EKSPLORASI KEMAMPUAN SISWA
DALAM MENGUASAI PEMAHAMAN MEMBACA

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ABSTRAK

Penelitian ini dilaksanakan untuk mengetahui kemampuan siswa SMA Negeri 8 Banda Aceh dalam menguasai kemampuan membaca Bahasa Inggris. Sample penelitian ini adalah 40 orang siswa kelas XII SMA Negeri 8 Banda Aceh. Penelitian ini merupakan penelitian deskripsi kualitatif dan data dikumpulkan dengan menggunakan tes dan kuesioner. Tes yang diberikan berupa tes Reading Comprehension yang berbentuk pilihan ganda sejumlah 50 soal seperti soal Ujian Nasional. Hasil tes menunjukkan bahwa sebagian besar siswa memiliki pemahaman yang rendah dalam membaca teks Bahasa Inggris. Hasil analisis kuesioner menunjukkan bahwa ada beberapa masalah yang dihadapi oleh mereka yaitu keterbasan kosa kata Bahasa Inggris, topik yang tidak familiar dengan mereka, sulit menentukan jawaban yang benar, dan strategi yang tepat digunakan dalam menjawab soal.

***Kata Kunci:** Eksplorasi; Kemampuan Siswa; Pemahaman Membaca*

AN EXPLORATION ON STUDENTS' ABILITY IN MASTERING READING COMPREHENSION

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ABSTRACT

This study was conducted in order to know the ability of Senior High School (SMA) negeri 8 Banda Aceh students in mastering reading comprehension. The sample was 40 students of twelve years of Senior High School (SMA) Negeri 8 Banda Aceh. The research wa a qualitative study and the data was collected by using a test and questionnaire. The test was in form of multiple choice which consists of 50 reading comprehension questions which are similar to the questions in National Examination test. The finding shows that most students have low mastery of the reading comprehension. The result of the questionnaire analysis shows that the students get problems in vocabulary meaning, unfamiliar topic, difficulty in determining the answers and the strategy they use in solving the problems.

Keywords: Exploration; Students' Ability; Reading Comprehension

BACKGROUND OF STUDY

Reading plays an important role in people's life. Reading makes people aware of what has happened, what is happening and what will happen in the future. As Alderson (2000: 10) cited "through reading, people can access world of ideas and feelings, as well as the knowledge of the ages and visions of the futures". In addition, Carrol Joyce (2001: 790) point out that there are no other skills that are more essential to our success in life than reading skills. Throughout our years in school and throughout our life, we will read a wide variety of materials from textbook to newspaper to pamphlets to novels to road signs". In other words, reading leads us to become knowledgeable people that later gain success in life.

Reading is considered as one of the most vital skills in English language teaching and learning. Therefore, reading is taught from elementary school up to University level. Through reading, students are expected to be able to gather information using different kinds of reading skills depending on what purposes they are expecting to reach. Besides, through reading, students are also expected to develop the other language skills such as speaking, and writing instead of the language components like grammar and vocabulary. Therefore, in order to improve and advance the students' ability in reading, the teacher has to teach reading in integrated with the other language skills. Nunan (1991: 82) articulates that there is a constant interplay between listening, speaking, reading, and writing. Besides, it is clear that in a lesson ostensibly labeled "reading", opportunities exist for the learners to develop the other language skills". This statement shows that it is integration among the language skills in language teaching and reading leads to ease the development of the other language skills.

Reading comprehension is not merely about the way the students read word by word, but more on how students can apprehend and comprehend the whole text that they read. It constantly involves guessing, predicting, checking, and asking oneself question. In line with this idea, (Mason and Kathryn, 1990) confirm that reading comprehension is a way in which people react to each other in real life. Through reading, students can get more information and comprehend the materials from many articles and books. Comprehending what you read is more than just recognizing and understanding words. As stated by Mikulecky and Jeffries (2007: 74), "Comprehension is a part of life. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know". Similarly, In short, understanding what you are reading and your background knowledge helps you relate the information about the passage.

