IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING CONTEXT CLUES

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Abstract:

In learning English, reading is one of the four language skills besides listening, speaking and writing. In Indonesia, English is learnt as a foreign language, the aim of teaching reading of foreign language is focus on the students' reading comprehension. Unfortunately, not all students have a good reading ability. To face this common problem there must be some ways and solutions to improve the students' reading comprehension through the available teaching method, in this case the researcher used Context Clues Strategy to improve reading comprehension achievement by describing the words.

In this research the problem is "how can the use of Context Clues Strategy improve students' reading comprehension achievement at MTs Annidhom Jember in the 2017/2018 academic year?" And how can the use of Context Clues Strategy improve students' active participation in reading teaching learning and process at MTs Annidhom Jember in the 2017/2018 academic year?" The objective of this research referring to the research problem is to know how context clues strategy can improve students' reading comprehension and students' active participation in reading teaching learning and process at MTs Annidhom Jember in 2017/2018 academic year.

The design of the research is Classroom Action Research: which uses reading test and observation guide as the instrument of the research. The subject of the research is the VIIIA students which has 18 students.

The result of reading test data in cycle 1 was showed that from 8 students, who have scored $\geq$ 70 was 44%. Meanwhile, the result of observation checklist showed 63.88% students' active. It means the result did not achieved the target score. The researcher needs to revise lesson plan or strategy in cycle 2. All activities done with the partner both defining unfamiliar words and discussion. In cycle 2 there were 15 students of the students who scored $\geq$ 70 was 83%. Beside that, the result of

observation checklist was 80.55% students' active. It means the target score in reading test achieved the target score. The action was stopped because requirement 70% students reading test could achieved the target scored and active participation.

It can be concluded that using Context Clues Strategy can improve the students' reading comprehension achievement by describing the words and their active participation by paying attention, asking question, answering question and doing the exercise at MTs Annidhom Jember in 2017/2018 academic year.

Key Words: Reading Comprehension, Context Clues Strategy

MENINGKATKAN PENCAPAIAN PEMAHAMAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI CONTEXT CLUES

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Abstrak:

Dalam belajar bahasa Inggris, membaca adalah satu dari empat kemampuan bahasa selain mendengarkan, berbicara dan menulis. Di Indonesia, bahasa Inggris dipelajari sebagai bahasa asing, tujuan pengajaran membaca bahasa asing adalah fokus pada pemahaman membaca siswa. Sayangnya, tidak semua siswa memiliki kemampuan membaca yang baik. Untuk menghadapi masalah umum ini, harus ada beberapa cara dan solusi untuk memperbaiki pemahaman membaca siswa melalui metode pengajaran yang ada, dalam hal ini peneliti menggunakan Strategi Context Clues untuk meningkatkan pencapaian pemahaman membaca dengan mendeskripsikan kata-katanya.

Dalam penelitian ini masalahnya adalah "bagaimana penggunaan Strategi Context Clues dapat meningkatkan prestasi belajar membaca siswa di MTs Annidhom Jember pada tahun akademik 2017/2018?" Dan bagaimana penggunaan Strategi Context Clues dapat meningkatkan partisipasi aktif siswa dalam proses belajar mengajar membaca di MTs Annidhom Jember pada tahun akademik 2017/2018? "Tujuan dari penelitian ini yang mengacu pada masalah penelitian adalah untuk mengetahui bagaimana strategi context clues dapat meningkatkan pemahaman membaca siswa dan partisipasi aktif siswa dalam proses belajar mengajar membaca di MTs Annidhom Jember pada tahun akademik 2017/2018.

Rancangan penelitian ini adalah Penelitian Tindakan Kelas: yang menggunakan tes membaca dan panduan observasi sebagai instrumen penelitian. Subyek penelitian adalah siswa VIIIA yang memiliki 18 siswa.

Hasil data tes membaca pada siklus 1 menunjukkan bahwa dari 8 siswa, yang memiliki skor ≥ 70 adalah 44%. Sedangkan hasil ceklis observasi menunjukkan 63,88% siswa aktif. Artinya hasilnya tidak mencapai nilai target. Peneliti perlu merevisi rencana pembelajaran atau strategi pembelajaran pada siklus 2. Semua kegiatan yang dilakukan dengan pasangan mendefinisikan kata-kata yang sulit dan diskusi. Pada siklus 2 ada 15 siswa yang memiliki skor ≥ 70 adalah 83%. Selain itu, hasil ceklis observasi 80,55% siswa aktif. Artinya target skor dalam tes membaca

mencapai nilai target. Tindakan tersebut dihentikan karena kebutuhan 70% tes membaca siswa bisa mencapai target skor dan partisipasi aktif.

Dapat disimpulkan bahwa dengan menggunakan Strategi Context Clues dapat meningkatkan prestasi pemahaman membaca siswa dengan menggambarkan kata-kata dan partisipasi aktif mereka dengan memperhatikan, mengajukan pertanyaan, menjawab pertanyaan dan melakukan latihan di MTs Annidhom Jember pada tahun akademik 2017/2018.

Kata Kunci: Pemahaman Membaca, Strategi Context Clues

INTRODUCTION

In Indonesia, English is learnt as a foreign language. It is taught as a compulsory subject from Junior High School up to the University level. It is also taught as a local content subject for Elementary School level. Learning English is an essential part of language learning in Indonesia relating to the fact that the whole education from kindergarten up to high school level are studying English. The objective of learning is to enable students to communicate either oral or written form.

According to Weber and Roeber (1987:230) in Sabouri (2016), reading is the process of creating meaning that involve: a) the reader's existing knowledge; b) the text information; and c) the reading context.

