THE INFLUENCE OF USING CONTEXT CLUES STRATEGY TOWARDS STUDENTS' READING COMPREHENSION OF REPORT TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMKN 2 TERBANGGI BESAR CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

A Thesis Proposal
Submitted as a Partial Fulfillment of the Requirements of Seminar

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ABSTRACT

The objective of this research was to know whether there was any significant influence of Using Context Clues Strategy towards Students' Reading Comprehension of Report Text at the second semester of the Eleventh Grade of SMKN 2 Terbanggi Besar Central Lampung in the academic year of 2021/2022. The writer applied Context Clues Strategy to solve the problem, one way that could help yhe students improve their reading comprehension of report text.

The writer used quasi-experimental design. The writer used cluster random sampling to determine the sample. The sample of the research were two classes, XI GEO 1 as experimental class and XI GEO 2 as control class. In collecting the data, the writer used test. Before doing the treatment, the students did the pre-test, and after doing the treatment, the students did the post-test. After the research, the writer analyzed the data using Independent Sample T-Test.

After analyzed the data, it was found that the result P_{value} (Sig.) or Sig. (2-tailed) = 0.00 and $\alpha = 0.05$. It mean that H_a was accepted. It could be concluded that there was significant influence of using Context Clues Strategy towards students' reading comprehension of report text at the second semester of the Eleventh Grade of SMKN 2 Terbanggi Besar Central Lampung in the academic year of 2021/2022.

Keywords : *Reading Comprehension, Context Clue Strategy, Report Text*

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I hereby stated that this thesis entitled **"The Influence of Using Context Clues Strategy Towards Students' Reading Comprehension of Report Text at The Second Semester of The Eleventh Grade of SMKN 2 Terbanggi Besar Central Lampung in the Academic year of 2021/2022"** is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, 11 Juni 2022

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MOTTO

لْقَوْمُۥٓ إِلَّاللَّهِ رَّوْحِ مِن يَاْيْـَسُ لَا إِنَّهُ ۖٱللَّهِ رَّوْحِ مِن تَاْيْـَسُوا۟ وَلَا وَأَخِيهِ يُوسُفَ مِن فَتَحَسَّسُوا۟اذْهَبُوا۟اٰيَـٰبَنِىَّ لْكَـٰفِرُونَۥٓ

"O my sons, go and find out about Joseph and his brother and despair not of relief from Allah. Indeed, no one despairs of relief from Allah except the disbelieving people." (QS. Yusuf : 87)[1]

[1] Arif Fakhrudin, Siti Irhamah. *Al-qur'an Tafsir Per Kata Tajwid Kode Angka (Tangerang Selatan : Penerbit Kalim, 2010)p. 247*

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Mr. Yunizar and my mother Mrs. Siti Sarah who always pray for my success also who always there for me whenever and wherever.
2. My beloved young sisters Adeliza Cantika and Kayla Ellisya who always supports me and prays for my success.
3. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the writer is Mutiara Ayunda. She was born on December, 5th 1998 in Tanjung Agung. The writer came from Katibung, South Lampung, and she lived at Jl. Pulau Sangiang Gg. Budi Mulya, Sukarame, Bandar Lampung. The writer is the first child of three children of Mr. Yunizar and Mrs. Siti Sarah. The writer has two young sisters namely Adeliza Cantika and Kayla Ellisya.

The writer started studying in Elementary school at SD N 1 Tanjungan and finished in 2010. After that, the writer continued to Junior High School at SMP N 1 Katibung South Lampung and finished in 2013. After that, the writer continued his studying in Senior High School at SMA N 1 Katibung and graduated in 2016. In 2016, the writer continued his studying at English Education Study Program in UIN Raden Intan Lampung.

While studying in UIN Raden Intan Lampung, the writer had few organization experience. The writer was active as a students who joined ESA (English Students Association) since 2016, and she also was elected to be Secretarial Division of ERPR in ESA 2018/2019.

The writer,

MUTIARA AYUNDA

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Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness, from stupidity to cleverness.

This thesis entitled **"The Influence of Using Context Clues Strategy Towards Students' Reading Comprehension of Report Text at The Second Semester of The Eleventh Grade of SMKN 2 Terbanggi Besar Central Lampung in the academic year of 2021/2022"** is submitted as compulsory fulfillment of the requirement for S-1 degree of English Education Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the writer would sincerely thanks :

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Finally, none is perfect of this thesis, Any corrections, comments, and critics for the betterment of the thesis are always welcomed.

Bandar Lampung, 11 Juni 2022
The Writer,

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading is an activity where the reader can collect information from what they read. Reading is an activity that could increase language ability.[1] By reading, students could get more knowledge and various information, which was obtained from books, articles, newspapers, magazines, and others. Because reading is a window to the world. Harmer stated that reading is one of the important skills which have to be learned by the students to master English.

Reading is a process of understanding written text. In the reading process, students are required to be good readers so that the text in reading is easy to understand. Mc Whorter in Harahap et. all stated that reading is a complex process; it involves much more than adding word meaning together.[2] Reading involved not only understanding ideas but also recognizing the relationships and structures among ideas.

Reading is the most important component in the learning process and social interaction. Because, Gerot and Wignelstated that first, reading is an indispensable communication tool in a civilized society. Second, in the reading materials produced in any period time in history most influenced by social background. Third, developments, that throughout for recorded history of reading has led to two very different poles.[3] By reading, students can expand their vocabulary, can improve memory, improve focus for the better, encourage imagination and creativity, increase insight and knowledge, and others.

