and reading skill. Hence, making inference through context clues is defined as a readers' process to use reasoning to arrive at conclusion or decision in figuring out the meanings of difficult words that are not stated in context through context clues that are provided in the reading text.

Understanding a word meaning will lead a reader to understand the whole text. According to Harris (1972:207), reading involves many skills, but readers have to start with words because they are the smallest unit that makes the message they wants to understand. Moreover, Burns et, al., (1984:161), state, understanding printed materials depend upon knowledge of word meaning. Since the knowledge of word meaning is a meaningful way to improve vocabulary and more it will be very helpful to gain the message on what readers read, they should practice their knowledge of word meanings by making inference to figure out the meanings of difficult words through context clues in reading text. As stated by Robinson (1975:63), students should receive practice in recognizing and using context clues as vocabulary strategies and in the long run, as tools for overall comprehension.

Actually, the students' ability in making inference through context clues could help them as readers to comprehend the reading texts. Whenever readers deserve to catch the meanings of words they could use the clues that can be found in the context of the texts. The clues are in the form of words, phrases, sentences or a paragraph.

The meanings of words, phrases, sentences or paragraphs are very closely related to their context. In line with this, Steinberg (1978:6) says, it is the context that controls the meaning and the context is conveyed in units of phrases and sentences. Wood (1991:61) claims, to define words, a reader can look at the context in which the words appears, to study the way it is used by the author. It means in order to comprehend the words in reading a text; a reader can use the context as a clue. The use of words in different context sometimes gives different meanings. The meanings of words, for instance, is determined by the context where it is bound with another words, phrases, sentences or paragraphs. For example, "I have been on the *run* ever since I got up", and "She has a *run* to Paris". The meanings of the word "run" in both sentences are quite different. In the first sentence, the meaning of the word *run* is *continuously active* while in the second sentence; the meaning of the word *run* is *visit*. It is clear that a word sometimes would have different meanings when it is used in different context.

That is way, reader should see the context in order to figure out the meaning of difficult words.

Reading comprehension with context clues is the process to comprehend the text that consists of words or phrases, sentences, paragraphs and the whole text comprehension using the clues that are provided in the text. In comprehending the text, sometimes a reader gets difficulties to comprehend the words. As stated by Swan (1999: 17), words and expressions, which the student does not know, obviously present a problem (unless he is working with a dictionary). However, students do not always realize how easy it is to guess many unknown words simply by studying the context. Some students, indeed, are so disturbed by unfamiliar vocabulary that their comprehension of the text suffers as a result. To solve this problem, the reader can use the context that can be used in making inference to figure out the meanings of difficult words. The clues itself could be in the form of words, phrases or sentences.

In brief, it can be inferred that understanding a word meaning will lead a reader to understand the text, it is important for a reader to see at the context in the text that surround the difficult words first before figure out the meaning of them. In other words, making inference through context clues can help readers to comprehend the text.

2.5 Teaching Reading using Context Clues in SMAN I Sampang in the 2004/2005 Academic Year

The teaching of English at SMAN I Sampang is based on the 1994 English Curriculum for SMU. The teaching of English at SMU focuses on reading as one of the skills of the target language instead of listening, speaking and writing. The teaching of English covers teaching reading, listening, speaking and writing skills which should be taught in integrated way with the main focus on reading skills (1999:1)

Moreover, the 1994 Curriculum (1999:12) states, the aims of teaching reading comprehension skill as follow:

1. To get a certain information;
2. To get general description about the text;
3. To get the main idea implicitly;
4. To get all the detailed information explicitly;
5. To get the information implicitly;
6. To interpret the meaning of words, phrases, and sentences based on the context;
7. To get pleasure.

The teaching of reading at SMAN I Sampang, particularly by making inference through context clues, is based on the 1994 English Curriculum for SMU. The way the teacher taught this technique is by showing to students the clues that are provided in the text, which surround the difficult words that can be used to comprehend the difficult words. So, the teacher guides them to comprehend the words that are difficult.

In addition, the 1994 Curriculum for second year students of SMU states the teaching materials of reading cover some of following themes: *Geography, Arts and Culture, Agriculture, Welfare, History, Communication, Job* and *International Relationship*

Based on the themes being discussed and the 1994 SMU Curriculum, the themes of the reading chosen were *Geography* and *Arts and Culture*.

III. RESEARCH METHODS

This chapter explained the research methods used in this research. These includes the research design, area determination method, respondent determination method, data collection methods and the data analysis method.

3.1 The Research Design

This research was aimed to describe the students' achievement of making inference through context clues in reading texts of the second year students of SMAN I Sampang in 2004/2005 academic year. Thus, the appropriate design employed is a descriptive research. In accordance with this, Arikunto (1998: 245) defines, a descriptive research is a kind of research that does not need to prove a hypothesis but it describes a phenomenon or a real condition occurred in the field. It means that the researcher does not need to formulate a hypothesis as well as to prove it as she/he merely wants to describe everything happened in the real condition vividly.

The procedures that were used in this research were as follows:

1. Formulating the research problems and objectives;
2. Determining the research area by using purposive method;
3. Determining the respondents of the research by proportional random sampling;
4. Constructing the instruments in the form of reading test, free guided interview and documentation;
5. Conducting a try out to the second year students' of SMAN I Sampang that were not being the respondents of the research;
6. Conducting an interview with the English teacher
7. Giving reading test to the respondents and collecting the data from written documents of the school;
8. Analyzing the collected data using percentage formula;
9. Drawing the conclusions based on the analysis.

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3.2 Area Determination Method

In determining the research area, purposive method was applied in this research. The purposive method was chosen because it enabled the researcher to gain the data required. Arikunto (1998: 113) reveals, purposive method is a method employed in choosing research area based on a certain purpose and reason.

Accordingly, the purposive method was applied to determine SMAN I Sampang as the area where the research was conducted. It was based on the following considerations. Firstly, the preliminary study showed that the English teacher in this school has applied the inference through context clues to figure out the meanings of the difficult words through example, contrast and inference clues in reading texts to the second year students. Secondly, the researcher got official permission from this school. Finally, the most important is there was no researcher yet who investigates this phenomenon -the students' achievement of making inference through context clues in reading texts- in this school. Off all the reasons, the availability of the data needed was the main consideration in choosing the research area.

3.3 Respondent Determination Method

There are two kinds of methods to determine the respondents of a research. They are population and sampling method. Arikunto (1998:127) states, if the subjects of the research are less than 100 people, it is better to take all of them. However, if the subjects are more than 100 people, the samples can be 10%-15% or 20%-25% or more of the number of population.

The respondents of this research were the second year students of SMAN I Sampang in the 2004/2005 academic years. The population of the second year students of SMAN I Sampang was 283 students that were divided into 7 classes. Since the number of population was more than a hundred students, the researcher determined the respondents by using proportional random sampling by lottery. Moreover, adopting this sampling method was aimed to give an equal chance to all of the members of the population of being selected so that the result became

more representative. The following table will describe the number of samples from each class.

Table 1: The Number of Samples from Each Class

Class	∑ Students	Respondents
2-1	41	6
2-2	41	6
2-3	40	6
2-4	40	6
2-5	40	6
2-6	41	6
2-7	40	6
∑	283	42

In this research, 15% of the population was taken by using proportional random sampling by lottery. It means that from 283 students, 42 students were taken as the respondents of this research. So, in each class, 6 students were taken randomly by lottery to be the respondents of the research.

3.4 Data Collection Methods

Data collection methods are the procedures in collecting data in accordance with the problems being investigated. It deals with how to get the data needed. In this research the data consisted of main data and supporting data. The main data were the students' test scores of making inference through context clues in reading, which were collected by applying a reading test of making inference through context clues. Then, the supporting data were collected by using interview and documentation.

3.4.1 Test

Test in this research was used to collect the main data dealing with the students' scores of making inference to figure out the meanings of difficult words through context clues in reading texts. An achievement test was used in this research, because the purpose of the test was to know how far the students' achievement of making inference to figure out the meanings of difficult words through example, contrast and inference clues in reading texts that have been

taught by the English teacher is. As proposed by Saukah (1997:22), the aim of achievement test is to measure the student's success in achieving the materials given as stated in the syllabus. The instrument of the test was a teacher made test.

In relation to the test type, objective test in the form of multiple choice was selected because it could cope broader materials and could be easier to score (Sudjana, 1992: 42). A supporting statement given by Hughes (1996: 59) who elaborates that the most obvious advantages of using multiple choices is that scoring can be perfectly reliable. It means that by using multiple choice tests, a researcher is able to avoid subjectivity in the scoring process since the definite answers has been standardized. Besides, the test result will be consistent by whoever and whenever the test will be scored.

