

THE EFFECTIVENESS CONTEXTUAL CLUE IN TEACHING READING

SMPN 1 TOMONI

A Thesis

*Presented as Partial Fulfillment for the Attainment of S.Pd. Degree in English
Education Study Program Tarbiyah and Teacher Training Faculty State Islamic*

Institute of Palopo



IAIN PALOPO

Compiled By

Tutut Wijayanti

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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1. Amalia Yahya, S.E., M.Hum.

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2022

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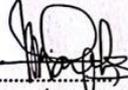
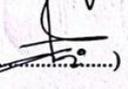
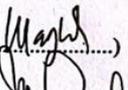
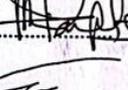
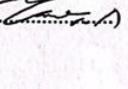
THESIS APPROVAL

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This thesis entitles "*The Effectiveness Contextual Clue in Teaching Reading SMPN 1 Tomoni*", which is written by Tutut Wijayanti, Reg. Num. 17 0202 0139, English Language Education Study Program of Tarbiyah and Teacher training faculty, The State Islamic Institute of Palopo and has been examined and defended in *Munaqasyah* session which is carried out on **Monday, November 14th 2022 M**, coincided with **Rabiul Akhir 11st 1444 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

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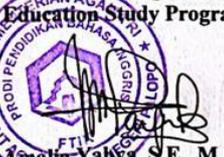
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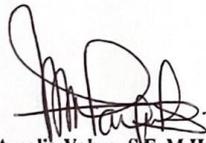
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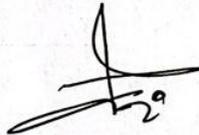
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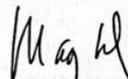
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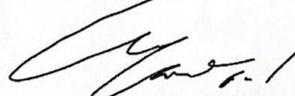
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Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others

Palopo, 2 Juni 2022



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ABSTACT

TututWijayanti, 2022.“The Effectiveness of Contextual Clues in Teaching Reading SMPN Tomoni.”Thesis English Education Study Program Tarbiyah and Teacher Training Faculty in the State Islamic Institute Palopo Supervised by Amalia Yahya and Syamsudarni.

This research aimed to find out how to improve the students' ability to translate the reading learning using a contextual clue. This research applied the pre-experimental method. The population of this research was the eight grade students' of SMPN 1 Tomoni class of VIII.2 and also as the sample of the research. The sample was taken by total sampling which consist of 20. The researcher scored two aspects in reading skill; accuracy and comprehensibility by using a test, namely pre-test and post-test. An observation was made during the four treatments in progress. The mean score in the pre-test is 62.50 and in the post test is 77.50. The statistical result showed that the test (5.658) was higher than the ttable (2.093). It indicated that the contextual clue effectively enhanced reading skill at SMPN 1 Tomoni.

Keywords : Contextual clues, reading skill, pre-experimental method

CHAPTER I

INTRODUCTION

A. Background of Study

As a means of communication, English is essential. Because of its status as an international language, English is “the most widely used language” for communication with people all over the world. When it comes to a specific role that each country recognizes, a language acquires a fully developing status globally. A language obtains really global significance, according to David Crystal, when it develops a unique role that is acknowledged in every country. As a result, learning English is critical.¹

With L1 young sister, Askov and Kamm, looked at teaching in two kinds of context clue: “cause-effect” and “direct description.” The experimental group showed a considerably greater improvement than the control group in their ability to infer meaning from these two forms of context hints. Baumann, et al. examined morphemic analysis and contextual analysis employing specific context clue, two forms of inferential methods. Word definitions, synonym, appositives, antonym, examples, summary, figurative language, and mood, one or setting were the eight context clues offered in the contextual analysis condition. When L1 elementary students’ scores were compared, both techniques for lesson word and unknown words had a significant effect, though the latter was not a strong. Neither kind of instruction nor the combination of instruction methods improved comprehension

¹David Crystal, *English As A Global Language Second Edition* (United State of America: Cambridge University Press, 2003).3

of literature with inferable words. Despite the fact that all treatment groups outperformed the control group on the capacity to infer word meanings, neither treatment condition was found to be more effective. In a lone example of L2 study into context hint training, Huckin and Jin gave a brief (15 minute) instruction consisting of pointing out context clues that were present in a pre-test, and showed increased performance in guessing from context in a post-test, compared to control group.²

Providing skills for decoding new words in texts and tying these decoding strategies to word meanings is a crucial step in improving the reading of struggling readers in the late elementary years. Students, according to Nagy and Scott, must take an active role in word learning, but in order to do so, they must have understanding of word structure and skills for inferring meanings. “context and morphology (word components) are the two key sources of information instantly available to a reader who comes across a new term,” Nagy and Scott write (p.275). It is beneficial to teach pupils how to deduce meaning from unknown words as they read in order to foster reading independence (Fukkink & developer).³

The researcher identified that students' were not enthusiastic in the teaching and learning process, one of which was in reading material. Bapak Agus Salim S.Pd Stated that "some students' only listened to the teacher instructions without

²JoDee Walters, Methods of Teaching Inferring Meaning from Context

³Lauren A. Katz & oanne F. Carlisle Teaching Students With Reading Difficulties to be Close Readers: A Feasibility Study Lauren A. Katz

giving any feedback. Students also find it difficult to acquire reading skills. The researcher concluded that they did it because they were lacking in vocabulary. Students become bored, unenthusiastic, and have low motivation in learning to read. The researcher focuses on how to solve students' problems by applying reading techniques in second grade at SMPN 1 Tomoni. By doing a learning method like this, it can trigger students' learning patterns at SMPN 1 Tomoni.

According to the researcher, the technique used, namely contextual clue, is very suitable for improving the reading of students' at SMPN 1 Tomoni. Because through contextual clues students' can understand what the meaning of reading is by using contextual clue technique. Like skimming to find the meaning of reading, students can look for a clue from each reading so that they can quickly find the meaning of the reading.

According to Nagy and Scott, students use contextual clues to infer the meaning of a word by looking closely at the surrounding text. It means the unknown words can be guessed through the reading context where these words exist. Contextual clues provide information about how a word fits in a sentence and with the ideas discussed in it. There are many advantages of contextual clues.⁴ According to R. Kjesbo Rynette, 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 how in your hair or you

⁴Le Van Tuyen, Vo ThiNgocHuyen, "Effects of using Contextual Clues on English Vocabulary Retention and Reading Comprehension", International Journal of English, Literature and Social Science (IJELS), Vol-4, Issue-5, Sep – Oct 2019

can bow to the audience." Third, readers who can use context clues in understanding what they are reading may enjoy reading more.⁵

Related to the background above, the researcher is interested in researching "The Effectiveness Contextual Clue in Teaching Reading SMP Negeri 1 Tomoni"

B. Problem Statement

Is the use contextual clues effective to improve students' meaning of reading ability at SMPN 1 Tomoni.

