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

THESIS

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

By:

ALFIANI FATMAWATI

070210491141

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

This thesis is honorably dedicated to:

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

All of my beloved teachers and my beloved lecturers

MOTTO

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

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*⁾ Elizabeth Hardwick

CONSULTANT'S APPROVAL

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2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
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Finally, I do hope that this thesis will give a useful contribution as well as reference for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

Jember, June 2012   The Writer

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Reading Comprehension Achievement at MTsN 2 Bondowoso in the 2011/2012
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Reading comprehension is understanding the message of the text by gaining
the meaning from the text. However, when reading a text, sometimes the readers find
unfamiliar words, so that they do not understand the message of the text. It is
important for the readers to use the Context Clue Technique to get the meaning of
unfamiliar words. By using the Context Clue Technique, they can understand the
meaning of the unfamiliar words without always using the dictionary because there
are some words (clues) surrounding the unfamiliar one to make the readers more
easily in understanding the message of text. Therefore, the students can guess the
meanings of unfamiliar words.

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

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

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

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