In this research, the researcher administered the test (a teacher made test) in the form of objective test to get the main data. The test was administered within 45 minutes. The test consisted of 4 texts with 20 items that covers 7 items of example clues, 6 items of contrast clues and 7 items of inference clues. The score of each item was 5. Thus, the total score was 100. The following table describes the items' contribution in reading test.

Table 2: The Items' Contribution and Specification of the Clues in Reading Test

Text	Indicators	Items' no.	Items' score	Key answer
Pottery	Contrast clues	2 and 3	5	a and b
	Example clues	1	5	c
	Inference clues	4 and 5	5	a and d
Animals and Plants	Contrast clues	10	5	c
	Example clues	6, 7 and 8	5	d, a and b
	Inference clues	9	5	a
Volcanoes	Contrast clues	14	5	a
	Example clues	12 and 15	5	a and c
	Inference clues	11 and 13	5	b and d

Batik: A Dying Art?	Contrast clues	18 and 19	5	c and b
	Example clues	16	5	c
	Inference clues	17 and 20	5	c and a

Hughes (1996:22) states, a good test must be valid and reliable. The test is said to be valid, if it measures accurately what is intended to measure. This research focuses on the content validity. A test is said to have content validity, if its content constitutes a representatives sample of the language skill, structure, etc with which it is meant to be concerned (Hughes, 1996:22). In this case, the validity of the test was made by constructing the test items based on the indicators of the research, so the test items have covered all the indicators of the research. The test also represents the content of material found in the 1994 basic Course Outline (GBPP). Meanwhile, Hughes (1996:42) emphasizes that a valid test provides consistently accurate measurements.

Relating to the test reliability, since this test was establish based on the content validity, therefore, it was considered to be reliable. This is in accordance with Hughes' (1996: 42) opinion, a valid test must be reliable since it provides consistently accurate measurement to what is concerned to be measured, but a reliable test may not be valid at all.

The test items in this research were consulted to the English teacher before the test items were tested to the students. According to Yousda and Arifin (1993: 61), it is important to try out the teacher made test first to know to what extent the teacher made test is valid and reliable. Since in this research the instruments of the test was a teacher made test, the try out was administered. The number of students of try out was 42 students. They were not being the respondents of the research of the second year students of SMAN I Sampang. The try-out was intended to know whether the test can be tested to the respondents or not, or whether the time is enough or not. It was also intended to know whether the respondents understand the instruction or not. Besides, it was intended to know the difficulty index of the test items. As stated by Sudjana (1992:135), one of the qualifications of a good test is having balance proportion of the test items for each category; whether it is

easy, sufficient, or difficult. Afterwards, the difficulty index of each item was calculated by adopting the formula below:

$$I = \frac{B}{N}$$

(Adopted from Sudjana, 1992: 157)

Notes: I = the index difficulty

B = the number of the students who give correct answer

N = the total number of the students taking test

Then, the index difficulty gained was consulted to the following categories:

0,00 – 0,30: difficult

0,31 – 0,70: sufficient

0,71 – 1,00: easy

(Adopted from Sudjana, 1992: 157)

3.4.2 Interview

Margono (1997:165) defines, interview as the way of collecting data using questions orally between the interviewer and interviewee. Moreover, Arikunto (1998: 145) classifies interview into three kinds namely:

a. Free interview is an interview in which the interviewer asks some questions to the interviewee without systematic plan of questions;

b. Guided interview is an interview in which the interviewer asks some questions to the interviewee with systematic plan of questions;

c. Free-guided interview is an interview in which the interviewer makes a list of main questions to the interviewee, and the questions can be developed to obtain the data.

In this research, free-guided interview was used to get the supporting data. By using free guided interview, the interviewer can obtain the data needed more details. As stated by Arikunto (1998: 232), using free-guided interview can investigate more information in more details. Interview was used to complete the data needed that have been obtained. The interview was conducted with the

English teacher related to the teaching of the reading and its techniques, the students' problems in reading and the textbooks used by the teacher in teaching English.

3.4.3 Documentation

Documentation is written documents, such as books, magazines, documents, rules, daily notes, etc (Arikunto, 1998: 236). It means, documentation is a method to get the written forms data. Furthermore, she mentions three kinds of documentation resources. They are paper, people and place.

In this research, documentation was needed to complete the main data or to get the supporting data about the number of the students at that school, names of respondents and the school facilities for language learning. Those data were collected from written documents of the school.

3.5 Data Analysis

The data obtained should be analyzed in order to get a conclusion of the research. In this research, the data were quantitative in the form of the students' scores of reading test by making inference to figure out the meanings of difficult words through context clues. The quantitative statistical method was used to analyze the data. The statistical formula is as follows:

$$\text{Formula: } \% = \frac{n}{N} \times 100\%$$

(Adopted from Ali, 1998:186)

Notes:

$\%$ = The percentage of the students' achievement of making inference through context clues of each indicators.

n = the scores of each indicators obtained by the students.

N = the total score of the test items.

The steps in analyzing the data:

1. Scoring the students' reading test in making inference through context clues based on the indicators of evaluation.

2. Analyzing the students' scores in the percentage.

3. Classifying the students' score in the percentage qualitatively based on the classification of the score levels below (in Table).

4. Describing the results of the data analysis to answer the research problem.

Table 3: The Classification of the Score Levels:

Score	Category in Indonesian	Category in English
81-100	Bagus sekali	Excellent
70-80	Bagus	Good
60-69	Cukup	Fair
26-59	Kurang	Poor
0-25	Gagal	Fail

(Adapted from Depdikbud, 1999:85)

IV. RESEARCH RESULTS AND DISCUSSION

This chapter deals with the research results, data analysis, and discussion, while the data presentations are enclosed in Appendices.

4.1 The Result of Try Out

The reading test was tried out first to the other group of students who were not the respondents of this research. The number of the students are 42. They were taken randomly by lottery (6 students for each class). The try out was administered on Saturday, September 25th 2004 in the language laboratory within 45 minutes. It was conducted to know whether the test can be tested to the respondents or not, or whether the time is enough or not. It was also intended to know whether the respondents understand the instruction or not. Besides, it was intended to know the difficulty level of each items since one of the qualification of a good test is having balance proportion of the test items for each category: difficult, sufficient, and easy (Sudjana, 1992: 135). (The further details of the result of try out scores can be seen in appendix 8).

In analyzing the difficulty level of the test items, the first step that must be done was to count the number of the students who gave correct answer for each item (B) and divided it with the total students who gave response (N). The result, then, was consulted to the following categories:

0,00-0,30 : difficult

0,31-0,70 : sufficient

0,71-1,00 : easy

(Adopted from Sudjana, 1992:137)

Having been consulted to the categories, 6 items were categorized into difficult category (no 5,7,8,10,14,16), 7 items belonged to sufficient category (1,9,11,17,18,19,20), and 7 items to easy category (2,3,4,6,12,13,15). This means that from those 20 items, the composition of the test items had balance proportion of each category (The details were listed in appendix 9). In other words, the test needed not to be revised because it had fulfilled one of the qualifications of a good

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test besides its validity and reliability. In addition, the instruction was understandable. It could be seen on the students' answer worksheet. When the students were doing the test, they never asked about the instruction. The time allocated for the try out test was enough. Besides, there were no questions that must be revised since the test items were reliable. Thus, the test could be used as the test instrument to investigate the students' achievement in making inference through context clues in reading texts.

4.2 The Result of Main Data

4.2.1 The Result of Reading Test

The reading test was conducted on Monday, September 27th 2004. The test was administered within 45 minutes. The test consisted of 4 texts with 20 items that covers 7 items of example clues, 6 items of contrast clues and 7 items of inference clues. The score of each item was 5. Thus, the total score was 100. The result of the test is presented in the following table:

Table 4. The Students' Scores of Reading Test

Respondents	Indicators			Total
	Contrast Clues	Example Clues	Inference Clues	
1	15	30	30	75
2	20	20	15	55
3	20	25	15	60
4	20	15	25	60
5	20	20	20	60
6	20	15	20	55
7	15	20	30	65
8	15	20	15	50
9	20	30	30	80
10	15	20	25	60
11	20	25	15	60
12	25	20	15	60

13	15	25	25	65
14	20	15	15	50
15	25	20	15	60
16	15	15	20	50
17	15	25	25	65
18	20	15	25	60
19	15	25	25	65
20	15	25	25	65
21	25	15	15	55
22	20	15	25	60
23	25	30	30	85
24	15	25	25	65
25	20	15	20	55
26	25	15	20	60
27	15	30	25	70
28	20	25	15	60
29	25	25	20	70
30	15	25	15	55
31	20	30	20	70
32	25	15	15	55
33	15	15	20	50
34	25	25	20	70
35	20	20	30	70
36	15	20	25	60
37	15	15	25	55
38	15	25	30	70
39	20	25	15	60
40	15	25	25	65
41	15	20	20	55
42	20	30	20	70

4.2.2 The Analysis of Reading Test Result

This analysis was done in order to find the students' scores in making inference through context clues in reading texts, then, were analyzed by using the following formula:

$$\% = \frac{n}{N} \times 100\%$$

Notes:

% = the percentage of the students' achievement of making inference through context clues of each indicators.

n = the scores of each indicators obtained by the students.