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[1]Jeremy Harmer, *How to Teach English* (London: Pearson Longman, 2007), p.99

[2]Melwa Ady Rezki Harahap, Mukhaiyar & Hamzah,*The Influence of Context Clues Mastery in Students' Reading Comprehension of Descriptive Text at STKIP "Tapanuli Selatan" Padagsidimpuan,* Journal English Language Teaching (ELT), Vol. 2. 2014, p.90

[3]Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler), p.192-220

Reading is an activity that is informed by understanding in the form of patterns, pictures, and others. In the teaching and learning process of reading, students are expected to be able to understand their reading, so that the content and information in the reading are conveyed. A focused mind is a requirement for reading. According to Bamford in Yulianti and Setiawan's journal, reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material.[4] By reading, students can gain knowledge and information.

In English learning, there are several types of text that students should know. Gerot and Wignel also classify to 13 types of text, there are spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, descriptive, hortatory exposition, explanation, discussion, and reviews.[5] So there are 13 types of text in English, which these texts have their respective functions and structures.

In this research, the writer chose report text as a reading text in reading comprehension research. The writer's reason was that report text had a function to provide information about an event or situation after an investigation was held and through various considerations, which one was suitable enough to be taught to students in this research. The point was report text contains facts that could be proven scientifically. An information report was used as a way to gain a better understanding of a living or non-living subject. Which was when students read the report text their knowledge increases and get the correct information. Hopefully, it could give a positive impact for the students.

Report text is a text that presented information about the details of an object as it is from the results of systematic observation, research, and analysis. The report text describes matters related to science, natural resources, history,

[4] Elisa Yulianti & Eko Setiawan, *Improving Students Reading Comprehension Through Reciprocal Teaching Strategy on Report Text,* Journal of English Education, vol. 2, No. 5, p.602

[5] Linda Gerot& Peter Wignell, *Op.Cit,* p.192-220

geography, phenomena, and others. Report text contains important information because it is written in the form of a report. Gerrot and Wignell on Cahyaningsih's thesis stated that report was a text which function to describe the way things are, concerning regarding about a range of natural, man-made and social phenomena in our environment.[6]

Reading is an activity that involves students' cognitive understanding of meaning. In reading, foreign vocabulary is often encountered which makes it difficult to understand the meaning and information of the reading text. Therefore, students had to know the strategies that could be used in reading. Especially strategies to find out foreign vocabulary that can be seen from the context in which there is a sentence.

Context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other words, figuring out what a word means by looking at the words or phrases nearby.[7] Context clues are an easy and fun learning strategy that can stimulate students to guess the meaning of words with clues that's in the text. A context clue is a source of information about a word that helps readers understand the word. This word or phrase offers insight, either directly or indirectly, into the meaning of words.

To know the students' problem, the writer did the preliminary research in SMK Negeri 2 Terbanggi Besar Central Lampung to know the students' problem and interviewed the teacher about the most problem that students faced in Eleventh class. The writer interviewed Ms. Maria Regina S.Pd. The teacher said that the students' reading comprehension needs to be improved, this was because

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[6]Novia Nur Cahyaningsih, *The Analysis of Students' Reading Comprehension in the Report Text at The Second Grade Of TKJ 1 SMK Sultan Agung Tirtomoyo in Academic Year of 2015/2016*, (State Islamic Institute of Surakarta: Jawa Tengah), p. 37

[7] D. Loyola Innaci, *Using Context Clues As A Vocabulary Learning Strategy: An Experiment Study*, Journal of English Language and Literature (JOELL), vol.4, 2017, p.40

students have difficulty reading the English text.[8] The writer asked the teacher about strategies, methods, or approaches that she used in teaching English. The teacher answered that she usually used the translation method or direct method because sometimes some students still had difficulties with the meaning.

The writer also asked the teacher about the problem faced by the teacher in teaching report text to students. The teacher answered problems faced by students report text lesson, namely students were difficult to identify the information in the generic structure of report text like general classification, description, and students did not understand about language features of report text. The writer continued to interview several students in the GEO class namely AF, PN, IQP and others. They like English lessons and enjoy them, but a little confused when reading a text because they have difficulty understanding the contents of the text. The score of their English subject can be seen in table 1 :

Table 1
The Students' Score of Reading Comprehension at the Eleventh Grade SMKN 2 Terbanggi Besar Central Lampung Based on Preliminary Research

No	Score	Class			Total	Precentage
		XI GEO 1	XI GEO 2	XI GEO 3		
1	<70	18	20	20	58	64%
2	≥70	12	10	10	32	36%
Total		30	30	30	90	100%

Sources: The data of students' score ofEnglish subject at the Eleventh Grade of SMK Negeri 2 Terbanggi Besar Central Lampung.[9]

[8]Maria Regina, S.Pd, *Interviewing with English Teacher, SMKN 2 Terbanggi Besar*, 14th September 2020

[9] The data of students' score of English subject at the Eleventh Grade of SMKN 2 Terbanggi Besar Central Lampung (doc)

Based on Table 1 above, students who got low or high scores was more than the standard of minimum mastery (KKM) of the school. There were 32 students or 36% of the 90 students who passed based on standard minimum mastery (KKM) and there were 58 or 64% of the 90 students who got scores below the standard of minimum (KKM). The KKM score was 70. Based on the data the writer concluded that many students of eleventh grade are still confused and difficult about the subject.