C. Objective of the Research

Based on the problem statement above, the objective of the research is to find out the way how to improve the students' ability of the reading learning using a contextual clue.

D. Significances of the Research

1. The practical significance

From the results of the research, which is expected from the data obtained can help teachers as teachers in boosting the students' through the contextual clue and the other writers can use this research as reference.

2. The theoretical significance

The writer hopes that this research has some significances in English teaching and learning process especially in enhance student's reading skill by using contextual clue.

⁵Dita herinovita dkk. "The Effectiveness of Using Context Clues Strategy on Reading Comprehension the First Year Students at SMA Mudamadiyah 1 Pekanbaru", Riau University : The Faculty of teachers training and aducation, 2015

E. Scope of the Research

The researcher uses contextual clue to Improve the reading skills of class VIII.2 students at SMPN 1 Tomoni. The material is focuses on descriptive text based on the 2013 curriculum.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

1. Fariska Wulandari, "The Use of Context Clues in Improving Students' Reading Ability". This research is classroom action research. This research was aimed to find out whether context clues can improve the students' reading ability and how significant's context clues are in improving students' reading ability at third-semester students of Agriculture Technology Polytechnic of Tonggak Equator Pontianak. The researcher found the result of this research by using a test (pre-test and progress test) and field notes. Firstly, the researcher conducted a pre-test to know the reading ability of the students. Then, the mean score of the pre-test was only 51.8 that categorized as therefore, based on the pre-test given by the researcher, it can be known that the student's reading ability is low. The similarities between my research and the research are that both research the material about reading and the difference is that my research is using an experimental approach while it is using classroom action research.

2. Sarilila Utama. "context clues mastery in students' reading comprehension of descriptive text at 8-grade students of 10 junior high school Depok". This research is experimental. The research objectives are to identify the effectiveness of context clues to the descriptive text reading comprehension and to define the easiest context clues that are comprehended by students in the new word identification. On the result of the study, the students who were taught through the

context clues had higher reading comprehension achievement than those who were taught using the conventional technique (using dictionary). Then the students easier to identify the examples clues in comprehending context clues. Although the result of this study indicated the positive influence, teaching reading comprehension applied context clues to students' reading comprehension achievement at 8 grade of SMPN 10 Depok, the finding of this research cannot be generalized to all of the students of 8th grade of SMPN 10 Depok because the researcher still used experimentally as the research method (non-random) with very small sample size. In other words, context clues can be used as an alternative technique to a better students' reading comprehension. In simple, applying context clues in teaching reading comprehension of descriptive text gains better results on students' comprehension.⁶ All aspects have something in common.

3. Fitri Maysarah, Rahmah, "Improving Students' Comprehension in Reading Report Text By Using Context Clues Technique". This research was conducted by applying Classroom Action Research (CAR). The purpose of this research is to find out if using the context clues technique significantly improves students' comprehension in reading report text. Based on the data that had been analyzed it was found that there was an improvement of students' comprehension achievement in reading report text after the using of context clues technique. It was proved by the fact that mean of the students of the third-meeting test in the second cycle (94.35) was higher than that of the first-meeting test in the first cycle

⁶Sarilila Utama. "Context Clues Mastery in Students' Reading Comprehension of Descriptive Text at 8 Grade Students of 10 Junior High School Depok, (2019)", Scope: Journal of English Language Teaching, 3, Issue 02, March 2019

(60.87). The data that was taken from the observation sheet questionnaire sheet, diary notes, and Waterview record show that that questionnaire sheet lues technique can give improvement on students' learning quality. The similarities between my research and the research are that both research the material about reading and the difference is that my research is using an experimental approach while it is using a classroom action research.

B. Some of Patinent Ideas

1. Definition of Reading

According to Grabe, reading is the ability to draw meaning from the printed page and interpret information correctly.⁷ Patel and Jain, reading is the most important activity in language class. Reading is a source of information and a means to expand one's knowledge. Silberstein states that "reading is an active process" means that when students reflect on the text by activating background knowledge, make predictions about content, make connections for themselves, and text.⁸

2. Definition of Reading Comprehension

According to the RAND Reading Study Group, comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke stated that

⁷SintaPuspita. "The Effectiveness of Using Context Clue Technique Toward Students' Reading Ability of The Tenth Grade at MA SyekhSubakirNglegokBlitar, (2018)", IAIN Tulungagung.

⁸FariskaWulandari. "The Use of Context Clues in Improving Studets' Reading Ability," JurnalPendidikanBahasa, Vol.6, No.2, Desember 2017

comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Kintsch and van Dijk and Kintsch defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. This is called a mental model (Johnson-Laird) or a situation model (Kintsch). This model defines what has been learned (RAND Reading and Study Group). Keenan, Betjemann, and Olson expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension breaks and these sources are different based on the skill levels and age of readers.

3. Types of Text

There are several types of reading, included:

a. Text Description

Description text is a text that is written by providing a detailed description of an object, place, or event. Descriptive text aims to play the reader's imagination so that they can imagine the situation continued in the writing.

b. Narrative Text

Narrative text is a type of text that tells a story chronologically or according to the time sequence of the event, which is told completely and clearly. Example

of narrative texts, such as fairy tales, mysteries, science fiction, myths or legends, stories from personal experiences, and others.

c. Anecdotal Text

Anecdotal text is a funny story that aims to criticize or insinuate a person/public figure, institution, or a current condition. Anecdotes are packaged in the form of humor, so that they do not affect the person who is the target of the satire.

d. Argument Text

Argumentation text is a text that contains an explanation of an opinion or fact according to the author's point of view which aims to influence or convince the reader.

b. Procedure Text

Procedure text is a text that contains the steps or process doing something systematically and in the right order.

c. Exposition Text

Exposition text is a text that contains a number of information and knowledge that is conveyed briefly, concisely, and accurately, with the aim of increasing the reader's insight. The expository text is made up of two main parts, namely facts (events that actually happened) and ideas (the author's opinion in response to the facts).

Based on the explanation above, there are several types of reading texts, the researcher chooses descriptive text.

4. Purpose of Reading

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes.

- a. To enhance understanding of the content information presented in a text.
- b. To improve understanding of the organization of information in a text. To improve attention and concentration while reading.
- c. To make reading a more active process.
- d. To increase personal involvement in the reading material.
- e. To promote critical thinking and evaluation of reading material.
- f. To enhance registration and recall of text information in memory.