N = the total score of the test items.

(Adapted from Ali, 1998:186)

The students' scores in the percentage used as the basic to classified qualitatively based on the classification of the score levels.

Table 5. The Analysis of Students' Scores in Making Inference through Context Clues in Reading Texts.

Respondents	Contrast Clues			Example Clues			Inference Clues		
	N	N	%	N	N	%	n	N	%
1	15	30	50	30	35	85,7	30	35	85,7
2	20	30	66,6	20	35	57,1	15	35	42,8
3	20	30	66,6	25	35	71,4	15	35	42,8
4	20	30	66,6	15	35	42,8	25	35	71,4
5	20	30	66,6	20	35	57,1	20	35	57,1
6	20	30	66,6	15	35	42,8	20	35	57,1
7	15	30	50	20	35	57,1	30	35	85,7
8	15	30	50	20	35	57,1	15	35	42,8
9	20	30	66,6	30	35	85,7	30	35	85,7
10	15	30	50	20	35	57,1	25	35	71,4
11	20	30	66,6	25	35	71,4	15	35	42,8
12	25	30	83,3	20	35	57,1	15	35	42,8

13	15	30	50	25	35	71,4	25	35	71,4
14	20	30	66,6	15	35	42,8	15	35	42,8
15	25	30	83,3	20	35	57,1	15	35	42,8
16	15	30	50	15	35	42,8	20	35	57,1
17	15	30	50	25	35	71,4	25	35	71,4
18	20	30	66,6	15	35	42,8	25	35	71,4
19	15	30	50	25	35	71,4	25	35	71,4
20	15	30	50	25	35	71,4	25	35	71,4
21	25	30	83,3	15	35	42,8	15	35	42,8
22	20	30	66,6	15	35	42,8	25	35	71,4
23	25	30	83,3	30	35	85,7	30	35	85,7
24	15	30	50	25	35	71,4	25	35	71,4
25	20	30	66,6	15	35	42,8	20	35	57,1
26	25	30	83,3	15	35	42,8	20	35	57,1
27	15	30	50	30	35	85,7	25	35	71,4
28	20	30	66,6	25	35	71,4	15	35	42,8
29	25	30	83,3	25	35	71,4	20	35	57,1
30	15	30	50	25	35	71,4	15	35	42,8
31	20	30	66,6	30	35	85,7	20	35	57,1
32	25	30	83,3	15	35	42,8	15	35	42,8
33	15	30	50	15	35	42,8	20	35	57,1
34	25	30	83,3	25	35	71,4	20	35	57,1
35	20	30	66,6	20	35	57,1	30	35	71,4
36	15	30	50	20	35	57,1	25	35	71,4
37	15	30	50	15	35	42,8	25	35	71,4
38	15	30	50	25	35	71,4	30	35	85,7
39	20	30	66,6	25	35	71,4	15	35	42,8
40	15	30	50	25	35	71,4	25	35	71,4
41	15	30	50	20	35	57,1	20	35	57,1
42	20	30	66,6	30	35	85,7	20	35	57,1

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After analyzing the students' scores in making inference through context clues in reading texts, the next step was finding the score frequencies and classifying them into the score categories for each indicator. To make it more understandable, the following table is conveyed.

Table 6. The Score Frequencies and Categories of the Students' Achievement in Making Inference through Example Clues in Reading Texts.

No	Scores	Frequencies	Percentage	Categories
1	80-100	6	14,28	Excellent
2	70-79	14	33,33	Good
3	60-69	-	-	Fair
4	30-56	22	52,38	Poor
5	0-29	-	-	Fail
Total		42	100	

The table above showed that the highest percentage was the students in the category of *poor* (52,38%) then, followed by the students in the category of *good* (33,33%), and the last was the students in the category of *excellent* (14,28%). None of them belonged to either *fair* or *fail* categories.

The next table presents the score frequencies and categories of the students' achievement in making inference through contrast clues in reading texts.

Table 7. The Score Frequencies and Categories of the Students' Achievement in Making Inference through Contrast Clues in Reading Texts.

No	Scores	Frequencies	Percentage	Categories
1	80-100	8	19,05	Excellent
2	70-79	-	-	Good
3	60-69	16	38,09	Fair
4	30-59	18	42,86	Poor
5	0-29	-	-	Fail
Total		42	100	

From the above table, it can be inferred that there were 8 students (19,05%) that belonged to *excellent* category, 16 students (38,09%) belonged to *fair* category, and 18 students (42,86%) was categorized into *poor* category. The table above showed that there was none of the students who belonged to *good* and *fail* categories.

The next table presents the score frequencies and categories of the students' achievement in making inference through inference clues in reading texts.

Table 8. The Score Frequencies and Categories of the Students' Achievement in Making Inference through Inference Clues in Reading Texts.

No	Scores	Frequencies	Percentage	Categories
1	80-100	6	14,28	Excellent
2	70-79	13	30,95	Good
3	60-69	-	-	Fair
4	30-59	23	54,76	Poor
5	0-29	-	-	Fail
Total		42	100	

From the table above, it can be inferred that there were 6 students (14,28%) that belonged to *excellent* category, 13 students (30,95%) belonged to *good* category, and 23 students (54,76%) was categorized into *poor* category. The table above showed that there was none of the students who belonged to *fair* and *fail* categories.

Having analyzed the students' scores of each indicator, the next step was calculating the frequencies of the students' scores in making inference through three indicators (example, contrast, and inference clues). To make it clear, the analysis is listed below. The complete result of the analysis is written in table 9.

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Table 9. The Frequencies of the Students' Scores in Making Inference through Context Clues in Reading Texts.

No	Indicators	Categories				
		Excellent	Good	Fair	Poor	Fail
1	Contrast Clues	8	-	16	18	-
2	Example Clues	6	14	-	22	-
3	Inference Clues	6	13	-	23	-
	Total	20	27	16	63	-

Tu sum up of the result of the data analysis from table 4 up to table 9, the following table is presented to get the general conclusions about the students' achievement in making inference through context clues in reading texts.

Table 10. The Score Frequencies and categories of the Students' Achievement in Making Inference through Context Clues in Reading Texts.

No	Categories	Frequencies	Percentage
1	Excellent	20	15,87
2	Good	27	21,43
3	Fair	16	12,70
4	Poor	63	50
5	Fail	-	-
Total		126	100

From the above table, it can be drawn that mostly, the students had *poor* achievement to make inference through context clues in reading texts (50%); 12,70% students were in the category of *fair*; 21,43% students were in the category of *good*; and 15,87% students were in the categorized into *excellent* category.

4.3 The Result of Supporting Data

4.3.1 The Result of Interview

In gaining the relevant data concerning with some points about students' achievement in making inference through context clues, the researcher had conducted an interview with the English teacher on Saturday, September 25th 2004 in her office within 30 minutes. The questions addressed concerned with the textbooks used by the teacher in teaching English, the teaching of the reading and its techniques, the students' problems in reading and the solutions; dealing with their achievement in making inference through context clues. Here are the result of the interview:

There are two books that is used in teaching English. There are: Cerah for SMU 2 published by Teguh Karya and English for SMU 2 published by Depdikbud. The teacher applied reading aloud and silent reading in teaching reading.

The English lesson for the second year students has two session in a week. It takes 90 minutes for each session on Saturday and Monday. On Saturday, the English lesson start after the physichal exercise. It makes the students unwilling in learning English because they feel tyred. Hence, the students were not motivated in learning English.

Moreover, based on the explanation of the English teacher, the students still had problem in word comprehending and their ability to infer the difficult words was still low. In reading a text, sometimes, they got dificulties in understanding the text because they found some difficult words. To solve the problem, the students often asked their classmates who brought an English-Indonesian dictionary. Equipping the problem, the teacher tried to gave practices in making inference through context clues. Whenever the student asked the teacher about the difficult words, the teacher showed the clues in the reading text that could be used to figure out the meanings. Then, the students tried to figure out the meanings through the clues that were provided in the reading text. She informed that making inference through context clues truly helped the student in

reading text, especially in word comprehending. However, she added that the students' achievement in making inference through context clues was still low.

Concerning with the proportion of context clues in the English textbook used, she said that sometimes in one reading there were only 2 or 3 context clues that could be used to help students figure the meanings of difficult words.