In order to achieve the above aim, teachers need to introduce and train the students with different kinds of reading skills. (Harmer, 2007: 283) presented

several reading skills such as reading for a gist (or general understanding-often called skimming), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference (what is behind the words) and attitude.

Due to its vital position, reading comprehension has become one of obligatory items tested in most English tests such as in National Examination, SBMPTN, TOEFL, IELTS, TOEIC, etc. As we can see in National Examination Test, 35 items (70%) of 50 items are about reading comprehension while the other 15 items (30%) deals with listening comprehension. This fact shows that reading comprehension is the primary skill to be mastered by the students in order to pass the National Examination. Similarly, in the TOEFL test, reading comprehension occupy one third of the whole test items including listening comprehension, and structure. In this study, the researcher would like to explore about senior high school students' ability in mastering TOEFL test specifically in reading comprehension.

RESEARCH QUESTIONS

Based on the background explained above, the research questions of this study can be formulated as the following:

1. How is the students' ability in mastering reading comprehension test?
2. How is the students' perception towards reading comprehension test?

REVIEW OF LITERATURE

An Overview of Reading Comprehension

Reading may appear to be a very unique skill and play an important role in science development and it is also as a means of communication. Iskandarwassid (2009:245) described that Reading is said to be a very unique skill because not all people, even though they have got a reading skill, are able to

develop it to be a tool to empower themselves or even to make the reading becomes a habit for them selves.

In addition to the above definition, there are also other definitions are common among teachers. Reading can also be defined as a thinking process. It requires some kinds of response on the part of readers. Reading is "an exercise dominated by the eyes and brain. The eyes receive message and brain then has to work out signicance of these message "Harmer (1985: 153). On the other hand, Haris and Sipay (in Elvinda, 1990:8) described that reading is the meaningful interpretation of printed or written verbal symbols". Similarly, Alderson (2000:27) acknowledge that reading comprehension depends heavily on knowledge about the world as well as knowledge of language. In addition, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interaction between texts and their own background knowledge. This explanation means that readers should have a complex components of knowledge to enable them to get a good comprehension of the texts.

The Teaching of Reading

Reading is one of the four language skills taught at Senior High Schools in Indonesia. Along with listening, reading belongs to an active receptive skill in language learning but it is different in the way they are transferred. Listening skill is used to measure learners' ability in comprehending an oral language while reading is used to measure a written language.

The 2013 curriculum places reading equal to other English language skills, listening, speaking and writing. According to the 2013 Curriculum, the objectives of English instruction at the two levels of secondary school (junior and senior high school) is ,in general, to develop communicative competence in spoken and written English language which comprise listening, speaking, reading and writing. Raising awareness regarding the nature and importance of English as a foreign

language, developing understanding of the interrelationship of language and culture. While specifically the competency standard of reading comprehension for senior high school students is to comprehend meaning of short functional texts and simple essay in genre recount, descriptive, procedure, report, narrative, news item, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context and to access science.

RESEARCH METHODOLOGY

This study is classified into a qualitative descriptive study. The focus of the study is to investigate the students' ability in mastering reading comprehension and to find out their perception towards reading comprehension test. Ary (2002: 25) states that a qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study. The research is aimed at giving description on particular phenomena as they were.

Population and Sample

The population is needed in conducting a research. As Gay (1992: 124) states "The population is the group of interest to the researcher, the group of she or he would like to results of the study to be generalized." Then,the researcher decided the population of this research is the twelve year students of Senior High School Number 8 (SMA Negeri 8) Banda Aceh.

RESEARCH INSTRUMENTS

In order to collect the data for this study, research instruments were needed. In this study, test, interview and questionnaire were used. Interview and questioners were designed to collect the information about the students' problems and the strategies they used in overcoming the problems.

1. Test

In order to answer the first question of this study, a reading comprehension item test were given to the students. The test is aimed at finding out the students' ability in answering the questions of reading comprehension section. There were 50 questions with different topics asked to the students to be completed in 90 minutes.

2. Questionnaire

In this study, questionnaire was used to answer the second research questions. The questionnaire consisted of ten closed ended questions related to the students' perception towards the reading comprehension item of the test.