5. Strategy of Reading

There are some strategy of reading proposed by express are provided below: Grellet states there are some ways of reading that we can reach our strategy in reading, they are:

- a. Skimming, Glacing rapidly through determine is gist.
- b. Scanning, quickly going a text to find a particular piece of information.
- c. Extensive, reading longer textuarally for one's own pleasure this is a comprehension activity.
- d. Intensive, reading shortest text.

The other reference said there is some strategy of reading: the first, Use the attached explanation for reciprocal teaching to explain this to the students. The

second, Talking to the text is an individual experience in which the students are invited to write their thought on the text as they read.

Based on the explanation above it can be concluded that there are different styles of reading for different situations. The technique which is chosen will depend on the purpose for reading is conducted for enjoyment, information, or to complete a task. Effective and efficient readers learn to use many styles of reading for different purposes. If the reader is exploring or reviewing, a reader skim a document, if searching for information, it scans a particular word, when the reader obtains a general understanding of a subject and includes reading longer texts for pleasure, it uses extensive reading when a reader wants to get extract specific information.⁹

6. Difficulties in Reading

There are some difficulties that make reading difficult, which can be discussed:

a. Decoding Difficulties

Decoding is the process by which a word is broken into individual phonemes and recognized based on those phonemes. Signs of decoding difficulty: trouble sounding out words and recognizing words out of context, confusion between letters and the sounds they represent, slow oral reading rate (reading word-by-word), reading without expression, ignoring punctuation while reading.

b. Comprehension Difficulties

⁹Rastifayani, "The Effectiveness of Pair Work Activities on Teaching Reading at The Second Year Students' of MAN Palopo,"

Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Signs of comprehension difficulty: confusion about the meaning of words and sentences, inability to connect ideas in a passage, omission of, or glossing over detail, difficulty distinguishing significant information from minor details, lack of concentration during reading.

c. Retention Difficulties

Retention requires both decoding and comprehending what is written. Signs of retention difficulty: trouble remembering or summarizing what is read, difficulty connecting what is read to prior knowledge, difficulty applying the content of a text to personal experiences.

7. Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading.

a. Intensive Reading

There are different definitions for extensive reading. Hedge described it as skimming and scanning activities while Hafiz and Tudor (as cited in Alyousef) expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of L2. A lot of researchers have shown great interest in extensive reading in the last years. A three-month extensive reading study was carried out by Hafiz and Tudor (as cited in Alyousef).

According to Carrell and Eisterhold (as cited in Alyousef), extensive reading activities can be beneficial in aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student-selected texts that learners will be interested in what they are reading. The process of choosing reading texts will be done according to content, level of difficulty, and length. Hedge mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skills, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their learning.

b. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge). Yang, Dai, and Gao expressed that intensive reading is useful to develop reading comprehension.

According to Waring, intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl found that there is a relationship between intensive reading activities and language proficiency. According to Paran, teachers need intensive reading to increase the three phases of learning called pre, during, and post-reading for better language readiness, retention, and activation strategies.

8. Models of Reading Process

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

a. The Bottom-up Model

Carrell (as cited in Ahmadi & Pour hosein Gilakjani) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words, and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find in the texts. There are some difficulties with this model. One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words.

a. The Top-Down Model

Goodman (as cited in Ahmadi & Pourhosein Gilakjani) stated reading as a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the

writer wants to transfer and change their hypotheses based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower levels (Nuttall, as cited in Ahmadi & Pourhosein Gilakjani).

b. The Interactive Model

According to Rumelhart, Nunan, and Grabe, effective reading needs both top-down and bottom-up decoding. L2 readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge (as cited in Ahmadi & Pourhosein Gilakjani).

According to Stanovich (as cited in Ahmadi & Pourhosein Gilakjani), this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on the top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. Teachers should find reading instructions according to this model to boost L2 readers' skills. The mutual teaching method is a reading

instruction that is based on the interactive model. It involves four principal reading strategies.¹⁰

9. Context Clues

Heinich, suggested that context clues (Learning Well) are provide practice in determining the meaning of a difficult word encountered in sentence context. Based on McDougal Littell Reading Toolkit, context clue is the words, sentences, and ideas that come before and after a words or phrase. In the same line, Chastain (1988:238) suggests that using contextual clues to guess the general meaning; to skip unknown words; and to focus on cognates, roots, prefixes, and suffixes while reading a text.

Context clues are information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text. Context clues are words, pictures, graphs, tables, and side notes, all of which might be included in the text. Carter and McCarty said: "Guessing vocabulary from context is the most frequent way we discover the meaning of new words, and to do it, we have learned to look for some clues.

Using context to aid in word recognition is the common technique that is used by many readers, even mature-reader frequently use the same skill as the beginning reader to guess at the meaning of a new word, that is to make use of the clues available in context. Harry and Smith said: "Using context to aid recognition

¹⁰Abbas Pourhosein Gilakjani & Narjes Banou Sabouri," How Can Students Improve Their Reading Comprehension Skill."

is a necessary and valuable technique for both beginning and mature readers.

There are some scales in infer the meaning of word by use context clue, those are:

- a. Extremely unlikely that the target word can be guessed correctly. The next contains no contextual clues that and may be misleading.
- b. It is unlikely that the exact meaning of the target word can be inferred. However, information in the context may lead to partial knowledge of the target word's meaning.
- c. Information in the context may make it possible to infer the meaning of the target word. However, there are a number of choices. Participant may gain partial knowledge.
- d. Participant has a good chance of inferring the meaning correctly. There are few meanings that are logical apart from the context meaning. Participant should gain at least partial knowledge.

In conclusion, context clue has several scales to the students gain the meaning. Context clue are involve prior knowledge to gain the meaning of words, so in each scale of context clue the students should be able to utilize their prior knowledge because sometimes the author does not provide certain clue in their texts. In easy scale, the students have a good chance to gain the meaning easier because the students can find clue easily. While when the author does not provide exact clue in their texts, so the students have to infer the meaning by using their

prior knowledge and they should be understand deeply the texts about, because sometimes it is misleading.¹¹

10. Types of Context Clues

There are several types of context clues, as follows:

a. Definition

The author provides a direct definition of an unfamiliar word right in the sentence. Signal words: "is, are, means, and refers to".

Example: A conga is a barrel-shaped drum.

b. Example

The author provides several words or ideas that are examples of unfamiliar words. Signal words: "like, such as, for example, for instance, including".

Example: In science, we were studying marine mammals such as whales, dolphins, and porpoises.

c. Synonym

The author uses another word or phrase that has a similar meaning to the unfamiliar word. Signal words: "also, as, like, similarly".

Example: My dog Buck travels everywhere with me. My friend's canine, Buddy, travels everywhere with him too.

d. Antonym

¹¹Sinta Puspita. "The Effectiveness of Using Context Clue Technique Toward Students' Reading Ability of The Tenth Grade at MA Syekh Subakir Nglegok Blitar, (2018)", IAIN Tulungagung.