Furher, she informed that since English is not the students' mother tongue, it becomes the problem in teaching learning process including the teaching of reading. She also said that the students still had poor motivation and vocabulary that affected their ability in making inference through context clues so far. Equipping these problems, the teacher tried to guild a comfortable situation during the teaching learning process by providing and performing a good class management to minimize the students' boredom. Apart from those efforts, she also gave them exploration of the importance of English for their future since it had become the key language of most of the fields in this millennium era. Therefore, having good ability in English was relatively important to gain a better job. In addition, in order to increase the students' vocabulary, the teacher asked them to learn the meanings of words that they do not know by making notes in cards or notebook paper and review the notes often.

4.3.2 The Result of Documentation

Based on the document own by the school, the required information for this research is written below. SMAN I Sampang is located at Jl. Jaksa Agung Suprapto no. 73 Sampang. The school has 21 classes to conduct the teaching learning process, one library, computer laboratory which consists of 21 units of computer and one unit of language laboratory which consists of 21 units of head-set and boots. The language laboratory was used for listening activities.

Dealing with the respondents, the research respondents were the second year students of SMAN I Sampang. They were taken by using proportional random sampling by lottery from 7 classes: II-1, II-2, II-3, II-4, II-5, II-6, and II-7. They consisted of 23 female students and 19 male students. The names of the respondents can be seen on Appendix 7.

4.4 Discussion

In this section, the researcher interprets of the research result by considering the methodology applied, theoretical framework and the result of data analysis.

Based on the analysis of the test result, the students' achievement in making inference through each indicators are for contrast clues 42,86% that belonged to poor category; for example clues 52,38% that belonged to poor and for inference clues 54,76% that belonged to poor category. This implies that the student still had difficulties in making inference through contrast, example, and inference clues. It might be affected by the proportion of contrast, example, and inference clues explored in their English textbooks. As it was stated by the English teacher, in one reading text, sometimes, there were only 2 or 3 context clues that can be used to help the student in making inference to figure out the meaning of difficult word. In short, contrast, example, and inference clues were rarely exposed in their English textbooks that caused them lack of practices in making inference through context clues, thus, their achievement was still low.

Moreover, it is stated in Chapter II (p.11), there must be some clues in the reading text. It is unfair for students to be given the reading texts where the clues are too few. Meanwhile, the reading texts that were used in the reading test of this research consisted of 5 context clues for each texts. Besides, the reading texts were taken from different books that were not used by the English teacher to teach the second year students of SMAN I Sampang. To figure it out, the teacher should try to find some English reading texts which consists enough context clues and use them in teaching reading, particulary making inference through context clues. Besides the students need much more practices, carefulness, concentration and deeper understanding to make inference through context clues.

As a whole, the students' achievement in making inference through context clues was still in poor category (50%). Seeing from students' factors, their poor achievement was caused by lack vocabulary and low motivation in learning English especially in reading activities. This is in line with the information got

from the English teacher that the students still had low motivation in reading English text, whereas motivation is the key for learning (Simanjuntak, 1988: 2)

Seeing from material's factor or the textbooks used by the English teacher to teach English at SMAN I Sampang, (Cerah for SMU 2 published by Teguh Karya and English for SMU 2 published by Depdikbud), there are only few clues that is provided in the reading text that can be used by the students to help them make inference through context clues. As the information got from the English teacher that poor motivation and vocabulary are the main factors affecting the students' ability to make inference through context clues so far. Hence, it could be inferred that students' poor achievement was greatly caused by their poor vocabulary that caused them difficult to figure out the meanings of difficult words. Besides, they tended to look up the dictionary to get the meanings of the difficult words instead of reconstructing meaning from the context established in the text. To cope those problems, the English teacher asked students to learn the meanings of words that they do not know by making notes in cards or notebook paper and review the notes often. Furthemore, the English teacher tried to guild a comfortable situation during the teaching learning process by attempting a good class management.

Having known the factor affecting the students' achievement in making inference through context clues in reading text, thus, it seemed logical that 50% students belonged to poor category. Hence, it is immensely important for the English teacher to have more consideration and serious effort to overcome this problem. Thus, the serious effort needs to be considered with care in order to improve the students' achievement by giving sufficient practices on making inference through context clues.

Comparing with the finding of previous researcher undertaken by Yushida (1995) focusing on the context clues mastery in reading comprehension, the result of this recent research was different. The previous research has found that context clues mastery in reading comprehension of the third year students of the Physics Program of MAN I Jember in the 1995/1996 Academic Year belonged to fair category. It was because of the teacher taught context clues simultaneously in

teaching reading and vocabulary. Besides, in order to develop the students skills in gaining context clues mastery, the reading texts given to the students were carefully chosen. However, the previous researcher did not try out the test in collecting the data and there was no calculating of the difficulty level of the test items used in her test instruments. Hence, this current research has applied different subjects, instrumentation, and procedures in constructing the test instruments.
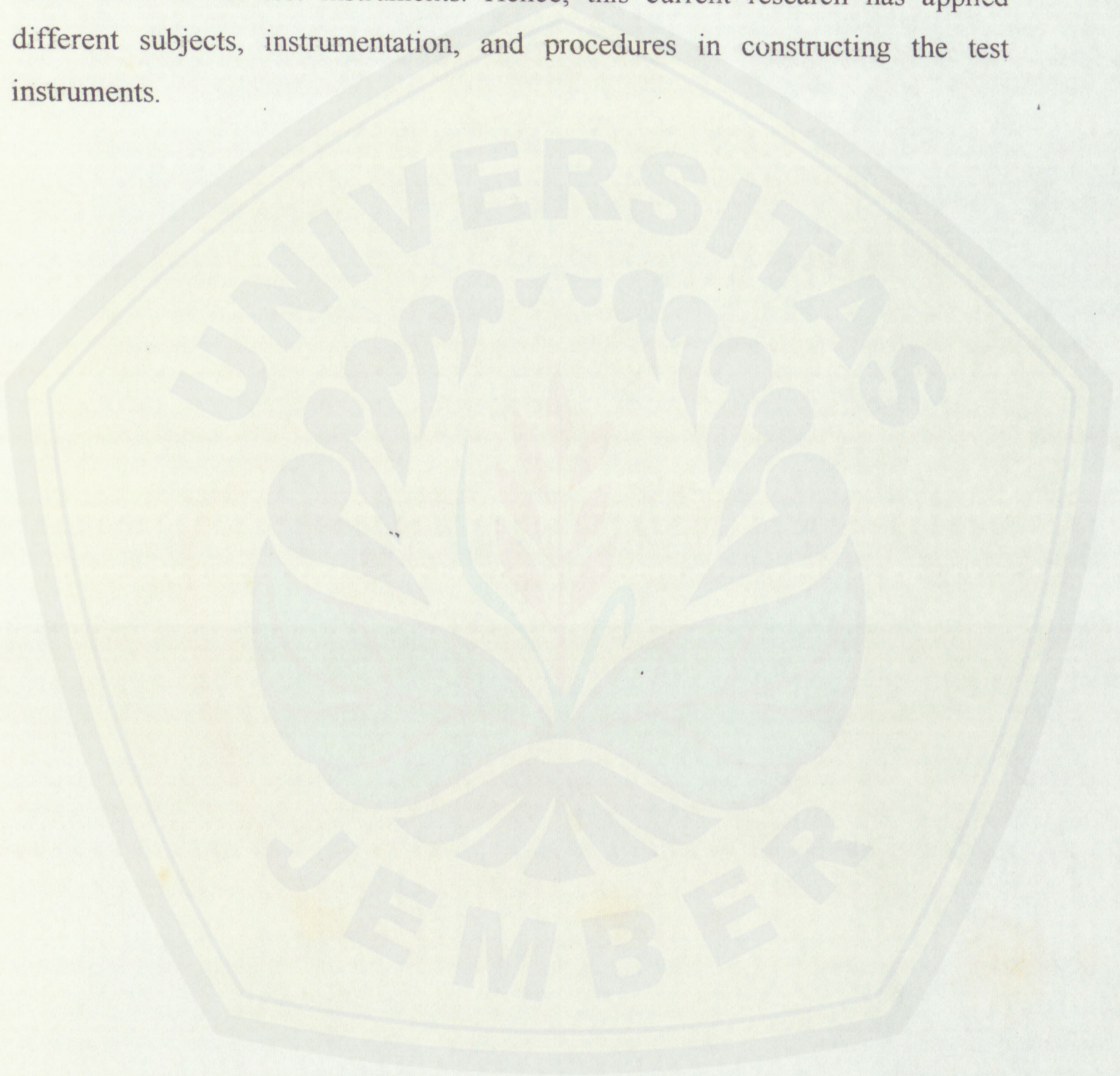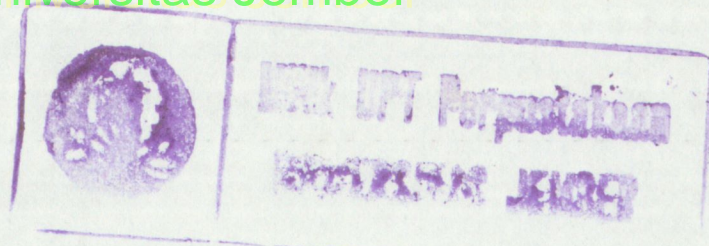
V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based upon the data analysis and the discussion, there are some core points that can be drawn:

5.1.1 General Conclusions

The general conclusions of this research were as follows:

a. The achievement in making inference through context clues in reading texts of the second year students' of SMAN I Sampang in 2004/2005 academic year was 50% (21students) belonged to poor category; 12,70% (5 students) belonged to fair category; 21,43% (7 students) belonged to good category and 15,87% (9 students) belonged to excellent category. None of them belonged to fail category.