TECHNIQUE OF DATA COLLECTION

In order to get the main data for this study, a reading comprehension test which consisted of 50 questions was carried out. It aimed to know the students' ability in answering the reading items. After taking the test, a questionnaire was distributed to get the data about the students' perception towards the reading comprehension test that they had just taken.

TECHNIQUE OF DATA ANALYSIS

Since the study was designed in a qualitative approach, the use of descriptive analysis was an appropriate method to classify and analyze the data. The following was detail explanation about the technique:

1. Technique of Analyzing the Test

   The result of the test was analyzed by using a particular formula provided by the test maker.

2. Technique of Analyzing the Questionnaire

   The first step done in analyzing the data was measuring the students' answers in the questionnaires. It is used to find out the unique and personal information about the students' responses on the reading comprehension

test. The data were analyzed by using simple percentage statistic formula by using the following formula:

$$P = \frac{F}{N} \times 100$$

In which: P: Percentage

F: Frequency

N: number of sample

FINDINGS AND DISCUSSION

Result of the Test

The result of the test were analyzed by using a simple percentage formula. The result of the test can be shown as the following:

Table 1. The result of the test

No	Range of Score	Number of Students	Percentage	Catagory
1	43 - 47	5	8,77	Very Good
2	38 - 42	16	28,17	Good
3	33 - 37	22	38,60	Fair
4	28 - 32	14	24,56	Poor

The above table shows the result of the students' test on reading comprehension test. It reveals that among 57 students, 5 students or 24,56% belong to "Very Good" catagory, 16 students or 28,17% get "Good" catagory, 22 students or 38,60% belong to "Fair" catagory, and 14 students or 24,56% occupy the "Poor" catagory.

Result of Questionnaire

The questionnaires were given to the samples to gain necessary data in this research. The following were the students' responses toward the given questionnaires.

Table 2. I think the test is very hard

Q.1. Options	Frequency	Percentage (%)
Strongly agree	37	64,91
Agree	10	17,54
Neutral	7	18,42
Disagree	3	5,26
Strongly Disagree	0	0

It can be seen from the table above that more than half of the students or who choose "Strongly Agree" regarding the statement. Less than half of the students mark "Agree". Following that, some respondents choose "Neutral" and few of them choose "disagree" while none of the students choose "Strongly Disagree". Thus it can be assumed that the students often made mistakes in pronouncing words. However, only a few students did not think that the test is difficult.

Table 3. I don't know the meaning of many of the vocabularies in the text

Q.2. Option	Frequency	Percentage
Strongly Agree	36	63,15
Agree	12	21,05
Neutral	2	3,50
Disagree	4	7,01
Strongly Disagre	3	5,26

As can be seen from the table above, the majority of the students choose "Strongly Agree" and the second most chosen option is "Agree" which is chosen by 26 students. The interval between both answers is close enough. Whilest, 2 students choose "Neutral", and followed by "Disagree" which is choosen by 4 students and the last chocen option is "Strongly Disagree" which is occupied by 4 students. Thus it indicates that most students do not know the meaning of many vocabularies.

Table 4. It is difficult to find an appropriate answer while reading

Q.3. Options	Frequency	Percentage
Strongly Agree	39	68,42
Agree	15	26,31
Neutral	3	5,26
Disagree	0	0
Strongly Disagre	0	0

The table points out that more than half of the students choose "Strongly Agree" and 15 students which is equal to half students mark "Agree". Meanwhile, 3 students choose "Neutral", non of the students or less than frequent of the students choose "Disagree" and none choose "Strongly Disagree". It can be assumed that the students often have problem in choosing the correct answers..

Table 5. I am not familiar with the topic of the reading

Q.4. Option	Frequency	Percentage
Strongly Agree	37	64,91
Agree	10	17,54
Neutral	7	18,42
Disagree	3	5,26
Strongly Disagree	0	0

It can be seen from the table above that more than half of the students or who choose "Strongly Agree" regarding the statement. Less than half of the students mark "Agree". Following that, some respondents choose "Neutral" and few of them choose "disagree" while none of the students choose "Strongly Disagree". Thus it can be assumed that the students often made mistakes in pronouncing words. However, only a few students familiar with the topic.