Based on these problems, in this research the writer implemented a good reading teaching strategy, in order to help students gain more knowledge and various information in the teaching and learning process. Because in the teaching and learning process, reading comprehension was an important component in the teaching and learning process for students in understanding written text so that information and knowledge can be conveyed properly. The writer hoped that this strategy could affect students' reading comprehension, the strategy that the writer meantwas the context clues strategy.

Context clues were instructions given by the writter to help students understand a difficult or foreign word contained in the text. Most importantly, students not only understand the meaning of words but students also understood the use of words contextually. Hartmann and Blass state context clues provide information on how a word fits into and with the ideas in the sentence. In other words, figuring out what a word means by looking at the words or phrases nearby.[10]

Context clues strategy gave students ideas or hint about the meaning of unfamiliar words. So that context clues strategy gives benefits to students' cognitive competence in comprehending reading materials. Denton et al state Context clues can give students an idea or hint of what an unknown word might mean. The clues are found around the unknown

[10] D. Loyola Innaci & D. Praveen Sam,*Ibid*, p.40

word-wheater in the same sentence or sentences before and after the sentences containing the unknown word.[11]

Rynette stated that there are some advantages of context clues. First, context clues can help the reader build on the vocabulary they have to learn the meaning of words they do not know. Second, context clues help readers decide how to pronounce a word. For example, "You can put a bow in your hair or you can bow to the audience". Third, readers who can use context clues in understanding what they are reading may enjoy reading more.[12]

There were not only advantages but also some disadvantages that have been identified by experts in the use of context clues strategy. Nassaji concluded that second language learners "need good vocabulary knowledge to be able to successfully derive word meanings from context." A second problem, Frantzen stated with some context clues is that the entire text may be too far above the student's area of prior knowledge, thus the student may be unable to access the context clues even when the clues are clear and direct.[13]

The writer was interested in using context clues strategy in reading comprehension. Several writers have research about context clues strategy. First, Fitrimaysarah entitled "Improving Students' Comprehension in Reading Report Text by Using Context Clues Technique". The subject of the research was class IX-1 in SMP Negeri 1 Binjai which consisted of 23 students. The problem that The writer found was based on interviews with the English teacher, namely, students had difficulties in reading text containing unfamiliar words. The basic cause of this problem is deficiency vocabulary so the process of comprehending meanings is difficult. Besides, media and techniques in the teaching-learning process also give influence. The research result

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[11]Yus Vernandes Uzer, *The Influence of Context Clues Strategy on Students' Reading Achievement,* (Universitas PGRI Palembang: Palembang), p.4

[12]Dita Herinovita, Syofia Delfi & RumiriAruan, *Op. Cit*, p.4

[13] D. Loyola Innaci& D. Praveen Sam,*op. Cit.* p. 41

showed that using context clues technique could improve the ability of the students.[14]

Second, Sarilia Utama entitled "Context clues mastery in students' reading comprehension of descriptive text at 8 grade students of 10 Junior High School Depok". The subject was students class VIII SMPN 10 Depok consisted of 3 class. The problems found by writers in this research is students have problem in their reading comprehension. They have difficulties in comprehending many sources of English text. From data analysis, it was found that students were thought by using context clues are better than the ones taught by using dictionary. To comprehend difficult words, students are easier in determining the example clues. In other words, teaching reading by using context clues has a significant effect compared to one taught by using dictionary. The conclusion is that the results of reading score between experiment and control class is different.[15]

Dealing with the explanation above, the writer implemented context clues strategy in the learning process, because the writer thought that context clues were an easy and fun learning strategy that could stimulate students to guess the meaning of word with the clues that was in the text. Rynette is also supported the statement that context clues strategy had many advantages for the students in learning process. By this strategy, students were not only introducing that learning report text could be easy and fun, but also students could improve their reading comprehension of report text without realizing it. Because every learning could be easier if all component either teachers and students felt happy and fun towards subjects that were being studied.

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[14]Fitri Maysarah, *Improving Students' Comprehension in Reading Report Text by Using Context Clues Technique*, (University of Medan: Medan: 2013),p.1

[15] Sarilila Utama, *Context Clues Mastery in Students' Reading Comprehension of Descriptive Text at 8 Grade Students of 10 Junior High School Depok*, Journal of English Language Teaching, Vol.03, No.02,p.1

B. Identification of the Problem

Based on the previous background, the writer identified some problems as follow:

1. The students' reading score was under the standard of minimum mastery (KKM).
2. The students' had difficulties identifying the information in the generic structure and language features of report text.

C. Limitation of the Problem

This research focused on students' reading comprehension by using context clues strategy in the report text. The reason why the writer used it because context clues were a teaching strategy that made it easy for students to guess words without opening the dictionary.This research focused on finding out the influence of context clue strategy on students' reading comprehension in the report text.

D. Formulation of the Problem

Based on the problem above, the writer formulated the problem as follows was there any influence of using context clues strategy towards students' reading comprehension of report text at the Eleventh grade of SMKN 2 Terbanggi Besar Central Lampung?

E. Objective of the Research

The objective of the research is intended to find out whether there was significant use of context clues strategy in increasing the students' reading comprehension in the report text.

F. Significance of the Research

The significance of the research are as follows :

1. Theorical Contribution

The result of the theoretical significance in this research was to know and describe the influence of using context clues toward students' reading comprehension in

report text at the Eleventh grade of SMKN 2 Terbanggi Besar. The results of this research could be a new reference which can help other students to do some relevant researches.