The author uses another word or phrase that means the opposite of the unfamiliar word. Signal words: "however, whereas, unlike, in contrast, instead of". Example: Unlike Jamaal's room, which was immaculate, Jeffrey's room was very messy.

There are several types of contextual clues, but in this study the researchers only took 2 types, namely definition and example.

11. Principle in Teaching Reading Using Context Clues

By using the guidelines from Darmiyati Zuchdi and Budiasih (1996/1997). The form of the test is in a paper, in the form of an order to read each paper that has been provided by the researcher. The reading used is themed descriptive text. At the same time, researchers can measure/assess the quality of students' reading by using the form of reading assessment guidelines.

As teachers of English as a foreign language, we are often tempted to teach reading to improve the student's mastery of English, to enable them to develop their reading skills. The teacher should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the student's reading ability.

Comprehending a text is an interactive process between the reader's background knowledge and the text. As the psycholinguistic views that reading is "a psycholinguistic guessing game" which involves interaction between thought and language. By guessing readers predict the content of the text. This means that their background knowledge is important to help them understand the text.

Classroom reading activities, therefore, should be handled in such a way that learners can improve their text-based information processing as well as their knowledge-based information processing. The former is concerned with the activities which can develop the learner's skill in the language, where as the latter provides activities to improve the knowledge background which helps them understand the text.

12. Advantages and Disadvantages of Context Clues

There are several advantages and disadvantages of context clues :

a. Advantages of context clues

1) The intention of vocabulary acquisition

Vocabulary mastery, of course, has a big point in understanding the sentence. Context clues are supporting sentences for providing information on the meaning of difficult words. Therefore, when we just have a little vocabulary mastery, of course, will be directly proportional to the mastery of context clues.

2) Stimulate critical thinking of reader

Creativity is needed when we are dealing with context clues. Carefulness in reading the information, such as punctuation, and keywords will greatly affect the accuracy in guessing unfamiliar words.

3) For critical reader, it does not need longer time than opening dictionary.

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.

4) Can be useful to define word meaning for any polysemy word depend on the context.

A polysemy is a word or phrase with different, but related senses. Since the test for polysemy is the vague concept of relatedness, judgments of polysemy can be difficult to make.

b. Disadvantages of context clues

- 1) For beginner reader, it needs more time

Context clues require extra creativity and flair course for beginners. Learning about the context clue is not easy. Novice readers tend to have mastered a lot of vocabulary.

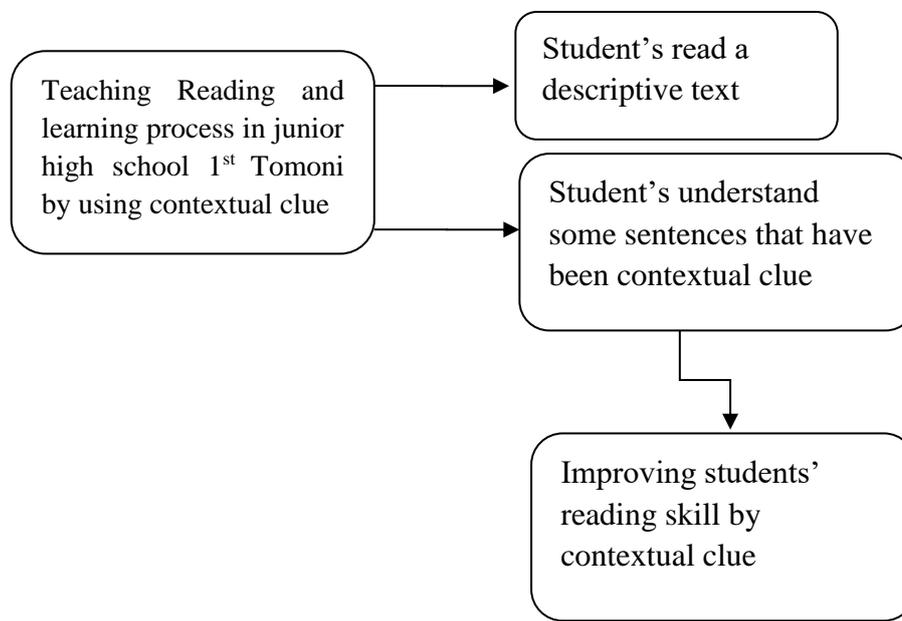
- 2) The context clues sometimes do not sufficient and lead the reader to misguess. The contexts in which unknown words are presented in the text are not always helpful and, in some cases, can mislead students into making false inferences about word meanings.

- 3) Depending on our background knowledge Intelligence factor makes it especially needs to be considered in the use of context clues. In addition, the limitation of the information or information which is provided by the author is less adequate.¹²

¹²Ahmad Suri, "The Effect of Context Clues in Reading Comprehension of the Eleventh Grade Students at SMA Negeri 3 Palangka Raya," *Language 20, communication and culture*, (2016).

C. Conceptual Framework

The conceptual framework of this research would be displayed in following diagram :



Reading is a skill that a person used to understand a text well. To understand a students' reading needs to be required to master his vocabulary properly. Unfortunately, students still face many problems in learning to read. Based on that fact, teachers must choose the best methods, approaches or techniques, or media. To encourage students' to study and to have considerable curiosity. So that students will be eager to learn and feel a different atmosphere.

We know that students' ready understand the literature given by their teacher. Many factors can improve students' reading ability. One of the best strategy researchers has is a contextual clue that can enhance students' reading skills.

D. Hypothesis

Based on the review above, the researcher made the hypothesis formulas follows:

H_0 = There is no effective significant development of students' reading skills by contextual clue if $t_0 < t$

H_1 = There is no effective significant development of students' reading skills by contextual clue if $t_0 > t$

CHAPTER III

METHODOLOGY

A. Method and Design

1. Method.

The researcher used a quantitative method. Quantitative research is an approach for testing objective theories by examining the relationship between variables. These variables can usually be measured on instruments so that statistical techniques can analyze numbered data.¹³

2. Design

In this research, the researcher will apply the Pre-experimental design. Creswell said that the Pre-experimental design with one group pre-test design (to facilitate ease of implementation) or intervention of short duration is chosen as an intervention based on a small pilot test. Selected a group of participants in the population and provided the invention to them.¹⁴

The research design formula base on the following pattern:

PRE-TEST	TREATMENT	POST-TEST
01	X	02

Where :

01 : Pre-test

¹³ Dr. Wahidmurni, M.Pd, “*Pemaparan Metode Kuantitatif*”

¹⁴John W. Creswell, *Education Research*, (Fourth Edition; Library of Congress Cataloging in Publication Data, 2012)

X : Treatment

O2 : Post-test¹⁵

B. Population and sample

1. Population

In this research, the population of the research are eight grade students of SMPN 1 Tomoni 2021/2022 academic year. There are ten classes with 184 students.