5.1.2 Spesific Conclusions

In particular, the conclusions of this research were as follows:

a. The achievement in making inference through example clues in reading texts of the second year students' of SMAN I Sampang in 2004/2005 academic year was 52,38% (22 students) belonged to poor category; 33,33% (14 students) belonged to good category; 14,28% (6 students) belonged to excellent. None of them belonged to either good or fail categories.

b. The achievement in making inference through contrast clues in reading texts of the second year students' of SMAN I Sampang in 2004/2005 academic year was 42,86% (18 students) belonged to poor category; 38,09% (16 students) belonged to fair category; and 19,05% (8 students) belonged to excellent. None of them belonged to either fair or fail categories.

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c. The achievement in making inference through inference clues in reading texts of the second year students' of SMAN 1 Sampang in 2004/2005 academic year was 54,76% (23 students) belonged to poor category; 30,95% (13 students) belonged to good category; and 14,25% (6 students) belonged to excellent. None of them belonged to either fair or fail categories.

The results showed that 50% (21students) still had difficulties in making inference through context clues. It suggests that the students' achievement in making inference through context clues need to be improve.

5.2 Suggestions

Based on the research finding, it was found that the students' achievement in making inference through context clues was poor, the suggestions below were given to the following people:

1. The English Teacher

The English teacher should consider and train the students to improve their achievement to figure out the meanings of difficult words in reading texts by giving sufficient practices in making inference through context clues. Besides, the English teacher should improve students' vocabulary and their motivation by providing and performing a good class management and applying the appropriate teaching technique.

2. The Future Researcher

This research can be used as the basis to conduct related research dealing with reading comprehension and the use of context clues such as the action research to improve the students' achievement in making inference through context clues to figure out the meanings of difficult words.

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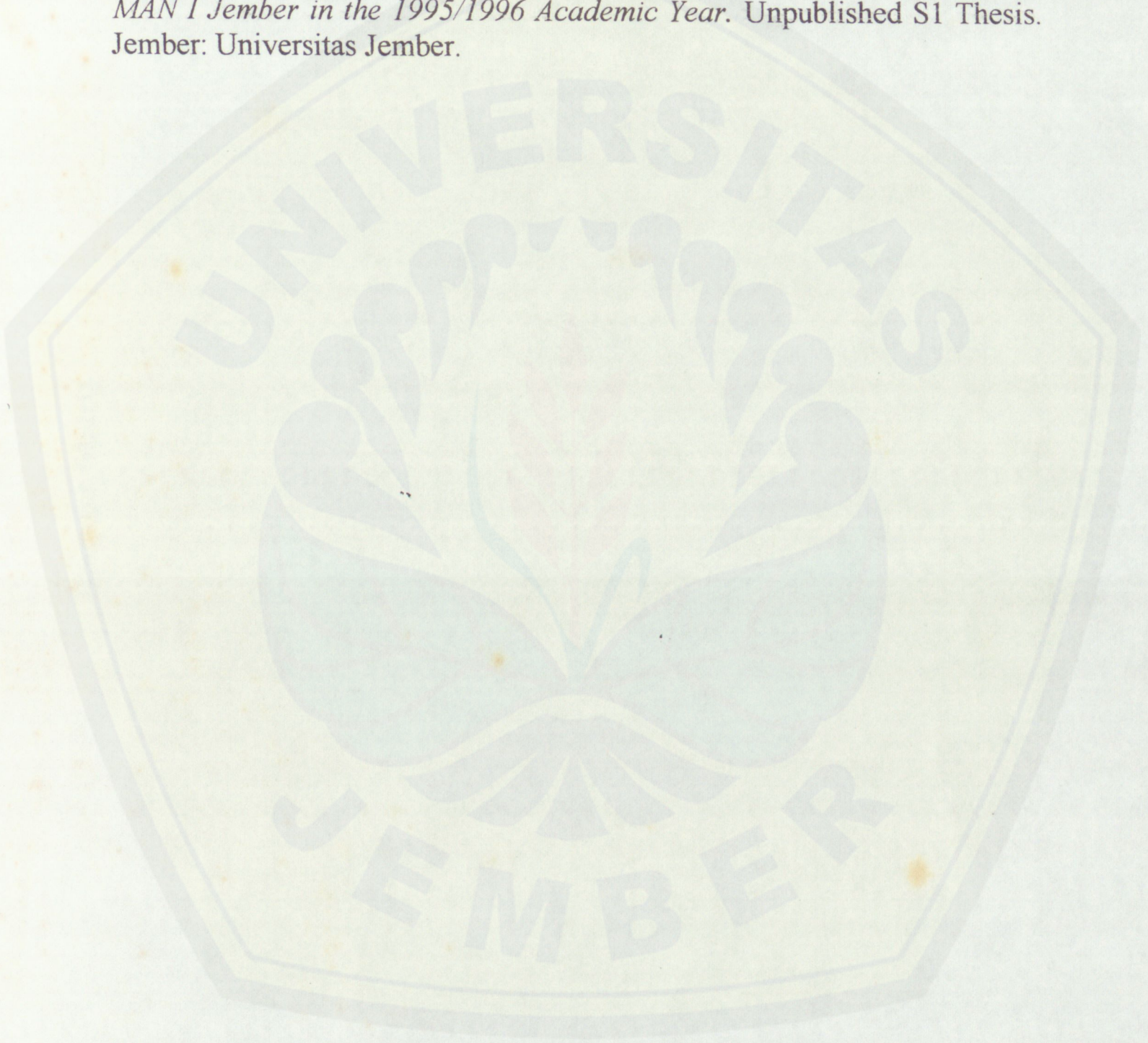
Appendix 1

Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Method
A Descriptive Study on the Achievement of Making Inference through Context Clues in Reading Texts of the Second Year Students of SMAN I Sampang in the 2004/2005 Academic Year	What is the Achievement of Making Inference through Context Clues in Reading Texts of the Second Year Students of SMAN I Sampang in the 2004/2005 Academic Year	The Achievement of Making Inference through Context Clues in Reading Texts	The students' test scores in making inference to figure out the meanings of difficult words through context clues in reading, in the forms of: 1. example clues 2. contrast clues 3. inference clues	1. Respondents: The second year students of SMAN I Sampang in the 2004/2005 academic year. 2. Informant - the English teacher 3. Documentation	1. Research Design: A Descriptive Study 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Proportional Random Sampling Method 4. Data Collection Method: i. Main data: Reading test ii. Supporting data: - interview - documentation 5. Data Analysis Method: Formula: $\% = \dfrac{n}{N} \times 100\%$ %= The students' score in the percentage n = The students' obtained scores N= The total score of the test items (Adopted from Ali, 1998:186)

Appendix 2

The Guideline of the Instruments

a. The Interview Guide

No	Questions	The data recourses
1.	What handbooks do you use for teaching English?	English teacher
2.	What techniques do you apply in teaching reading?	
3.	What are your problems in teaching reading and how to overcome them?	
4.	How often does your students use dictionary or asking their classmates or asking the teacher to figure out the meanings of difficult words in reading text?	
5.	What technique do you apply in teaching reading particularly the one concerning with inferring the meanings of difficult words?	
6.	How is the student's achievement to infer the meanings of difficult words in reading texts so far in general?	
7.	What are the students' problems, which they commonly have to infer the meanings of difficult words through context clues?	
8.	What are the factors that affect students' achievement to infer the meanings of difficult words through context clues?	

b. Documentation Guide

No	The data taken	The data resource
1.	The number of the second year students at the school.	Document
2.	The names of respondents	
3.	The school facilities for language learning	

Table of Specification of Reading Achievement

Text	Indicators	Items' no.	Items' score	Answer key
Pottery	Contrast clues	2 and 3	5	a and b
	Example clues	1	5	c
	Inference clues	4 and 5	5	a and d
Animals and Plants	Contrast clues	10	5	c
	Example clues	6, 7 and 8	5	d, a and b
	Inference clues	9	5	a
Volcanoes	Contrast clues	14	5	a
	Example clues	12 and 15	5	a and c
	Inference clues	11 and 13	5	b and d
Batik: A Dying Art?	Contrast clues	18 and 19	5	c and b
	Example clues	16	5	c
	Inference clues	17 and 20	5	c and a

Appendix 3

The Specification of Reading Achievement

Time : 45'

Total items : 20 items

Type of Question : Multiple Choice

Themes : Text 1 Arts and Culture (Pottery)

Text 2 Geography (Animals and Plants)

Text 3 Geography (Volcanoes)

Text 4 Arts and Cultures (Batik)

Objectives : 1. Students are able to figure out the meanings of difficult words by making inference through example clues.