2. Pratical Contribution

1. For the Teachers

This research was expected to help teachers guide their students in improving students' reading comprehension. Also, the writer hoped that the results of this study could contribute to all English teachers in teaching reading comprehension and the techniques used in this study could be applied to students to improve students' reading comprehension.

2. For the Students

This research hopefully helped the students get the meaning and understand the content so that the students could identify the main idea or get information from the texts deeply by using context clue strategy. The students also could be more excited in teaching-learning process.

3. For the other writer

This research could also be an inspiration and reference for other writers in conduct similar research to increase the quality of students' reading comprehension, and then it could be one of contribution for education research development, especially in English.

G. Scope of the Research

1. Subject of the Research

The subject of the research was students of the eleventh-grade at SMKN 2 Terbanggi Besar, Central Lampung in the academic year of 2021/2022.

2. Object of the Research

The object of the research was the use of the context clues strategy as well as the students' reading comprehension in the report text.

3. Place of the Research

The research was conducted at SMKN 2 Terbanggi Besar, Central Lampung.

4. Time of the Research

The research was conducted in the academic year of 2021/2022.

CHAPTER II
LITERATURE REVIEW

A. Frame of Theory

1. Concept of Reading

a. Definition of Reading

According to Harmer on Grabe, reading is one of the important skills which have to be learned by the students in order to master English well.[1] Reading is an important skill in English that students should master. Having good reading skills in English is very important for students. reading can help students to increase their knowledge because they can get information through reading. the purpose of teaching reading is so that students can read English texts effectively and efficiently. they must not only understand the structure of the text explicitly but also have to understand it implicitly.

In other definition, Grabe stated that reading is a process of receiving and interpreting information encoded in language via the medium of print.[2] From the statement above, The writer could conclude that reading was a significant interpretation of the printed symbol. In this process, the reader tried to create the meaning of the text they read. Readers could get information from written texts such as books, magazines, novels, newspapers, and other written texts. That was, reading was a way of getting information, knowledge, or meaning of the text. To be a good and successful reader, readers had to understand the information contained in the written material they read.

Harmer stated that reading is useful for language acquisition; the more the students read, the better they get at it. In addition, reading also has positive effect on students'

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[1]Dita Herinovita, Syofia Delfi & RumiriAruan, *Op. Cit*, p.4

[2]William Grabe, *Reading Is A Second Language*, (University Press: New York), p.14

vocabulary knowledge, on their spelling, and their writing.[3] Based on the above statement The writer concluded that reading was one of the basic skills in language learning. Reading skills could help improve other language skills namely writing, speaking, and listening. Reading could lead to written understanding and enrich vocabulary.

Harris stated reading is meaningful interpretation of printed of written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in variety of ways.[4] From this definition, it can be said that reading was an attempt by students to transfer or get meaning and information from the text in a way that understands, translate, and give meaning to the form of writing. Therefore, it could be concluded that reading was not just looking at the inner word graphic symbol forms but also get the meaning from word to word understand the content of the text, and get information from the text.

Based on these theories, it could be concluded that reading was one of the most important skills that students must learn because in reading there is a process of acceptance and interpretation which had a positive effect on students' knowledge of vocabulary, spelling, and their writing. In reading, students also involved sensing and understanding to get the meaning and information contained in the text.

b. The Purpose of Reading

According to Grabe and Stoller, the category of purpose for reading includes are:

1. Reading to search for simple information

Reading to search for simple information is common reading ability. It is used so often in reading tasks that is probably best seen as a type of reading

[3]Amir Marzban, *The Effect of Teaching Paragraph Structure Rules on Iranian Intermediate EFL Learners' Reading Comprehension Ability,* (Islamic Azad University: Qaemshahr, Iran), p.387

[4]Harris, *Effective Teaching And Reading,* (David Mckay Company: New York), p.9

ability. In reading to search, we typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text and using basic reading comprehension skills on those segments until a general idea is formed.

3. Reading to learn from the text

Reading to learn typically occurs in an academic and professional context in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension.

4. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write (search for information needed for writing)

Classroom activity in which students read to gather the information that they can use in a subsequent writing task.[5]

[5]Amirotul Mufidah, *The Effectiveness of Cooperative Script to Improve Student's Reading Comprehension of the First Grade Students At MA HasanuddinSiraman In The Academic Year 2018/2019,* (IAIN TulungAgung: Jawa Timur), p.14-15

c. Types of Reading

According to Patel and Jain the types of reading are:

1. Intensive Reading

   Intensive reading is related to language learning under teacher guidance. Intensive reading is a reading activity that is carried out carefully and thoroughly on the text read in to understand in detail the contents of the reading completely, accurately, and critically. Intensive reading is text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. The goal of this reading is to read the short text.

2. Extensive Reading

   Extensive reading is reading that is widely practiced, by reading the entire text in the shortest possible time to understand the important content of the reading so that reading can be done efficiently. Extensive reading includes survey reading, skimming, and superficial reading.