Table 6. I don't know the suitable strategy in answering the questions.

Q.5. Option	Frequency	Percentage
Strongly Agree	36	63,15
Agree	12	21,05
Neutral	2	3,50
Disagree	4	7,01
Strongly Disagree	3	5,26

As can be seen from the table above, the majority of the students choose "Strongly Agree" and the second most chosen option is "Agree" which is chosen by 26 students. The interval between both answers is close enough. Whilest, 2 students choose "Neutral", and followed by "Disagree" which is choosen by 4 students and the last chocen option is "Strongly Disagree" which is occupied by 4 students. Thus it indicates that most students do not know the appropriate strategy in answering the questions.

CONCLUSION

The result of this study proves that most of the students still have low ability in reading comprehension. They have problems or difficulties in vocabulary mastery, context, and the strategy of how to solve the problems.

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PENGGUNAAN *CONTEXT CLUES STRATEGY* UNTUK MENINGKATKAN KEMAMPUAN MEMAHAMI BACAAN SISWA

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ABSTRAK

Penggunaan Strategi Context Clue untuk Meningkatkan kemampuan memahami bacaan siswa merupakan penelitian eksperimental di MTsN 2 Aceh Besar. Penelitian ini bertujuan untuk menemukan apakah Strategi Context Clue dapat meningkatkan pemahaman bacaan siswa. Permasalahan yand dihadapi oleh siswa kelas VIII[4] MTsN Aceh Besar adalah lemah kemampuan memahami bacaan. Desain penelitian yang digunakan di dalam penelitian ini adalah desain eksperimental. Subject dari penelitian ini adalah siswa kelas VIII[4] MTsN Aceh Besar yang terdiri dari 32 siswa. Penelitian telah dilakukan pada tanggal 26 September sampai dengan 03 Oktober 2019. Prosedur penelitian ini berupa melakukan pre-tes, percobaan, dan post-tes. Data dikumpulkan dengan membagikan soal pada pre-tes dan post-tes dan data akan dianalisa dengan menggunakan right t independent test. Nilai mean pada pre-tes adalah 33 dan nilai Mean pada post-tes adalah 77. Penelitian ini menunjukan bahwa H_0 ditolak karena Z_{count} lebig besar (6,78 daripada Z_{tabel} (1,96). Ini bisa dinyatakan bahwa siswa yang diajarkan dengan menggunakan strategi Context Clue lebih baik daripada siswa yang tidak diajarkan dengan menggunakan strategi Context Clue. Ini bisa disimpulkan bahwa penggunaan strategi Context Clue meningkatkan kemampuan memahami bacaan siswa.

Kata Kunci: *Pemahaman Reading, Strategi Context Clue, dan Teks Deskriptif*

THE USE OF CONTEXT CLUES STRATEGY
TO IMPROVE THE STUDENTS' READING COMPREHENSION SKILLS

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ABSTRACT

The use of context clues strategy to improve the students' reading comprehension skills was an Experimental Research at MTsN 2 Aceh Besar. This research aimed to find out whether the Context Clues Strategy can improve the students' reading comphrehension. The problem faced by the students of class VIII[4] at MTsN 2 Aceh Besar was they have low reading comphrehension skill. This research design used in this study was experimental design. The subject of this research was the students of class VIII[4] at MTsN 2 Aceh Besar, there were 32 students. The research was conducted on September 26th to October 03rd, 2019. The research procedure was distributing pre-test, then giving treatment and the last was distributing post test. The data were collected by distributing questions in pre-test and post-test and the data will be analyzed by using the right t independent test. The Mean score of pre-test was 33 and the Mean score of post-test was 77. This research revealed that H_0 was rejected because Z_{count} was greater (6,78) than Z_{table} (1,96)It also can be said that the students who were taught by using Context Clues Strategy better than the students who were not taught by using Context Clues Strategy. It can be concluded, the use of Context Clues Strategy improved the students' reading comprehension skills.