: 2. Students are able to figure out the meanings of difficult words by making inference through contrast clues.

: 3. Students are able to figure out the meanings of difficult words by making inference through inference clues.

Total Scores of Each Indicator : Example Clues 35

Contrast Clues 30

Inference Clues 35

Appendix 4

Subject   : English
Level   : 2nd year students of Senior High School
Time   : 45 minutes

I. Read the text carefully!

POTTERY

All kinds of objects made of baked clay are called pottery. Many utensils such as cups, saucers, plates, bowls, pots, and vases are made of this very useful substance. People have been making pottery for thousands of years. Early pots were thick and gritty. The pots are easily broken because they are easily
5   baked and creaked if heated. Unlike today, the pottery are getting sturdy. In time people learned to make pottery that was more useful and more beautiful. Today the two main sorts of pottery are porcelain and stoneware. Porcelain is fine thin pottery made of white china's clay. This porcelain lets the light show through. In contrast to porcelain, stoneware is usually thicker than porcelain and hold back
10   the light.

To make a pot, a potter puts a lump of moist clay on a spinning disc called a wheel. He uses thumbs and fingers to shape the clay into a pot. He leaves this pot to dry. Next he may coat it with a wet mixture called glaze. Then he fires the pot with others in an oven called a kiln. Firing makes the pot rocks
15   hard and turns their glaze into a smooth, hard, shiny coat. Different glazes produce different colors. Some glazes can even produce a metallic lustre on a pot. Most pottery today is mass-produced in factories. It can be shaped, fired and decorated quickly and cheaply on an assembly line.

Making a pot on a potter's wheel is much more difficult than it looks.
20   The lump of clay must be positioned centrally on the platform. It is made to rotate either by the action of the potter's foot or by electricity. By pressing both thumbs on top of the clay, the inside can be hollowed out as the platform spins.

A hollow pot can be made by pouring "slip", or liquid clay, into a mould. Water seeps out of the slip into the mould and the clay next to the mould begins
25 to thicken. When the required thickness of the clay has hardened, the remaining slip can be poured away to leave the hollow shape.

Adopted from: Steps to The Global World. 2A, Grafindo

Choose the most appropriate answer from the options provided!

1. The meaning of "utensils" is …… (see line 1)
   a. tools for everyday use in the camp
   b. tools for everyday use in the market
   c. tools for everyday use in the home
   d. tools for everyday use in the factory

2. The meaning of "sturdy" is …… (see line 5)
   a. strong
   b. large
   c. small
   d. great

3. Stoneware is ……………………………… (see line 9)
   a. thicker than porcelain and it lets the light show through
   b. thicker than porcelain and it does not let the light show through
   c. thinner than porcelain and it does not let the light show through
   d. the same as porcelain but it does not let the light show through

4. The meaning of "potter" is …………… (see line 11)
   a. person who creates eartenware pots by hand
   b. person who breaks eartenware pots by machines
   c. person who breaks eartenware pots by hand
   d. person who creates eartenware pots by machines

5. The meaning of "clay" is …………… (see line 11)
   a. stiff sticky earth that becomes soft when baked
   b. stiff sticky earth that becomes rigid when baked
   c. stiff sticky earth that becomes stiff when baked
   d. stiff sticky earth that becomes hard when baked

II. Read the text carefully!

ANIMALS AND PLANTS

The animals and plants of Indonesia are divided roughly into two groups by an imaginary line (called the Wallace Line after the naturalist who establish it), which runs north-south between Kalimantan and Sulawesi. West of this line the plants and animals are much like those of Southeast Asia. There

5 are vast number of flora, such as, dense tropical rain forests, a lot of palm and banana trees, and many varieties of wild flowers. Among the animals in this region are the orangutan (the word comes from the Indonesian *orang hutan*, or "man of the woods"), the tiger, the wild buffalo, and -very rarely now- the elephant and the rhinoceros. Another animal found here is the mouse deer, a

10 tiny creature whose legendary cleverness at outwitting larger enemies has made it the hero of Indonesian folktales.

East of the Wallace Line animal life is much more like that of Australia. Some of the more unusual creatures include the kangaroo and the brilliantly feathered bird of paradise. The reason for the sharp distinction in

15 natural life is probably the fact that the western islands of Indonesia, which lie in shallow waters, were once a part of mainland Asia. But the eastern islands, which are surrounded by deep seas, were always separated from the continent, and therefore did not develop the same type of wildlife.

Adopted from: Bahasa Inggris SMU Kelas II, Depdikbud

Answer these following questions based on the text carefully!

6. The meaning of flora is ……….(see line 5)
    a. all plants of a particular area or period
    b. some plants of a particular area or period
    c. all animals of a particular area or period
    d. some animals of a particular area or period

7. The elephant and the rhinoceros are -very rarely now-. It means, the elephant and the rhinoceros are ……… animals. (see line 8)
    a. extinct
    b. unique

c. enormous

d. huge

8. Some of the more unusual creatures include the kangaroo and the brilliantly feathered bird of paradise. It means the kangaroo and the brilliantly feathered bird of paradise are .... (see line 13)

a. common animals

b. strange and unique animals

c. dense animals

d. wild animals

9. What is the meaning of distinction? (see line 14)

a. difference between one thing and another

b. similarity among a lot of things

c. difference among a lot of things

d. similarity between one thing and another

10. What is the meaning of shallow? (see line 16)

a. depth

b. much depth

c. little depth

d. deepness

III. Read the text carefully!

VOLCANOES

The word volcano comes from Vulcan, the ancient Roman God of fire who lives beneath a volcanic island off the coast of Italy. The Romans called the island volcano.

Volcano is an opening in the earth's surface. Most of them are mountains

5 which were usually built up in cone shape. Volcanic materials may erupt through this opening. This eruption causes disasters like wiping places and killing thousands of people.

The material erupted from a volcano are lava, rock fragment, and gas. Lava is magma which escapes into the earth's surface. Its colour is red and its

10 temperature can reach 1100 °C. It flows rapidly down the volcano's slopes then turns cool. Rock fragment includes, from the smallest to largest, dust, ash, and

bombs. They are formed from sticky magma. The gas is made up of steam which includes carbon dioxide, nitrogen, sulphur dioxide, and others. The gas carries abundant of dust. This combination looks like black smoke.

15   Some famous volcanoes in the world are Mount Krakatau, Mount Tambora, and Mount Merapi of Indonesia, Mount Etna of Sicily, Mount Visuvius of Italy and Mount St. Helens of the USA. The great eruption of Mount Krakatau happened in 1883 which was heard about 4,800 kilometres away. It produced sea waves which were almost 40 metres high and drowned about
20   336,000 people. The most terrible eruption occurred through Mount Tambora in 1815, which killed 92,000 people.

The scientific study of volcanoes is volcanology. The study investigates the nature and the cause of eruptions and saves the live. A volcanology department should have observatories built on the slopes of volcanoes to do its
25   work.

Most volcanoes are destructive but they produce benefits. For example, many volcanic materials have important industrial and chemical uses. Rock is for building roads, ash is for improving land fertility, etc.

Adopted from: Contemporary English for Senior High School Grade 2 Yudhistira

Choose the correct answer based on the text!

11. What is the meaning of erupt? (see line 5)
    a. to exploit and pour fire
    b. to explode and pour fire
    c. to break and pour fire
    d. to destroy and pour fire

12. What is the meaning of disasters? (see line 6)
    a. terrible misfortune
    b. common misfortune
    c. predictable misfortune
    d. usual misfortune

13. What is the meaning of terrible? (see line 20)
    a. extremely heat
    b. extremely pleasant

c. extremely nice

d. extremely bad

14. Destructive is ………. (see line 26)
    a. causing damage
    b. causing valuable
    c. causing forbidden
    d. causing explode

15. What is the meaning of benefits? (see line 26)
    a. drawbacks
    b. endanger
    c. profit
    d. disadvantages

IV. Read the text carefully!

BATIK : A DYING ART?