3. Aloud Reading

   Aloud Reading is a basic form of classroom organization and discipline. In reading aloud, the students are confronted with written sentences which have not been spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

4. Silent Reading

   Silent Reading is a very important skill in teaching English. Silent reading is easy to read without produce any voice. So, the readers read the text by their heart. It makes people besides the reader doesn't hear the reader's voice.[6]

[6]Yuli Widyawati, *The Effectiveness of Using GI (Group Investiagtion) Technique in Teaching Reading Comprehension at MTS MA'ARIF Tulung Agung,* (IAIN Tulung Agung: JawaTimur), p.10-11

d. Reading Comprehension

Reading and comprehension are so tightly connected because comprehension is the result of reading. There are many definitions of reading comprehension. A prevalent and current view according to Gunning is that comprehension is a constructive, interactive, process involving three factors namely the reader, the text, and the context in which the text is read.[7]From this definition, it can be said that comprehension is a special kind of readers comprehends by actively constructing meaning internally from interacting with the material that is read.

Grabe and Stoller state reading is a comprehending process. It means, the readers read the text to know what the writer's intention is and why she or he writes. In comprehending the text, the readers have to know and understand the main idea that related to the detail of the text.[8] Based on the above statement it can be concluded that reading comprehension is thinking process to get meaning with comprehending in order to know an overall understanding of a written language and information appropriately.

Goodman stated reading comprehension is an interaction between thought and language.[9] It means that interaction in reading, can produce thought and then readers are thinking, and readers have a question for asked for someone, that called is language.

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[7]Khomisatul Kholidah, *Improving Student's Reading Comprehension on Narrative Text by Using Summarizing Technique at Tenth Grade Students Of MA Al-HikmahLangkapanSrengat*, (IAIN Tulung Agung: JawaTimur), p. 18

[8]Feri Indriati,*The Effectiveness of Using Graphic Organizer in Students' Reading Comprehension,* (UniversitasMuhammadiyahPurwokerto: Jawa Tengah), p.9

[9]Nurainun, *Improving Reading Comprehension in Narrative Text by Using Concept, Oriented Reading Instruction at Grade VIII Private Islamic Junior High School Ali Imron Medan,* (UIN Sumatera Utara: Medan), p.19

e. Teaching Reading

Teaching is a complex process it does not only give the information from the teacher to the students. Many activities can be done especially when the process of teaching and learning in the classroom. Teaching aim of teaching is to make students become effective and efficient readers. Brown stated Teaching is an activity to show or help students to learn how to do something, give instruction, guide in the study of something, provide with the knowledge, and cause to know, understand the knowledge and give new knowledge.[10] It can be concluded that teaching is helping, facilitating, and giving instruction on how to learn and get knowledge.

Elizabeth and Hibbard stated teaching reading is a complex process involving decoding skills, fluency, and reading comprehension.[11] It can be said that teaching reading involves decoding skills, fluency, and comprehension. The teacher is responsible for helping students achieve these goals will be to motivate reading by selecting or creating appropriate text, designing useful reading tasks, setting up effective classroom procedure, encouraging critical reading, and create a supportive environment for practicing reading, because each learner will have different strength to build on and different weakness to ever come.

According to William, the principles of teaching reading are:

1. In the absence of interesting texts, very little is possible. interest is indeed important but it always happens that finding interesting texts for all students and preferably also for the teacher is very

[10]Zakiatur Rohmah, *The Effectiveness of Using Annotating Text Strategy to Students Reading Comprehension of The Second Grade of Mts MA'ArifBakungUdanawu,* (IAIN Tulung Agung: JawaTimur), p.24

[11]Zakiatur Rohmah, *Ibid*, p.24

difficult. It is the teachers' task to use any aspect of the text to arouse the student's interest.

2. The primary activity of a reading lesson should be the learner reading texts. This principle is very important to remind the teacher who often interrupts the student's reading activity and mixes it with others.
3. Growth in language ability is an essential part of the development of reading ability. This means that knowledge of the language is necessary for learning reading. Otherwise, the student will not develop. The development of reading abilities and that of language knowledge are inter-independent.
4. Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose when reading text and make dialogue with the writer through the text to achieve their purpose. The student should become active and positive readers.
5. Teacher must learn to be quite. Teacher interferes too much will impede their leaners' reading development by being dominant and by talking too much. This principle reminds the teachers who dominate the reading lesson by talking about the text to the students instead of asking them to read it.
6. Exercise types should, as far as possible, approximate to cognitive reality. The main point here is a teacher should identify how an efficient reader used different skills for different purposes of reading then she or he makes the students aware of and develop their reading skill.
7. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook. The time available for reading in the classroom is very limited and not

enough for developing the student reading skills, therefore, extensive must be encouraged.

8. A reader contributes meaning to a text. The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimulate.
9. Progress in reading requires leaners to use their ears, as their eyes. This principle encourages the teacher to ask the students to manipulate the "silent supra segmental" in the text in order to understand the text better. Therefore, while the students are reading silently. It might be useful for them to listen to their teacher reading aloud or to the tape.
10. Using a text does not necessarily equal teaching reading. This principle reminds the teacher that a text can be used for many purposes e.g., for teaching grammar or vocabulary.[12]

f. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information and expand knowledge. The stages of teaching reading according to Brown and Vaughn & Bos can be summarized as follows:

1. Pre-reading

   In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can heko students comprehend the text. The use of prompts such as visuals, realia, photos, etc is recommended.