2. Sample

Based on the population above, the researcher use purposive sampling technique from the students at SMPN 1 Tomoni. The researcher will take class VIII.2. Which amounts to 20 students' their reading ability is still low.

C. The Instrument of the Research

1. Test

This research provides two kinds of tests namely pre-test and post-test. The pre-test is conducted before the implementation of the actions and the post-test is conducted after the implementation of the actions. In this pre-test and post-test, the researcher gave a paper containing contextual clues, students were given 15 minutes to observe the contents of the paper. Then students are asked to explain the contents of the paper.

¹⁵Sugiyono, "*Metode Penelitian Kombinasi*" (mixed method), (cet. IV: bandung: Alfabata, 2013)."

D. Procedure of the Research

In this research, the researcher used the achievement test. Tanzeh states that an achievement test is a test that is used to measure the process that students make after learning something. This test used to measure students' achievement in understanding readings before and after being taught using the contextual clue.

The data collected by using the procedure below:

1. Giving Pre-test

Before starting the class, the researcher introduced the material about the Contextual clue and what was achieved after the learning process ended. Then the researcher motivates to make students interested in learning. Furthermore, the researcher gave a pre-test in reading to measure Furthermore abilities before being given treatment. The motion used in the pre-test is text with the title "My Classmate". They reads a passage given 45 minutes.

2. Giving Treatment

The treatment will be given to the students after they have done the pre-test. The treatment will be conducted in six meetings. The steps are as follows:

a. The first meeting

- 1) The researcher gives a paper containing a reading entitled "The Elephant".
- 2) Then, the researcher gives time for students' to understand what the contents of the paper that have been distributed are.
- 3) After that, students' are instructed to write down the meaning of the reading that they know they understand and submit in to the front of the class.

b. The second meeting

- 1) The researcher gives a piece of paper containing a reading entitled “The Bear”.
- 2) And then, the researcher gives time for students’ to understand the meaning of a passage that has been gives and writes it on a piece of paper.
- 3) After that, the students’ gathers in front of the class.

c. The third meeting

- 1) The researcher gives a piece a paper with a reading entitled “Best Friend”.
- 2) Then, the researcher gives time to students’ to understand the meaning of a text that has been given.
- 3) After that, students’ write down the meaning of the reading that they have understood on a piece of paper.
- 4) After that, the students’ gather in front of the class.

d. The last meeting

- 1) Students’ return to understanding context clues like the previous meeting, to train students’ reading.
- 2) Then, the researcher gives a paper containing a reading entitled “The Monkey”.
- 3) And then, the reserachers gives time to understand the meaning of a text that has been given.
- 4) After that, students’ write down the meaning of the reading that they have understood on a oiece of paper.
- 5) After that, the students’ gather in front of the class.

3. Giving Post-test

In this post-test, the researcher gives a reading with the title “The Bear” to read so that they can be understood. Then students’ are asked to read the reading and understand with contextual clue. In this test, the researcher hopes that students’ reading skills have developed after that being given treatment and using contextual clue. They reads a passage given 45 minutes.

E. Technique of Data Analysis

The data collected through pre-test and post-test were analyzed by the following steps:

1. Scoring Classification

In analyzing the data, the researcher has to determine the scoring classification which includes meaning of reading.

a. Meaning of reading

Table 3.1. Students’ Rubric Scoring

Classification	Score	Criteria
Excellent	90-100	Easy for readers to understand the content of reading in general.
Good	80-89	The reader can understand the general meaning of the reading content quite clearly.
Adequate	70-79	Most of what is read can be

		understood by the reader.
Inadequate/unsatisfactory	60-69	The reader can understand the sentences reading.
Failing/unacceptable	Below 60	The reader can only understand a few words.

After getting the students reading point, the researcher the score the students point by using the following formula¹⁶:

$$\text{Score} = \frac{\text{The point of student's}}{\text{Total Point}} \times 100$$

2. Calculating the rate percentage of the students' score

The percentage of the students' scores on reading test both one pre-test and post-test would be calculated by using SPSS 20 version.

¹⁶Sudjana, *Metode Statistika* (Bandung, 2008)

CHAPTER IV

FINDING AND DISCUSSTION

A. Finding

The result of the study were shown to describe the result of statistically analyzed data and tabulated data in the experimental class using contextual clue. It consists of students' score on pre-test and post-test, percentage of students' grade classification on pre-test and post-test, mean score and standard deviation of students' pre-test and post-test.

1. The analysis of students' reading scores on pre-test and post-test

a. Pre-test

In this section, the researcher shows the students' complete scores in reading ability (meaning of reading) on the pre-test, the students' mean and standard deviation scores, and the percentage level of students' reading scores on pre-test. The researcher presented it in a table, and calculated the score using SPSS 20.

Reading skills are two aspects; everything is meaning of reading. So in this section the researcher presents and calculates the abiliy to reading students one by one. All of them are explained more crearly by following the table:

1) Classification score Meaning of Reading

Table 4.1 The score of students meaning of reading in the pre-test

Respondents	Meaning of Reading
-------------	--------------------

S1	70
S2	60
S3	60
S4	70
S5	50
S6	80
S7	70
S8	60
S9	50
S10	60
S11	60
S12	70
S13	70
S14	80
S15	50
S16	60
S17	70
S18	50
S19	60
S20	50

N=20

Table 4.1 shows that four students got the lowest score (50), and two students got the highest score (80). Furthermore, two students got 80, six students got 70, seven students got 60, and five students got 50.

To calculate the mean score of students' meaning of reading in the pre-test, in the researcher calculated it by using SPSS 20.

Table 4.2 Descriptive Statistics of meaning of reading in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	50	80	62.50	9.665
Valid N (listwise)	20				

From the result of descriptive statistic, it is found that the highest score of students' is 80 and the lowest score of students' is 50. Besides, it also indicates that the mean score of students' meaning of reading in pre-test is 62.50 and the standard deviation error is 9.665.

In others side, the researcher also has written the students' score of meaning of reading before giving treatment by using contextual clue and it present through the table percentage. The table is showed as follows:

Table 4.3 The rate percentage score of students' meaning of reading in the pre-test

Classification	Score	Frequency	Percentage
Excellent	90-100	-	0%
Good	70-89	8	40%
Adequate	69-50	7	35%
Inadequate/unsatisfactory	49-30	5	25%

Failing/unacceptable	29-1	-	0%
		20	100%

Based on the table classification above, not students got (0%) Excellent and Failing/Unacceptable. But there are eight (40%) classified as good, seven students (35%) classified as in adequate, and four students (25%) classified as Inadequate/unsatisfactory.