In Indonesia, the process of making designs on cloth, has been perfected. This process is known as batik. Women usually create the design and apply it to the material. This work needs high competent like skill, experience and a great amount of patience. It is usually the men's job to get the cloth ready and to do
5   the actual colouring material and finishing of the fabric.

In the old days, batik was always done by hand, and usually done on cotton material. Then, about twenty years ago a new method of making batik was brought to Indonesia. This new way is called screen printing. Screen printing of cloth is quicker method than hand done batik. Screen printing does
10 not produce as good a design as batik which is done by hand. The screen printed design is usually inferior in quality to the design done by hand. However, the big superiority of the screen printing is that it is a quick way to make batik and so is cheap to produce. Traditional hand done batik produces much better designs and takes longer to make. It is far superior to the screen printed batik, but because it
15 is more expensive than printed batik to buy, printed batik is becoming very popular.

Nowadays, batik materials are being used in many different ways, for example, dresses, jackets, bags, hats, and table-cloths. Batik is also being used

20 on heavier materials such as denim, and canvas. Batik designs are sometimes also done on silk and woollen materials. Designers are always thinking up new ways of using batik. Their new designs are very beautiful and are becoming fame in foreign countries, as well as here in Indonesia.

25 Around the world, when people think of Indonesia, one of the first things they think of is batik, with its wonderful designs and colours. All over the world, Indonesia is known as the home of batik. In Indonesia at the present time, batik dresses, and shirts are worn at all important meetings, and special occasions such as weddings. This is a very good tradition for the batik industry. Whenever the custom of wearing batik continues, and if the batik designers continue developing new and exciting ways of using batik, batik will be a dyeing art, not a
30 dying art.

Adopted from: English in Use for SMU 2A, Erlangga

Answer the questions by choosing the right answer!

16. What is the meaning of competent? (see line 3)
    a. having the necessary matter
    b. having the necessary supply
    c. having the necessary ability
    d. having the necessary opinion

17. What is the meaning of fabric? (see line 5)
    a. silk material
    b. heavier material
    c. woollen material
    d. textile material

18. What is the meaning of inferior? (see line 11)
    a. higher in quantity
    b. lower in quantity
    c. lower in quality
    d. higher in quality

19. The superiority is ....(see line 12)
    a. same as the average
    b. better than average
    c. as good as than average
    d. worse than average

20. What is the meaning of custom?(see line 28)
    a. usual and generally accepted behaviour
    b. unusual and generally accepted behaviour
    c. common and generally refused behaviour
    d. unusual and generally refused behaviour

Appendix 5

ANSWER KEY

1. c
2. a
3. b
4. a
5. d
6. d
7. a
8. b
9. a
10. c
11. b
12. a
13. d
14. a
15. c
16. c
17. d
18. c
19. b
20. a
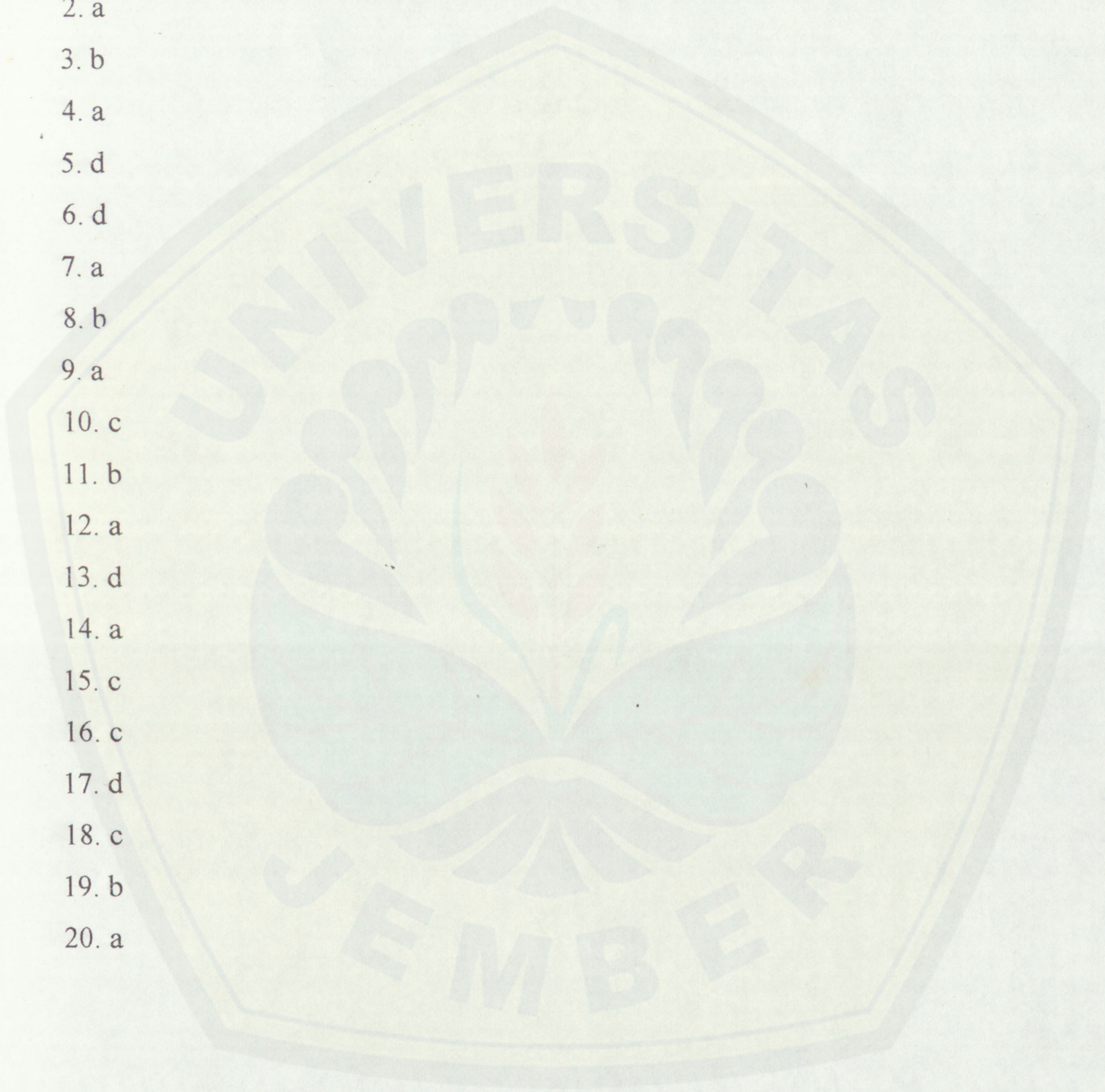
Appendix 6

Student's Worksheet

Name :

Class :

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

Appendix 7

Names of Respondents

Name :   Class:

1. Sudiyanto   2-1
2. Siti Rohilah   2-1
3. Sri Nanik S   2-1
4. Moh. Mashudi   2-1
5. Kurismilah   2-1
6. Ito Febrijayanto   2-1
7. Nur Faiqotul   2-2
8. Faizal Zain   2-2
9. Muslimah   2-2
10. Moh. Zamroni   2-2
11. Amal Fathullah   2-2
12. Nurus Subah   2-2
13. Siti Rochmawati   2-3
14. Okta Diana S.   2-3
15. Moh. Yusuf   2-3
16. Rodiyah   2-3
17. Abd. Halim   2-3
18. Nur Hayati   2-3
19. Nia Fatmawati   2-4
20. Ach. Rodi   2-4
21. Dita Ratri K.   2-4
22. Jamaluddin   2-4
23. Holidah   2-4
24. Sugianto   2-4
25. Sunatun Aliyah   2-5
26. Lia Agustina   2-5
27. Al Hosiyah   2-5
28. Tri Wahyuni   2-5
29. Ahmad Fauzan   2-5
30. Fajrin Sodiq   2-5
31. Amir Hayat   2-6
32. Lailil Mukarromah   2-6
33. Ria Risana   2-6
34. Fathor Rozak   2-6
35. Fery Sutrisno   2-6
36. Bagoes S.   2-6
37. Risky U.   2-7
38. Yuni Fitrianingsih   2-7
39. Heny Widiyanti   2-7
40. Samsul Arifin   2-7
41. Febri Ratria R.   2-7
42. Frendhy Ali   2-7

Appendix 8

The Formula of Calculating the Difficulty Level

$$I = \frac{B}{N}$$

Note:

N   : the number of respondents
B   : the number of the students who answer the questions correctly
I   : the index difficulty

The Analysis of Difficulty Level

Item's No.	N	B	I	Items' Category
1	42	24	0,57	S
2	42	42	1,00	E
3	42	42	1,00	E
4	42	39	0,93	E
5	42	12	0,28	D
6	42	38	0,90	E
7	42	9	0,21	D
8	42	10	0,24	D
9	42	28	0,67	S
10	42	12	0,28	D
11	42	29	0,69	S
12	42	40	0,95	E
13	42	41	0,98	E
14	42	12	0,28	D
15	42	39	0,93	E
16	42	9	0,21	D
17	42	27	0,64	S
18	42	29	0,69	S
19	42	29	0,69	S
20	42	25	0,60	S

Item's categories Based on the Difficulty Level

0,00 – 0,30	difficult
0,31 – 0,70	sufficient
0,71 – 1,00	easy

From the table above, it can be said that there are 6 items belonged to *difficult category* (D), 7 items belonged to *sufficient category* (S) and 7 items belonged to *easy category* (E). It means, the test had balance proportion of the test items for each category; whether is easy, sufficient, or difficult.