[12] Muhammad Hudri&JannatunNaim, *An Analysis of Teacher Strategies in Teaching Reading at the First Years Students of SMK 2 Gerung in Academic Year 2016/2017*, (UniversitasMuhammadiyahMataram: Nusa Tenggara Barat), p. 45-46

2. While-reading

   In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3. Post-reading

   In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.[13]

Teaching reading comprehension in this research is defined as the process of getting a message from the writer through written text and students' reading comprehension is a complex intellectual process involving several abilities. Reading is not simply making a sound of the text, but it is about comprehending the idea of the text. The assessments are determined at which grade level students successfully comprehend text. The assessments are useful for providing leveled practice materials and serve as a straight point for instruction as teachers move struggling students to grade level proficiency.[14]

Brown said that there are some aspects that commonly used in measuring students reading comprehension, they are :

1. Main idea/topic sentence: ask the students to identify the central theme of the passage.
2. Inference: implied detail based on the text.
3. Grammatical feature: equired knowledge of events in their order of occurrence.

[13]Nadya Aprilia, *Improving Reading Comprehension of the Eight Grade Students at SMPN 6 Yogyakarta Through Posse Strategy in The Academic Year of 2014/2015*, (UniversitasNegeri Yogyakarta: Yogyakarta), p.15-16

[14]Orna Lencer, *Placement and Diagnostic Assessment*, (New York: Mc-Graw Hill Companis, Inc, 2007), p. 18

4. Detail: ask for bits of information conveyed by the material.
5. Excluding facts not written (unstead details)
6. Supporting idea: ask students to go beyond the material and create new ideas based on the ideas they have read.
7. Vocabulary in context: ask for the meaning of words used in the passage.[15]

Based on the definition above, reading comprehension in this research is defined as the process of getting message from the author through a written text and students reading comprehension is complex intellectual thing involving a number of abilities. Then, the criteria commonly used in measuring reading comprehension ability are: inference, main idea, grammatical feature, detail, vocabulary in context, and supporting idea. Reading comprehension must be include overall of the criteria start of the main idea to vocabulary.

g. Strategies in Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According to Brown there are ten strategies which can be applied in the teaching reading comprehension in the classroom:

1. Identifying the purpose in reading

   By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts.

[15]H Douglas Brown, *Language Assesment Principles and Classrom Practice*, (San Fransisco: Pearson Education Longman 2004), p.123

2. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level leaners)

   At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc). Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

3. Skimming the text for the main ideas

   Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

4. Scanning the text for specific information

   Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

5. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

6. Guessing when you are not certain.[16]

Brown stated that guess are an extremely broad category. Learners can use guessing to their advantages to:

a) Guess the meaning of a word,
b) Guess grammatical relationship (e.g., a pronoun reference),
c) Guess a discourse relationship,
d) Infer implied meaning ("between the lines"),
e) Guess about a cultural reference, and
f) Guess content massages.[17]

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2. Text

a. Definition of Text

Feez and Joyce stated that text is any stretch of language which is held together cohesively through meaning.[18] Whether a stretch of language is a text or not

[16]Yuli Widyawati,*Op. Cit*, p.13-15

[17]Meilisa Immazinas,*The Effect of Applying Direct Method Assisted by Cartoon Story Maker on The Students' Achievement In Reading Comprehension*, (UniversitasMuhammadiyah Sumatera Utara : Medan), p.21

[18]H.Joyce & S. Feez, *Text-Based Syllabus Design*, (Macquarie University Press: Sydney), p.1

has nothing to do with its size or form. It has to do with the meaningful stretch of language working together as a unified whole. The definition above describes that a text is a combination of the sentences that has meaning.

Richards stated text is a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions.[19] Based on the above statement it can be concluded that a text is something that happens, in spoken or written which be considered from the point of view of its structure and/or functions.

Therefore, before learning report text, we have to know the definition of the text first, whether it belongs to a text or not. Anderson and Anderson state that texts are devided into two categories. They are:

1) Literacy Texts

   It is constructed to appeal the emotion and imagination. There are three main text types in his category: narrative, poetic and dramatic.

2) Factual texts

   It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.[20]

   Basically, the texts are categories in two main parts in which eavh texts has different meaning and function. So, we can use the texts above based on our need.

[19]Kahfi Andigi, *The Effectiveness of Using Questioning Strategy In Student's Reading Comprehension At Mts Negeri Bandung,* (IAIN Tulung Agung: JawaTimur), p.15

[20]Mark Anderson and Kathy Anderson, *Text type in English,* (Macmilian Education: South Yara), p.1

b. Types of text

Gerot and Wignel classify the genre into 13 types. They are:

1) Spoof
   Spoof is a text to retell an event with a humorous twist.
2) Recount
   Recount is a text to retell events for the purpose of informing or entertaining.
3) Report
   Report is a text to describe the way things are with reference to arrange of natural, manmade and social phenomena in our environment.
4) Analytical Exposition
   Analytical Exposition is a text to persuade the reader or listener that something in the case.
5) News Item
   News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
6) Anecdote
   Anecdote is a text to share with others an account of an unusual or amusing incident.
7) Narrative
   Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.
8) Procedure
   Procedure is a text to describe how something is accomplished through a sequence of actions or steps.
9) Descriptive
   Descriptive text is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Reviews

Reviews text is a text to critique an art work or event for a public audience.[21]

c. Report Text

1. Definition of Report text

Report text is one of kinds the text that students learn in the school. Barker stated report text is a piece of writing which aims to describe something in general way.[22] From the statement above can The writers conclude that report text is a piece of writing which purpose is to describe an object in general.

Gerrot and Wignell state that report is a text which functions to describe the way things are, with reference to a range of natural, man made and social phenomina in our environment.[23] The definition above describes that report text is a text which presents information about a subject. It is a result of an observation and analysis to a range of natural,

[21]Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler), p.192-220

[22]Novia Nur Cahyaningsih, *Op. Cit*, p.37

[23]Ivana Octaria, *Improving Students' Achievement in Writing Report Text through Semantic Mapping Technique*, (Transform Journal of English Language Teaching: 2012), p.3

man-made and social phenomena in our environment.