2. Post-Test

Table 4.4 The score of students' Meaning of reading in the post-test

Respondents	Meaning of reading
S1	80
S2	75
S3	75
S4	80
S5	70
S6	90
S7	80
S8	80
S9	70
S10	75
S11	80
S12	90
S13	80

S14	90
S15	75
S16	70
S17	80
S18	70
S19	80
S20	70

N=20

The calculate the mean score of students' meaning of readng in the pre-test, the researcher calculates it by using SPSS 20.

Table 4.5 Descriptive Statistics of meaning of reading in pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	20	70	90	77.50	5.960
Valid N (list wise)	20				

The result shows that the highest score of students' is 90 and the lowest score is 70. Besides, it also indicated that the mean score of students' meaning of reading in the pre-test is 77.50 and the standard deviation errors is 5.960. However, five students received 70, four students received 75, and eight students received 80 and three students received 90. The findings are summarized in table 4.5.

Besides, the researcher also has written score of the students' meaning of reading after giving treatment by using contextual clue and it presents through the table rate percentage scores. The table was showed as follows:

Table 4.6 The Rate Percentage Score of Students' meaning of reading in the Pre-test

Classification	Score	Frequency	Percentage
Excellent	90-100	3	15%
Good	70-89	17	85%
Adequate	69-50	0	0%
Inadequate/unsatisfactory	49-30	0	0%
Failing/unacceptable	29-1	-	0%
		20	100%

Based on the rate percentage of students scoring in the post-test above, the researcher found that none of students Adequate, Inadequate, Failing. There are 3 respondents (15%) classified excellent, and 17 respondents (85%) classified good.

Table 4.7 Comparison of Students' Score in Pre-test and Post-test Scores

Respondents	Meaning of Reading	
	Pre-test	Post-test
S1	70	80
S2	60	75
S3	60	75
S4	70	80
S5	50	70
S6	80	90
S7	70	80

S8	60	80
S9	50	70
S10	60	75
S11	60	80
S12	70	90
S13	70	80
S14	80	90
S15	50	75
S16	60	70
S17	70	80
S18	50	70
S19	60	80
S20	50	70

3. The Mean Scores and Standard Deviation of the Students' Pre-test and Post-test

After calculating the result of the students' pre-test and post-test by using SPSS 20, the mean score and standard deviation of both groups are presented in following table:

Table 4.8 The Mean Score and Standard Deviation of the Students' in the Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	50	80	62.50	9.665
Post-test	20	70	90	77.50	5.960

Valid N (listwise) 20

From the table 4.8, it indicated that the standard deviation in pre-test were 9.665 and in post-test were 5.960. It also shows that mean score of the students' in pre-test were 62.50 and the mean score of the post-test students' were 77.50. The result of the table above showed that the mean score of students' in post-test was higher than the mean score of students' in pre-test. It concluded that using contextual clues is effective in teaching reading.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of researcher, the researcher used test analysis and calculated it by using SPSS 20. The result can be should shown in the table of paired samples statistics, paired samples correlation, and paired samples test. It was presented in the following tables:

Table 4.9 The paired Samples Test of Pre-test and Post-test

		Paired Differences		95% Confidence		t	df	Sig. (2-tailed)	
		Std. Deviation	Std. Error Mean	Interval of the Difference					
Paired	Mean			Lower	Upper				
1	Pretest								
2	Posttest								
	–	-15.000	6.070	1.357	-17.841	-12.159	-5.658	19	.000

From the table 4.9, the researcher get the data t_o (t_{count}) = 5.658 and df (degree of freedom) = 19. t_t = 2,093, it was the standard of signification 0,05 with degree of freedom (df) = 19. Based on the result the researcher concluded that t_o (t_{count}) is higher than t_t (t_{table}), $t_o > t_t$.

$$5,658 > 2,093$$

Related to the result that ($t_o > t_t$) the t_{count} higher than t_{table} . It concluded that there was a significant different in teaching reading before and after using contextual clues. Because of that, the researcher assumes believed that the contextual clue was effective in teaching reading at the SMPN 1 Tomoni.

B. Discussion

In the hypothesis where H_o is research that is not significant for developing students' reading skills in the meaning of reading students' using contextual clue if $t_o < t_t$. So the research was rejected because it was no significant in improving students' of the meaning of reading.

Whereas H_1 is a significant research in the development of students' reading, namely meaning of reading students' using contextual clues if $t_o > t_t$. So the research was accepted because it succeeded in increasing students' meaning of reading.

In the pre-test, there are some weaknesses of the students' in this process as to the point of meaning of reading and also the confident of students'. In this point most the students' grades have low marks, it is proven by looking at them in pre-test scores in two components. Some of them were confused to understand the story being told by the teacher and they were confused to choose the correct grammar when they tried to translate the story given. The students' is also almost partly confused to put the meaning of each sentence there is.

After giving pre-test, the researcher doing the treatment to students' in four meeting. In the treatment, the researcher introducing the contextual clue, than the researcher give example how to use. After which the researcher asks the students' to retranslate the story using contextual clue. Other researchers explain meaning of reading. Afterward, the researcher summed up this material.

In post-test, the students' weaknesses had declined. Many students' translate the story better so as to increase their points in meaning of reading. Students' are also more confident in choosing a meaning in the word using context clues because they can be more creative in translating a story. And it can be seen by looking at their post-test scores. This is one of the respondent's transcripts when retelling the story of "The Bear" on the post-test.

From the results of the contextual clue class. That shows that the average value of the pre-test test is 62.50 and the average score of post-test is 77.50. Based on data researcher have found that effective use of contextual clue in developing students' reading skills at SMPN 1 Tomoni. This means that using the contextual clue can enhance a students' performance.

Based on the above explanation, the researcher concluded that one of the most important points the teacher had to shoot accommodating his full attention especially in reading skills. Therefore, in teaching, contextual clue can be used by teacher in teaching, especially in reading. The contextual clue can make students' easier to understand the reading story.

Actually, there are some techniques we can use to teach reading but researcher use only contextual clue. Let alone application of contextual clue can increase students' ability to reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher may conclude that the use of contextual clues is effective to improve the student's meaning of reading ability at SMPN 1 Tomoni. That is a significant improvement. Because this research meets the requirements of the hypothesis where H1 is research that is accepted because it is significant and can be improve students' meaning of reading by using contextual clue. That is evident by the significant different between the average value of pre-test and post-test students', the average value of the pre-test is 62.50 and the average value score of post-test is 77.50. This suggests that data alternatives enhance students' ability to reading.

B. Suggestion

Based on the above conclusion, the researcher would like to give some suggestions.