Keywords: *Reading Comprehension, The Context Clues Strategy, Descriptive Text.*

INTRODUCTION

The achievement to read is one of the keys to progress students. Without reading, students would not be able to acquire knowledge that is fundamental to intellectual growth. Through reading the students become experts in fields (Marry, 1997: 44). This statement is also supported by Fauziati (2010: 32), "Reading is one of the language skills needs to be taught in language classroom enabling readers to gain new knowledge, enjoy literature, and do everyday things that are

parts of modern life, such as, reading the newspapers, job, listing instruction manuals, mapping and so on".

Nowadays due to the increasing and abundance of available information, it is of vital importance to be able to read and comprehend the written texts. It is necessary for all individuals, particularly students, to have the ability of reading simple forms, interpreting advertisements, reading newspapers, and making use of initial reading strategies in their job and lives (Marzban & Adibi, 2014).

Based on the results of interview, the data revealed that the students' difficulty in reading is in finding the main ideas in reading so that the students have low interest and motivation in reading. This problem is also related to the students' inadequate knowledge in reading such as have inadequate vocabulary and grammar.

In order to overcome the students' problem, the researcher tries to apply one technique in teaching reading; that is Context Clues Strategy (CCS). Zainil (2006: 1) states that understanding sentences can be used as a comprehensible input through understanding context clues, reader can understanding sentences and was be easier to understanding reading text as whole. In other words, context clues can help the students to increase their reading skills. Dorn and Soffos (2005: 197), context clues involve the linguistic (e.g. words, phrases, sentences) and nonlinguistic information (e.g. illustrations, typographic features) available surrounding an unfamiliar word, which a reader can uses to the word's meaning. Instruction in Context Clues typically involves teaching students to use linguistic information to predict the meaning of a word.

There are some previous researches about the implementation of Context Clues Strategy. First, Taufik (2015: 1) says, "the implementation of Context Clues Strategy could improve students' reading comprehension at the VIIIth grade of SMP Muhammadiyah 1 Ponorogo. It can be seen from the result of students' test score. Melwan (2014: 94) says, "Teaching reading comprehension applied Context Clues to students' reading comprehension achievement at STKIP Tapanuli Selatan can be used as alternative technique to enrich students' reading comprehension." The students' post-test in the experimental group was 81,89 and

77,55 for the reading achievement of the students in control group. Desi (2019: 1), says the implications of Context Clues Strategy in learning Academic reading can improve the power of critical thinking, analytics and students reading skills. Moreover, as cited in Herinovita (2016: 4), Yuen investigated the use of Context Clues to gain knowledge of new words during reading. The study occurred in a self-contained third grade classroom at a public school. The twenty students in the experimental group were taught the above-mentioned strategies for three weeks. His research findings suggested that teaching students how to use context clues while reading improves their understanding of new vocabulary

Objective of the Research

The objective of the research is to find out whether the Context Clues Strategy could improve students reading comprehension skill.

REVIEW LITERATURE

Definition of Reading Comprehension

Hedgcock (2009: 49), "Reading is a complex interaction of cognitive processes and strategies used by the reader and various types or information contained in the text. When a learner does reading, a learner places her/himself to interact with the information in written texts by using various strategies to get the meaning of it.

As cited in Nurlaely (2017: 31), Simanjuntak states that the models assume that a reader proceeds by moving her eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to from the phrases, clues, and sentences of the text. In other words, doing reading means the reader turns into the text by comprehending the words phrases, clues, and sentences composed in the texts.

Wright and Brown (2006) examined reading strategy instruction effect in increasing the reader's awareness of reading strategies, expanding the domain of strategies implication and encouraging learners to observe and think about their reading. Result of their examination revealed that strategy training has encouraged

readers to think about their strategy application and seemingly has raised their confidence level in their own reading skill. Mikulecky and Jefferis (2004) state that when learners receive strategy instruction, they "build on their already-established cognitive abilities and background knowledge" (p.183). Students may think of reading strategies as a solution to their problems while reading which has substituted translation can increase student's confidence. As a result they may have faster access to the reading material they have to use in their academic contexts. Poole (2009) points out that "a number of studies show the connection between increased reading strategy use and skilled reading among L2 learners at the post-secondary level" (p.30).