Based on these theories, it can be concluded that report text is a piece of writing to describe the way things are, which a result of an observation and analysis to a range of natural, man-made and social phenomena in out environment.

2. Generic Structure of Report Text

According to Mark Anderson and Kathy Anderson, generic structure of report text as follow:

a. General Classification
   General opening statement that introduce the subject of the report, it can include a short description and definition.
b. Description
   A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.
c. A conclusion that summarizes the information and signals the end of the report (optional/not always). It just to make the text clearly in the end of the text and make the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.[24]

3. Language Feature of Report Text

According to Gerot and Wignell, language feature of report text are:

a. Introducing group or general aspect,
b. Using of relational processes,
c. Using conditional logical connection,

[24]Naning Risti Hanifah, *The Reading Comrehension of Report Text of the Eleventh Grade Students of SMA Negeri Mayong Jepara in Academic Year 2013/2014 Taught by Using Two Stray*, (University of Muria Kudus: Jawa Tengah), p.24

d. Using of simple present tense (unless extinct), No temporal sequence.[25]

4. Example of Report Text

a) About Animal

Blue While

The blue whale is not only the biggest whale living today; the blue whale is the biggest creature ever to have lived on Earth. They are mind-bogglingly gigantic; much larger than any of the dinosaurs. Blue whales and the other ocean giants live their whole lives in seawater.

Blue whales commonly reach the colossal length of 29m, that's roughly as long as three London red double-decker buses parked end to end. Blue whales in the Southern Hemisphere are generally larger than those in the Northern Hemisphere and female blues are larger than males.

The longest blue whale on record is a female measured at a South Georgia whaling station in the South Atlantic; she was 33.58m. The heaviest blue whale was also a female hunted in the Southern Ocean, Antarctica, on 20 March 1947. She tipped the scales at 190 tonnes which is equivalent to about 30 elephants or 2500 people.Blue whales are now extremely rare due to uncontrolled commercial whaling. Some populations could be endangered to the point of extinction.

b) About Natural Disasters

Earthquake

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims. Actually

[25]Yunita Khairani & Zainuddin, *Improving Students' Achievement in Writing Report Text through Numbered Heads Together*, (Journal of English Language Teaching of FBS: 2012), p.6

there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

Tectonic earthquakes are most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which drys quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns.

3) Context Clues

a. Definition of Context Clues

Context clues provide information about how a word fits in a sentence and with the ideas discussed in it. In other words, figuring out what a word means by looking at the words or phrases nearby.[26] Context clues is an easy and fun learning strategy that can stimulate students to guess the meaning of words with clues that's in the text. A context clues is a source of information about a word that helps readers understand the word. This word or phrase offers insight, either directly or indirectly, into the words meaning.

[26]D. Loyola Innaci, *Op. Cit*, p.40

Hartmann and Blass state context clues provide information on how a word fits into and with the ideas in the sentence. In other words, figuring out what a word means by looking at the words or phrase nearby.[27] Context clues are instructions given by the author to help students understand a difficult or foreign word contained in the text. Most importantly, students not only understand the meaning of words but students will also understand the use of words contextually.

According to Denton et al. Context clues can give students an idea or hint of what an unknown word might mean. The clues are found around the unknown word – wheater in the same sentence or in sentences before and after the sentences containing the unknown word.[28] Then, Context clues strategy give students ideas or hint about the meaning of unfamiliar words. So that context clues strategy gives benefits to students' cognitive competence in comprehending reading materials.

Based on these theories, it can be concluded that context clues are strategies in English learning that can stimulate students to guess the meaning of unfamiliar words with slues in the text, provide information on how a word matches the ideas in a sentence, clues are found around unfamiliar words both before or after sentences containing unfamiliar words.

b. Teaching Reading by Using Context Clues Strategy

In course of reading a text, if learners fail to interpret words correctly, they might and up in misunderstanding the text. Even dictionary meaning of certain words use reading texts may differ from the contextual meaning of the words. In such situations, context clues help the students in making a logical guess of the meaning of the unknown word/s.

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[27] D. Loyola Innaci & D. Praveen Sam,*Ibid*, p.40

[28]Yus Vernandes Uzer, *The Influence of Context Clues Strategy on Students' Reading Achievement,* (Universitas PGRI Palembang: Palembang), p.4

Based on Rebecca Oberg, Mc. Dougal Littell Reading Toolkit, there are five easy steps to becoming an expert at using context clues[29]:

1) Circle the word or phrase you do not understand.
2) Underline key phrases and ideas in the sentence. Look for words that give synonyms, antonyms, examples, etc.
3) Give the main idea of the paragraph the new word is in.
4) Say the sentence in your own words.
5) Guess at what the new word means. Use what you underlined to prove your guess is right.

Based on the expert above, the writer tries to adjustment appropriate procedure that are :

1) Pre Activity :
   a) The teacher starts the class by asking the habits that are often done by students every day.
   b) The teacher explains the report text material.
2) While Activity :
   a) The students try to understand, and will look for difficult words.
   b) The teacher gives a kind of clue such as antonyms or synonyms related to the words that are difficult to understand earlier.
   c) The students are given the main idea of the paragraph which contains the difficult words.
   d) The students try to draw conclusions in their own language.
   e) The teacher continue to support students.
   f) The students begin to answer or guess the difficult words based on the clues that have been given.