1. To the Teacher

- a) English teachers could use the context clue in English to improve students' reading ability. It created good circumstances during teaching and learning to make students' comfortable and enjoyed.
- b) Teachers must guide students' activities so that a material discussion is understood by students' and learning to be active and effective.
- c) Teachers should provide information to students' for guidance during the learning process.

2. To the Students'

- a) The students' must remain focused on the teachers direction in order to practice and apply the methods used by the teachers.
- b) Students' must be very confident about using many new vocabularies in reading to make it easier for them to translate a word or phrase.
- c) Students' should not be embarrassed to express their opinion in English in front of the class.

3. To the Researchers

It is the hoped that other researchers will continue this research because in this study the researcher only took one aspect, namely the meaning of reading students' did not take all aspects of reading.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Tomoni

Mata Pelajaran : Bahasa Inggris

Kelas : VIII.1/Ganjil

Materi pokok : Describing people/Appearance and Personalities

Alokasi Waktu :1 x 45

TUJUAN PEMBELAJARAN:

Setelah melakukan proses kegiatan belajar diharapkan siswa dapat:

1. Mengidentifikasi fungsi social dan struktur teks describing people serta mengetahui pengertian contextual clue, dan manfaat belajar contextual clue.
2. Siswa mampu meningkatkan bacaan mereka melalui contextual clue.
3. Siswa dapat mengartikan maksud dari sebuah bacaan dengan contextual clue.

MEDIA DAN ALAT/BAHAN PEMBELAJARAN

1. Alat dan bahan: Laptop, kamus, dan kertas
2. Sumber belajar: Buku paket

KEGIATAN PEMBELAJARAN

Pertemuan ke-1

- Kegiatan awal
 1. Menyapa siswa.
 2. Mengabsen siswa.
 3. Menyampaikan tujuan pembelajaran.
- Kegiatan inti:
 1. Guru menjelaskan sebuah materi yang akan di pelajari yaitu materi tentang Contextual Clue.
 2. Guru memberikan sebuah kertas yang berisikan sebuah bacaan kepada siswa yang berjudul “My Classmate”.
 3. Siswa diberikan waktu 15 menit untuk memahami makna bacaan dari sebuah bacaan yang telah di berikan. Dan menuliskan di sebuah kertas makna bacaan tersebut.
 4. Siswa mengumpulkan paper ke depan kelas.
- Kegiatan penutup:
 1. Guru mengajak siswa untuk melakukan refleksi.
 2. Guru memberikan informasi tentang kegiatan pada pertemuan selanjutnya.

Pertemuan ke-2

- Kegiatan awal:
 1. Menyapa siswa.
 2. Mengabsen siswa.
 3. Menyampaikan tujuan pembelajaran.
- Kegiatan inti:
 1. Guru memberikan sebuah kertas yang berisikan sebuah bacaan yang di dalam sebuah bacaan yang berjudul “The Elephant”.
 2. Guru memberikan waktu kepada siswa untuk memahami apa isi dari kertas yang telah dibagikan.

3. Siswa di perintahkan untuk menuliskan makna bacaan yang telah ia pahami dan mengumpulkan ke depan kelas.

➤ Kegiatan penutup:

1. Guru mengajak siswa untuk melakukan refleksi.
2. Guru memberikan informasi tentang kegiatan pada pertemuan selanjutnya.
3. Mengakhiri kegiatan pembelajaran dengan membaca do'a bersama.

Pertemuan ke-3

➤ Kegiatan awal:

1. Menyapa siswa.
2. Mengabsen siswa.
3. Menyampaikan tujuan pembelajaran.

➤ Kegiatan inti:

1. Guru memberikan sebuah kertas yang berisikan sebuah bacaan yang di dalam sebuah bacaan yang berjudul "The Bear".
2. Guru memberikan waktu kepada siswa untuk memahami makna dari sebuah bacaan yang telah di berikan dan menuliskan di dalam sebuah kertas.
3. Kemudian siswa mengumpulkan ke depan kelas.

➤ Kegiatan penutup:

1. Guru mengajak siswa melakukan refleksi.
2. Guru memberikan informasi tentang kegiatan pada pertemuan selanjutnya.
3. Mengakhiri kegiatan pembelajaran dengan membaca do'a bersama.

Pertemuan ke-4

- Kegiatan awal:
 1. Menyapa siswa.
 2. Mengabsen siswa.
 3. Menyampaikan tujuan pembelajaran.
- Kegiatan inti:
 1. Guru memberikan sebuah kertas yang berisikan sebuah bacaan yang di dalam sebuah bacaan yang berjudul “Best Friend”.
 2. Guru memberikan waktu kepada siswa untuk memahami apa isi dari kertas yang telah dibagikan.
 3. Siswa menuliskan makna bacaan dari bacaan yang telah di berikan.
 4. Siswa mengumpulkan ke depan kelas.
- Kegiatan penutup:
 1. Guru mengajak siswa melakukan refleksi.
 2. Guru memberikan informasi tentang kegiatan pada pertemuan selanjutnya.
 3. Mengakhiri kegiatan pembelajaran dengan membaca do'ab ersama.

Pertemuan ke-5

- Kegiatan awal:
 1. Menyapa siswa.
 2. Mengabsen siswa.
 3. Menyampaikan tujuan pembelajaran.
- Kegiatan inti:
 1. Siswa kembali melakukan pemahaman tentang contextual clue seperti pertemuan sebelumnya. Guna melatih reading siswa.

2. Kemudian, Guru memberikan sebuah kertas yang berisikan sebuah bacaan yang di dalam sebuah bacaan yang berjudul “The Monkey”.
 3. Guru memberikan waktu kepada siswa untuk memahami apa isi dari kertas yang telah dibagikan.
 4. Siswa menuliskan makna bacaan dari bacaan yang telah di berikan.
 5. Siswa mengumpulkan ke depan kelas.
- Kegiatan penutup:
1. Guru mengajak siswa melakukan refleksi.
 2. Guru memberikan informasi tentang kegiatan pada pertemuan selanjutnya.
 3. Mengakhiri kegiatan pembelajaran dengan membaca do’a bersama.

Pertemuan ke-6

- Kegiatan awal:
1. Menyapa siswa.
 2. Mengabsen siswa.
 3. Menyampaikan tujuan pembelaran.
- Kegiatan inti:
1. Siswa tetap melakukan pemahaman tentang contextual clue.
 2. Guru memberikan sebuah kertas yang berisikan sebuah bacaan kepada siswa yang berjudul “The Bear”.
 3. Siswa diberikan waktu untuk memahami makna bacaan dari sebuah bacaan yang telah di berikan. Dan menuliskan di sebuah kertas makna bacaan tersebut.
 4. Siswa mengumpulkan paper ke depan kelas.
- Kegiatan penutup:
1. Guru mengajak siswa melakukan refleksi.
 2. Guru memberikan informasi tentang pertemuan selanjutnya.