Context Clues Strategy

Sometime when reading, you come to an unknown word. To find the meaning, you use the clues in the text to help you to figure it out. The words and sentences around the unknown word can give the clues. These clues are called context clues. Sometimes they are found close to the new word or you must look in the paragraph before or after the word.

As cited in Herinovita, (2016: 3), Spears states that the word context refers to the way a word is used in a particular sentence or passage, while the clues are other words or phrases that help reveal the meaning of a difficult word. Helev (2005) says that Context Clues is a strategy using words, title, and pictures to determine the meaning of missing or unknown words. In other words, Context Clues is a strategy to reveal the mening of difficult word by using some clues that were stated contextually such as the words before or after the difficult words, title of the passage, or picture.

Based on the statements above, it can be concluded that context clues is a strategy to find the meaning of difficult word in the text by looking around. The clues can be found before or after the word stated.

RESEARCH METHODOLOGY

The research methodology used was experimental research. Gay, Mills, and Airasian (2006: 233) state, "Experimental research is the only type of the research

that can test hypotheses to establish cause-effect relationships and it represents the strongest chain of reasoning about the links between variables." The manipulation of independent variable is the one characteristic that differentiate experimental research to other types of researches. The manipulated independent variables can be teaching methods, types of reinforcement, learning settings, learning materials, etc. In this study, the manipulated independent variable is the use of Context Clues Strategy. It means that, this study is intended to find whether the use of Context Clues Strategy can improve the students reading skills.

Futhermore, the design of conducting this experimental study was one group pre-post test design involving a sigle group to be pre tested, treated, and post tested. Firstly, the researcher gave the pre test, then doing treatment, and at last gave the post test (Gay, Mills, and Airasian, 2006:251).

Instrument

The instrument of this study were pre test and post test in relation to reading skills' questions. The pre test was administered in order to know the students' ability before giving treatment. While post test was given after the treatment in order to evaluated the effect of treatment given. The questions were about the reading skills. The text used in this research was descriptive text as media.

Source of Data

The data of this study were primer data. The data were from the students' responses toward the pre test and post test administered.

Technique of Data Collection

The data were collected by distributing pre test and post test. The pre test was administered in order to know the students' ability before giving the treatment. While post test was given after the treatment in order to evaluated the effect of treatment given. The data collected were in the form of the students' responses to the pre test and post test.

Technique of Data Analysis

Pre-test and post-test data of reading comprehension of students was analyzed by using the right t independent test. This is done to find out that the students' achievement in reading comprehension improving after applying the Context Clues Strategy. Before testing with the dependent t test and normality are tested first. If the pretest or post test data is concluded that the data does not originate from a population with a normal distribution, further testing is carried out using a non-parametric test. Whereas, if the pretest and posttest data are concluded, the data comes from populations that are normally distributed and do not have the same variance, then the tests are carried out using the t test. The following are described in the research stages.

Sudjana, (2005: 228) one sample t test is used to compare the average value of the sample with the average value of the population or a certain standard value. The one sample t test formula is as follows:

$$t = \frac{\bar{x} - \mu 0}{s/\sqrt{n}}$$

Information:

$\bar{x}$: Sample Average

$\mu 0$: Population Average (standard velue)

S   : Sample Deviation

N   : Number of Samples

1) Normality Test

Normality test aims used to find whether the data comes from a population that is a normality distributed or not. As are the hypothesis used is as follows:

H_0 : The data comes from a population that is a normality distributed

H_a : The data comes from a population that unnormality distributed

The X^2 formula is as follows (Sudrajad, 2000).

$$X^2 = \sum_{i=1}^{k} \frac{(0_i - E_i)^2}{E_i}$$

Information:

X^2 : Chi square score

E_i : Frequency of presentation

O_i : Frequency of obsevation

Conclusions obtained by criteria: "Total H_0 if $X^2_{count} \geq X^2_{table}$ and for other values H_0 is accepted Hestaliana (2017: 125)

2) The Right-hand Dependent t Test

The right-side dependent t-test was perfomed to determine the achievement of students' reading comrehension after the applying of contex clues strategy is better. As for the hypothesis formulated as follows.

H_0 : The Context Clues Strategy can improve students' readin comprehension skill.

