

ABSTRACT

Mukti, Uun Tri. 2017. *The Effect Of Inference Strategy On The Eighth Grade Students' Reading Comprehension at SMPN 9 Jember In The 2016/2017 Academic Year*. Thesis, English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1) Dr. Mochamad Hatip, M. Pd. (2) Taufik Hidayah, M.Tesol

Key Words: reading comprehension and inference strategy

This research is aimed to find out the effect of using Inference Strategy on students' reading comprehension at SMPN 9 Jember. Many students find it is hard to do the reading comprehension. The problems are reading word by word, lack of vocabulary; the lack of understanding of the target language or the background of the materials being read. So this research tries to reveal whether there is a significant difference in the students' reading comprehension of the eighth grade students who are taught using inference strategy and those who are not, in the academic year of 2016/2017.

This research is classified as a quasi-experimental study. The subjects of this study were 54 students of eighth grade at SMPN 9 Jember where 26 students of VIIC and 28 students of VIID. Class VIID was chosen as the Experimental Group which was taught using inference strategy as the treatment while Class VIIC was chosen as the Control Group which was not taught using inference strategy. In this case, the control group was taught using lecture method. In the beginning of the study, both of Experimental and Control Groups were given a pre-test to measure the students' reading comprehension in the form of a test consisting of 20 questions. Then, they were given a post-test with the same questions as the pre-test to find out whether there was a significant difference in their reading comprehension after the treatment or not. The data of the pre-test and post-test of both groups were analyzed by using the computer program SPSS. After the data were tested and found to be homogeneous variance but the distribution of the data is not normal, the hypothesis was tested using Mann-Whitney test.

The result of this research shows that there is a significant difference in the students' reading comprehension of the students who are taught using inference strategy and those who are not at the 0,014 level of significance. It means that the use of inference strategy has significant effect on the students' reading comprehension.

This research can be used as an information or reference to conduct a further research dealing with the same or different design with the same topic at other school and different subject. In addition, the information can be used as a consideration to improve the teaching quality and creativity in teaching English by using inference strategy.