[29]Sinta Puspita Anggraini, *The Effectiveness of Using Context Clue Technique towards Students' Reading Ability of the Tenth Grade at MA Syekh Subakir Nglegok Blitar,* (IAIN Tulung Agung: JawaTimur), p. 25

3) Post Activity :
   a) The teacher checks the students' work.
   b) The teacher concludes what they discuss about today.

c. Advantages and Disadvantages of Context Clues

Rynette stated that there are some advantages of context clues. First, context clues can help the reader build on the vocabulary they have in order to learn the meaning of words they do not know. Second, context clues help readers decide how to pronounce word. For example, "You can put a bow in your hair or you can bow to the audience". Third, readers who are able to use context clue in understanding what they are reading may enjoy reading more.[30]

There are not only advantages, but also some disadvantages that have been identified by experts in the use context clues strategy. Nassaji concluded that second language learners "need good vocabulary knowledge to be able to successfully derive word meanings from context." A second problem, Frantzen stated with some context clues is that the entire text may be too far above the student's area of prior knowledge, thus the student may be unable to access the context clues even when the clues are clear and direct.[31]

4. Reading Aloud

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned.[32] Reading aloud is an important part in education for all-around development, which has several functions in English teaching. It meant that reading aloud is the main training in reading and spoken English that can help improve reading skills.

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[30]Dita Herinovita, Syofia Delfi &Rumiri Aruan, *Op. Cit*, p.4
[31]D. Loyola Innaci & D. Praveen Sam, *op. Cit.* p. 41
[32]Huang L, *Reading Aloud in the Foreign Language Teaching* (Zhenjiang College of PLA Zhenjiang : Zhenjiang, 2003) Vol. 6, No. 4

Related with the theory above, Richards and Schmidt stated that reading aloud is saying a written text aloud.[33] It means that reading aloud is reading text with aloud and the other people around us can listen what we read. If the pronunciations are not correct, it can be revised directly by the teacher. Reading aloud can support pronunciation skill. Meanwhile, reading aloud is used as the major and magic way to improve students' oral-English.

There are learning steps through the method, they are :

a. Choose a text that is interesting enough to read aloud.
b. Introduce the text to students, pay attention to the main points or issues to be raised.
c. Divide the text by paragraphs or in some other way.
d. Designate some students to read aloud.
e. While reading is in progress stop at a section to emphasize certain points, ask questions or give examples.
f. Give the opportunity to have a short discussion if students show interest in a particular section then discuss what is contained in the text.[34]

Then, the writer tries to adjustment appropriate procedure that are :

a. Pre Activity :
    1) The teacher chooses a report text that has interesting enough to read aloud.
    2) The teacher introduces the kind of the text to students.
b. While Activity :
    1) The teacher divides the text into some paragraph.
    2) The teacher asks to the students come forward to read aloud.
    3) The students will read aloud alternately with others.

[33]Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Longman Pearson Education, 2010)

[34] Hisyam Zaini et…al,*Strategi Pembelajaran Aktif*, (Yogyakarta: CTSD, 2008), p. 21

c. Post Activity :
   1) The teacher asks question based on the text.
   2) The students discuss and show about their opinion/answer.

Based on the explanation above, reading aloud is important in reading activity such as help students reach better reading of language item, and help them to practice word stress, intonation, and pronunciations. They stop and start frequently, mispronouncing some words and skipping others.

Every strategy has its advantages one of the strategies in the teaching reading is reading aloud that has advantages for improving the ability of students. Reading aloud has some functions or advantages in teaching reading.

a. Practice pronunciation
b. Improve oral English
c. Get deeper understanding
d. Strengthen the knowledge
e. Improve the classroom atmosphere[35]

Beside that, there were also disadvantage in Read Aloud strategy, such as:

a. Students can not understand the content when they reads aloud.
b. The activity is done by one student. The other students are passively listening.
c. It is a huge waste of precious time.

B. Frame of Thinking

Based on the theory above, The writer prefered a context clues strategy for teaching reading comprehension. Context clue strategies could help and improve students' reading comprehension. This strategy could make students more active

[35]Susan Ledger, Margaret K. Merga, *Read Aloud: Children's attitudes Toward being Read to at Home and at School*,(Perth: Murdoch University, 2018), p. 125

and more critical in the reading learning process. Context clues strategy was a strategy used to guess or solve the meaning of an unknown word in a sentence without opening the dictionary.

The writer think this strategy was more interesting than others, because this strategy students not only understand the meaning of words but students would also understand the contextual use of words and provide benefits to students' cognitive competence in understanding reading material.

The context clues strategy was preferred by teachers because of its ability to involve all students in the exploration of new information by challenging them to think critically. Context clues strategy sets goals for reading, even for students who were initially not interested in reading. Context clues strategy could help students consider the conceptual message of the reading.

C. Hypothesis

Based on the frame of thinking, the writer formulates the hyphothesis of the research as follow :

H_a : There is significant influence of using context clues strategy towards students' reading comprehension in report text at the eleventh grade of SMKN 2 Terbanggi Besar Central Lampung in the academic year of 2021/2022.

H_o : There is no any significant influence of using context clues strategy towards students' reading comprehension in report text at the eleventh grade of SMKN 2 Terbanggi Besar Central Lampung in academic year of 2021/2022.

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