3. Mengakhiri kegiatan pembelajaran dengan membaca do'a bersama.

A. Pre-test (Guru membagikan sebuah kertas kepada setiap siswa).

Perhatikan dan pahami dengan baik bacaan tersebut, kemudian tuliskan apa maksud dari bacaan yang telah kamu pahami dengan menggunakan contextual clue.

B. Post-test (Guru membagikan sebuah kertas kepada setiap siswa)

Perhatikan dan pahami dengan baik bacaan tersebut, kemudian tuliskan apa maksud dari bacaan yang telah kamu pahami dengan menggunakan contextual clue.

Mengetahui

Guru Mata Pelajaran



Agus Salim, S.Pd

NIP. 197507052003121013

Tomoni, 29 September 2021

Mahasiswa



Tuutut Wijayanti

17 0202 0139

Appendix 2

Pre-Test

My Classmate

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favorite dance is pakarena dance. It is from Makassar.

Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance.

Appendix 3

Post-Test



I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I have ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it is actually not. Panda eats bamboo and they almost dine 40 kg bamboo in just one day. Panda is animal from china. I like panda because they are cute.

Appendix 4



PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jln. Soekarno-Hatta HP. 08 12345 777 56
email : kppt@luwutimurkab.go.id | website : dpmpstp.luwutimurkab.go.id
MALILI, 92981

Mallili, 25 Februari 2022
Kepada
Yth. Kepala SMP Negeri 1 Tomoni
Di -
Kab. Luwu Timur

Nomor : 070/047/DPMPSTP-LT/2022
Lampiran : -
Perihal : Izin Penelitian

Berdasarkan Surat Rekomendasi Tim Teknis Tanggal 25 Februari 2022 Nomor 047/KesbangPol/II/2022, tentang Izin Penelitian.

Dengan ini disampaikan bahwa yang tersebut namanya di bawah ini :

Nama : **TUTUT WIJAYANTI**
Alamat : Dsn. Kebun Rami 1, Ds. Mandiri, Kec. Tomoni
Tempat / Tgl Lahir : Kebun Rami / 8 Februari 1999
Pekerjaan : Pelajar/Mahasiswa
Nomor Telepon : 082293997920
Nomor Induk Mahasiswa : 17 0202 0139
Program Studi : Pendidikan Bahasa Inggris
Lembaga : **INSTITUT AGAMA ISLAM NEGERI PALOPO**

Bermaksud melakukan Penelitian di daerah/Instansi Bapak/Ibu sebagai syarat penyusunan Skripsi dengan Judul:

"THE EFFECTIVENESS CONTEXTUAL CLUE IN TEACHING READING SMPN 1 TOMONI"

Mulai : **25 Februari 2022 s.d. 25 Maret 2022**

Sehubungan hal tersebut di atas, pada prinsipnya Pemkab Luwu Timur dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan penelitian, kepada yang bersangkutan harus melapor kepada pemerintah setempat.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Menaati semua Peraturan Perundang-Undangan yang berlaku, serta mengindahkan adat istiadat Daerah setempat.
4. Menyerahkan 1 (satu) exemplar copy hasil "Laporan Kegiatan" selambat-lambatnya 7 (tujuh) hari setelah kegiatan dilaksanakan kepada Bupati Luwu Timur Cq. Kepala Dinas Penanaman Modal dan PTSP Kabupaten Luwu Timur.
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan tersebut di atas.

Demikian disampaikan untuk diketahui.



- Tembusan : disampaikan kepada Yth :
1. Bupati Luwu Timur (sebagai Laporan) di Mallili;
 2. Ketua DPRD Luwu Timur di Mallili;
 3. Kepala Badan Kesatuan Bangsa dan Politik;
 4. Dinas Pendidikan Luwu Timur di Mallili;
 5. Dekan **INSTITUT AGAMA ISLAM NEGERI PALOPO** di Tempat;
 6. Sdr. (i) **TUTUT WIJAYANTI** di Tempat.

Appendix 5



**PEMERINTAH KABUPATEN LUWU TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD. SMP NEGERI 1 TOMONI
TERAKREDITASI "B"**



Alamat : Jl. Pamong Praja No.7 Desa. Mandiri Kec. Tomoni Kab. Luwu Timur
Email : smpn1tomoni@yahoo.co.id, Telp. (0473) 2320640

SURAT IZIN PENELITIAN

Nomor : 421.2/087/SMPN.1-TMN/LT/II/2022

Berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.
Nomor : 070/047/DPMPSTP-LT/2022. Tanggal, 25 Februari 2022. Perihal : Izin Penelitian.

Berdasarkan hal tersebut di atas maka kami memberikan izin kepada :

Nama : **TUTUT WIJAYANTI**
Tempat/Tanggal Lahir : Kebun Rami, 8 Februari 1999
Nomor Induk Mahasiswa : 17 0202 0139
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Lembaga : Institut Agama Islam Negeri Palopo
Alamat : Dsn. Kebun Rami 1, Desa Mandiri, kec. Tomoni

Untuk melakukan penelitian dari tanggal, 25 Februari s/d 25 Maret 2022 di
SMP Negeri 1 Tomoni sebagai bahan untuk menyusun Karya Ilmiah (skripsi) yang berjudul
"The Effectiveness Contextual Clue in Teaching Reading SMPN 1 Tomoni".

Demikian surat izin ini kami berikan untuk digunakan seperlunya.

Tomoni, 24 Februari 2022
Kepala Sekolah,

KASLAM, S.Pd

Pangkat : Pembina Tk.I

Nip. 19800101 200312 1 008

Tembusan :

1. Kepala Dinas Pendidikan dan kebudayaan Kab. Luwu Timur di Malili
2. Arsip.

Appendix 6

Documentation











BIOGRAPHY



The full name of the author is Tutut Wijayanti, better called Tutut. Born in Kebun Rami on February 7th, 1999. She is the first daughter of Mr. Sugeng R and Mrs. Suparti. The author comes from a simple family that teaches a lot about patience, honesty, and sincerity. The author started her education in kindergarten. When the author was five years old, she entered the Al-Ikhlas Kindergarten for approximately one year. Then the author's age continued to enter SDN 186 Kebun Rami for approximately six years, and graduated in 2011.. Then after graduating, the author continued the study at SMP Negeri 1 Tomoni for three years and graduated in 2014. Then the author continued at SMA Negeri 1 Tomoni, now known as SMA Negeri 8 Luwu Timur, for three years and graduated in 2017. After graduating from high school, the author continued to study at the State Islamic Institute of Palopo or IAIN Palopo and majored in English Education.

Contact person : tututwijayant.sr@gmail.com