From the result of the preliminary study which was conducted on September 5, 2017 by interviewing the English teacher, class observation and give the students test to get the reading score, it was found that the VIIIA students of MTs Annidhom Jember got difficulty in deciding main idea from the text. It was known that VIIIA class had the lowest percentage score that achieve the KKM. The KKM is 70. In that class the students who achieved the standard score was 4 students that was 22%. The teacher said the students' problems in deciding main from text are the students was difficult in comprehending both of words sentences, it causes they are lack of vocabularies. Besides that, the English teacher said that the students' active performance in the teaching learning process of reading was still low. It was shown by the students did not enjoy to read english text because the teacher never used media or any technique to teach reading.

Based on the problem above it was necessary to conduct a research entitled "The use of Context Clues Strategy can improve students' reading comprehension achievement at MTs Annidhom Jember in the 2017/2018 academic year".

RESEARCH METHOD

This research is a classroom action research (CAR).The design of this research is Kemmis and Mc Taggarat's design. The research subjects are eight grade students of MTs Annidhom Jember in the 2017/2018 academic year, especially class VIIIA which has 18 students. Based on the research design, the actions of the research are implemented in four stages they are; planning, acting, observing and reflecting. To measure the student percentage of their reading comprehension, the researcher uses this formula:

$$E = \frac{n}{N} 100\%$$

Note:

E : The percentage of students' reading comprehension

n   : The total number of students who got score 70 or more
N   : The total number of the students

<div align="right">(Adopted from Ali, 1993:186)</div>

THE RESULT OF THE RESEARCH

The reading test in cycle I was held on 6th of January 2018 to know how far students improvement in reading comprehension after implementing the action using Context Clues strategy. The reading test was conducted to measure the students' word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in text. The material was narrative text. From the test result of cycle I, the mean score of the students reading comprehension by using context clues was 44,44% and students who got ≥ 70 was 8 students. As mentioned before, the action is regarded successful if 70% of students can achieve the minimum standard score requirement that is ≥ 70 and the mean score of class observation was 63,88% students active and 36,11% students passive. It means that the test was not successful. The researcher planned some activities in the second cycle in order to get success.

From the result of reading test in cycle II, the mean score was and the percentage of students who got the standard mean score was 72,22 it means that the minimum standard mean score ≥ 70 and the percentage requirement of reading comprehension it was 83,33% of the students in this research has been achieved. While the average students active participation as presented there were 80,55% of the students who were actively participated and 19,44% of the students passively participated, moreover there were improvements of the result of average students active participation in cycle 1 it was 63,88 % up to 80,55% in cycle 2, while the mean score in cycle 1 was 52,5 became 72,22 in cycle 2. It could be said that the strategy of teaching reading comprehension by using context clues strategy in cycle 2 was on the target. It means that context clues strategy can improve both the reading comprehension achievement by describing the words and students' active participation by paying attention, asking the question, answering the question, and doing the exercise.

DISCUSSION

In the first cycle, the students' reading comprehension after being given the action by teaching reading applying narrative text was unsatisfactory. The result of the reading comprehension test in the first cycle showed that 8 students the percentage of students who got score ≥ 70 was 44,44%. It means that the percentage the standard score had not been achieved and it can be said that it was not successful.

For the reasons, the researcher investigated the cause of this matter. The result of the investigation showed that the students had low skill in reading, the lack of

students' vocabulary blocks their comprehending in extracting meaning from the texts. In teaching learning process, the students used to be passive participant and shy to express their opinion. They are shy to answer the researcher's question about narrative and context clues. It can be seen by the percentage of their active participation during the teaching learning process, mean score of students' active was 63,88% and 36,11% students passive.

Having taken the problems in cycle 1 into consideration, the researcher did some modifications to the way of teaching reading comprehension by using context clues to the students. In the cycle 2 the researcher explains more about narrative text and context clues strategy. Grouping the students in partnership and ask them to open their students' handout to the material of a narrative text that have been read by the students at home and a copy of context clues chart to guide their work. And also giving reward to the students who were active in the class.

By that, the students' reading comprehension in the second cycle is much better than in the first cycle. The result of the reading test in the second cycle showed that the mean score of the students' reading comprehension was 72,22 and the percentage of students who got score ≥ 70 was 83,33%. It means that the standard mean score had already been achieved. Based on the observation checklist, it could be seen that the students' active participation in the second cycle was higher than in the first cycle. The result mean score was 80,55% students' active and 19,44% students' passive. It means that teaching reading by using context clues strategy is able to improve the students' reading comprehension achievement by describing the words and also improve their active participation by paying attention, asking question, answering question and doing the exercise in reading teaching learning and process.

CONCLUSION AND SUGGESTION

Conclusion

The general conclusion is context clues strategy can improve students' reading comprehension achievement by describing the words at MTs Annidhom Jember in the 2017/2018 academic year.
Specific conclusions are as follows:
1. Context Clues Strategy can improve student's reading comprehension achievement by describing the words at MTs Annidhom Jember in the 2017/2018 academic year.
2. Context Clues Strategy can improve students'active participation by paying attention, asking question, answering question and doing the exercise at MTs Annidhom Jember in the 2017/2018 academic year.

Suggestions

The result of the research shows that the use of context clues strategy can improve the students' reading comprehension achievement by describing the words,

considering the result some suggestions are given to the English teacher, the students, and the other researchers.

The English teacher is suggested to use context clues strategy as an alternative strategy in teaching reading to improve the students' reading comprehension achievement by describing the words since it is interesting and motivating students to read the English text.

The students are suggested to read narrative text more seriously by using context clues strategy to improve their reading comprehension because it can help them to understand the text well.

It is suggested that the future researchers who have some problems with the teaching of reading to conduct the use of context clues strategy to improve the students' reading comprehension by using different research.

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