H_a : The Context Clues Strategy cannot improve the students' reading comprehension skill.

The statistical hypothesis is as follows.

$H_0 : \mu_2 = \mu_1$

$H_a : \mu_2 \neq \mu_1$

With μ_2, the average reading comprehension achievement of the application of CCS and $\mu1$ states the average reading comprehension achievement after the application of context clues strategy.

The t-test formula for the two dependent samples used is as follows, (Triola, 2006 in Hestaliana, 2017).

$$t_{hitung} = \frac{\bar{d}}{sd /\sqrt{n}}$$

Next, $sd = \sqrt{\dfrac{n \, \Sigma d - (\Sigma d)}{n(n-1)}}$ with dk = n − 1

Where:

$\bar{d}$: Average data difference in pairs

d: Difference in data paired

n: Number of samples

sd: Standard deviation in paired data differences

The conclusion is, accept H_0 if: $t_{count} < t_{(1-\alpha)(dk)}$; dk = n- 1 and for H_0 values is reject.

Triola (2006: 110) states that, the Mann-Whitney test is a non-parametrict test used to compare two samples that are independent and not normally distributed. The sample data is the form of ordinal data, while the interval data i.e. the data not from a normal distribution. This test was introduced by Wilcoxon and was developed by Mann and Whitney. This test also called the Wilcoxon Rank-sum test or the Mann-Whitney-Wilcoxon test. There are two ways to test hypotheses with the Mann-Whitney test.

To test the hypothesis, the Mann-Whitney test by using the Z test approach was used.

3) Mann-Whitney Testing using the Z Test Approach

Triola (2006: 111) Triola states that for the steps in carrying out the Mann-Whitney test using the z test approach are as follows:

1) Formulate the null hypothesis and alternative hypothesis

2) Determine the lever of significance (α) . Example $\alpha = 0,05\ or\ \alpha = 0,01$

3) Merge data from both groups and sort the data from the lowest to the highest in a group cell

4) Rank each data in the group cell. Ranking 1 is given to the lowest data. If there are no data together then the order is the same as ranking. However, if there is the same data then the (R) rank is calculated by the following formula:

$$R=\frac{the\ number\ of\ sequences\ of\ data\ that\ have\ the\ same\ value}{lost\ of\ data\ with\ the\ same\ value}$$

5) Regroup the data that has been ranked into the initial group of observations

6) Determine R1 and R2 ie:

- R_1 is the number of ranks in the group 1
- R_2 is the numberof ranks in the group 2

7) Determine R_1 average, R_2 average, standard error ranking, and $Z_{calculate}$ using the following formula:

$$\breve{\mu}R_1 = \frac{n1\,(n1+n2+1)}{2} \qquad \breve{\mu}R_2 = \frac{n2(n1+n2+1)}{2}$$

$$\breve{\sigma}_R = \sqrt{\frac{n1 \times n2 \times (n1+n2+1)}{12}}$$

$$Z_{calculate} = \frac{R1 - \breve{\mu}R1}{\eth R}$$

Information:

N_1 : Lots of group data 1

N_2 : Lots of group data 2

R_1 : The number of ranks in group 1

R_2 : The number of ranks in group 2

$\breve{\mu}R_1$: Average group ranking 1

$\breve{\mu}R_2$: Average group ranking 2

$\breve{\sigma}_R$: Standard error ranking

8) Determine the tipping point (Z_{table} namely in table 2 in the appendix):

- Two-party test is $Z_{table} = Z\frac{\alpha}{2}$

- The test of the right or the left is $Z_{table} = Z\alpha$

9) Determine conclusions ie:

- Two-party test nemely "Riject H_0 if: $Z_{count} <- Z_{table}$ or $Z_{count} > Z_{table}$ and for the value of H_0 received";

- The test of one party that is "Riject H_0 if: $Z_{count} > Z_{table}$ and for the value of H_0 received";

- Test one side left, "Riject H_0 if: $Z_{count} <- Z_{table}$ and for the value of H_0 received";