Appendix 9

The Score of Try Out

no	Name	\multicolumn{20}{c}{The Items' Score}																			Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Dwi Ratna W	1	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	1	1	1	14
2	Khoiru U	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	0	1	1	1	14
3	Syafrial N	0	1	1	1	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	1	12
4	Ema R	0	1	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	1	0	11
5	Nurdian E	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	0	13
6	Kristiana N	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	13
7	Lidian D	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	14
8	Abd. Wasik	1	1	1	1	0	1	0	0	0	0	1	1	0	0	1	1	0	1	1	1	12
9	Yunita NM	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	13
10	Desi A	1	1	1	1	1	0	0	0	1	0	1	1	0	1	0	0	0	0	0	1	14
11	Hairul W	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	14
12	Nella L	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	1	0	0	1	1	12
13	Mery NF	0	1	1	1	0	0	1	0	0	0	0	1	1	1	1	1	0	0	1	0	11
14	Ismanu S	0	1	1	1	0	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	11
15	Mahmudah	0	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	1	11
16	Nugroho PC	1	1	1	1	1	0	0	0	1	0	0	1	1	0	1	0	1	0	0	0	12
17	Tajul Anwar	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	14
18	Sofiana	1	1	1	1	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	1	12
19	Febri H	0	1	1	1	0	0	0	1	0	1	1	0	1	0	0	0	0	0	1	1	11
20	Sri Wahyuni	1	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	13
21	Moh. Arif	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	0	1	1	14
22	Ria Arini	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	0	1	0	0	13
23	Agita Friska	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	13
24	Wahyu Bayu	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	15
25	Gigih Prakoso	0	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	1	1	1	0	13
26	Yogi Catur P.	1	1	1	1	0	1	0	0	0	1	0	1	1	0	1	1	0	1	1	0	12

No	Name																				Total
27	Khairul MA	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	13
28	Kurniawati N	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	15
29	Dini Atriana	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	13
30	Mutmainah	0	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	1	0	1	0	12
31	Agus P	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	0	1	1	1	12
32	Syufiadi A.	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	15
33	Moh. Aththof	0	1	1	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	12
34	Fuad Badrul	0	1	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	12
35	Siti Haimatus	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	14
36	A. Fahrizal B.	1	1	1	0	1	0	1	0	0	1	1	0	1	0	1	1	0	0	1	1	14
37	Hulaimi	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	12
38	Martadiana	0	1	1	1	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	0	12
39	Resqi RA.	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	0	1	0	1	1	12
40	Nurul Asyifah	1	1	1	1	0	1	0	0	0	1	1	0	1	0	1	0	0	1	1	0	12
41	Irwan Iswanto	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	12
42	Badrud T.	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	12
	Total	24	42	42	39	12	38	9	10	28	12	29	40	41	12	39	9	27	29	29	25	536

Note:
1 = The right answer
0 = The wrong answer

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : PALUPI INGGRIANI

NIM/Angkatan : 99 - 1211

Jurusan/Program Studi : Pend. Bahasa & Seni / Bhs. Inggris

Judul Skripsi : A DESCRIPTIVE STUDY ON THE ACHIEVEMENT OF MAKING INFERENCE THROUGH CONTEXT CLUES IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMAN I SAMPANG IN THE 2004/2005 ACADEMIC YEAR

Pembimbing I : Dra. AAN E. FARDHANI, M. Pd

Pembimbing II : Drs. BAMBANG SUHARJITO, M. Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senen, Angus 25, 2003	Matrix	
2.	17 Nopember 2003	Bab I	
3.	03 Januari 2004	Bab II	
4.	20 Februari 2004	Bab III	
5.	13 April 2004	Bab I, II, dan III	
6.	10 Juni 2004	Bab I, II, III, Instrumen	
7.	08 Oktober 2004	Bab IV	
8.	02 November 2004	Bab V	
9.	10 Desember 2004	Bab I, II, III, IV dan V	
10.			
11.			
12.			
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14.			
15.			

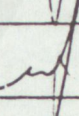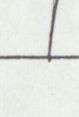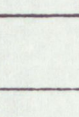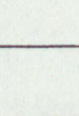TATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Appendix 10

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

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NIM/Angkatan : 99 – 1211
Jurusan/Program Studi : Pend. Bahasa & Seni / Bhs. Inggris
Judul Skripsi : A DESCRIPTIVE STUDY ON THE ACHIEVEMENT OF MAKING INFERENCE THROUGH CONTEXT CLUES IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMAN I SAMPANG IN THE 2004/2005 ACADEMIC YEAR
Pembimbing I : Dra. AAN E. FARDHANI, M.Pd
Pembimbing II : Drs. BAMBANG SUHARJITO, M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	25 Oktober 2003	matrix	
2.	02 Desember 2003	Bab I	
3.	20 Januari 2004	Bab II	
4.	26 Februari 2004	Bab III	
5.	16 April 2004	Bab I, II, dan III	
6.	14 Juni 2004	Bab I, II, III, Instrumen	
7.	12 Oktober 2004	Bab IV	
8.	06 November 2004	Bab V	
9.	18 Desember 2004	Bab I, II, III, IV dan V	
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : **1 7 9 2** /J25.1.5/PL5/200...   Jember, ... **20 AUG 2004** ..200...
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMUN I

         Sampang

di. —

         Sampang

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-kan bahwa Mahasiswa tersebut di bawah ini :

N a m a   : Palupi Inggriani

N i m   : 99 – 1211

Jurusan/Program   : Pendidikan Bahasa & Seni/Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga Saudara dengan Judul :

A DESCRIPTIVE STUDY ON THE ABILITY OF MAKING INFERENCE THROUGH CONTEXT CLUES IN READING TEXTS OF THE SECOND YEAR STUDENTS OF SMUN I SAMPANG IN THE 2004/2005 ACADEMIC YEAR.

Sehubungan dengan hal tersebut kami mohon perkenan Saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. H.MISNO AL, M.Pd
NIP. 130 937 191

dix 12

PEMERINTAH KABUPATEN SAMPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMU NEGERI 1 SAMPANG

Jalan Jaksa Agung Suprapto 73 Telp. (0323) 321508 Kode Pos 69213

SURAT KETERANGAN
NOMOR : 421.1 / 320 / 434.102.300 / 2004

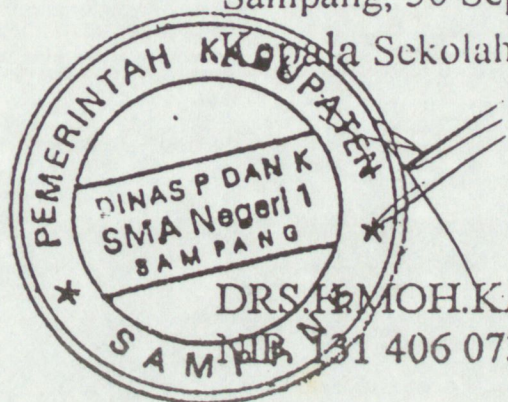Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Sampang menerangkan

bahwa:

Nama	:	Palupi Inggriani
NIM	:	99-1211
Jurusan/Program	:	Pendidikan Bahasa & Seni / Bahasa Inggris
Universitas	:	Universitas Jember

Menyatakan bahwa Mahasiswa tersebut diatas telah melekukan Penelitian dengan

judul "A Descriptive Study on the Achievement of Making Inference through

Context Clues in Reading Texts of the Second Year Students of SMAN I

Sampang in the 2004/2005 Academic Year" pada tanggal 25-27 September 2004

dan dilaksanakan dengan baik.

Demikian surat ini dibuat dengan sebenarnya dan untuk dipergunakan

sebagaimana mestinya.

Sampang, 30 September 2004
Kepala Sekolah

DRS.H.MOH.KASIM SH, MM.
NIP 131 406 073