RESEARCH RESULT

4.1. Diagram of Pre-Test and Post-Test Data
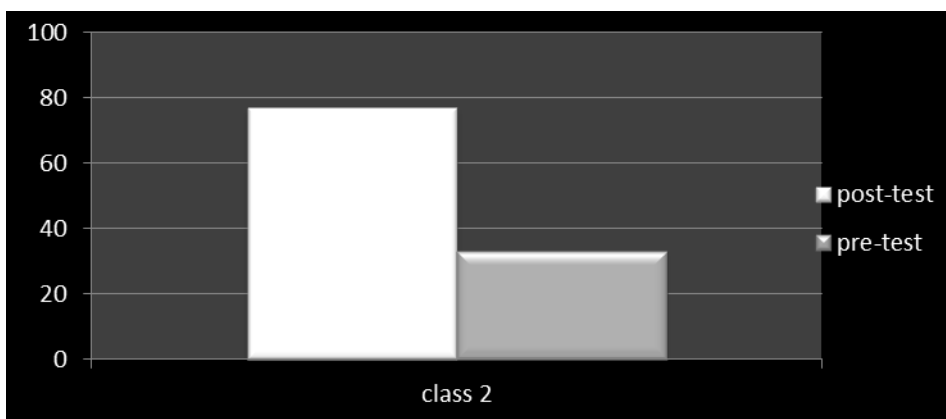
Based on diagram 4.1 it can be seen that the average of students' post-test is higher at 77 than the average pre-test reading comprehension achievement of students which is 33. So, it can be seen that students' reading comprehension achievement after applying the Context Clues Strategy is better than students' reading comprehension achievement before applying the Context Clues Strategy. However, these results cannot be concluded because statistical testing is necessary, namely by testing in the form of a right-ride dependent t test. Before testing with the right-side t test, first normality is calculated. The following are the results of normality calculation and independent t test for the right.

Table 4.1: Normality Calculation Results and Independent t test

Average		Normality*		Significance
Pre-test	Post-test	Pre-test	Post-test	
33	77	Normal X^2_{count} (34,19) $< X^2_{table}$ (7,81)	Normal X^2_{count} (13,74) $< X^2_{table}$ (7,81)	Z_{count} (6,87) $>Z_{table}$ (1,96)

Where;

* = Chi Square test (Normal, score $X^2_{count} < X^2_{table}$ ($\alpha = 0,05$)

Based on table 4.1 it can be seen that the t-test normality of pre-test data is obtained X^2_{count} is 34,19 greater than X^2_{table} is 7,81. That is, it can be concluded that the pre-test data of students' reading comprehension achievement originated

from those with abnormal distribution. Furthermore, post-test data normality test is obtained X^2_{count} that is 13,74 more than X^2_{table} is 7,81. So, it can be concluded that the post-test data of students' reading comprehension achievement from those with abnormal distribution.

In the table 4.1 it is known that the dependent Z results show Z_{count} is 6,87 greater than Z_{table} is 1,96. Therefore, it can be concluded that H_0 is rejected. The students who were taught by using Context Clue Strategy were better than the students who were not.

Discussion

The teacher is stakeholder in education and has role to improve the quality of it. To improve the quality of education, the quality of teachers should be improved, too. Qualified teachers include teachers who know and understand their roles and functions in the teaching and learning process. After conducting the research and find that there is improvement of students' achievement in comprehending reading skills. The data revealed that the students' post test score were higher than the students' pre test score. It shows that the use of Context Clues Strategy improve the students' reading comprehension skills. It also supported by some previous researches which have been done by Taufik, 2015: 1; Melwan, 2014: 94; Desi, 2019: 1; Yuen as cited in Herinovita, 2016: 4, which revealed that the implementation of Context Clues Strategy can improve the students' reading comprehension skills.

Conclusion

Based on the result of this research that there is significant difference between the students' score in comprehending reading in pre test and post test. We can find that there is improvement of students' score in comprehending reading skills after treating by using Context Clues Strategy. It can be seen from the result of pre test and post test. The average score of the students' post-test is higher at 77 than the average score of the students' pre-test is 33. Therefore, it can be concluded that

the use of Context Clues Strategy can improve the students' reading comprehension skills.

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