

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH CONTEXT CLUES STRATEGY AT THE EIGHTH GRADE
OF SMP MUHAMMADIYAH 1 PONOROGO
IN ACADEMIC YEAR 2015/2016**

THESIS



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TEACHER TRAINING AND EDUCATION FACULTY
MUHAMMADIYAH UNIVERSITY OF PONOROGO
2015**

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**Presented to
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In Partial Fulfilment of The Requirement for The Degree of *Sarjana*
In English Language Education**

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MOTTO

*Better to feel how hard education is at this time rather
than feel the bitterness of stupidity later*

DEDICATION

The most expected moment is when I can present something special to the people I do love. I will dedicate this thesis to:

1. My Beloved Parents

Thank you a lot of for everything you gave me, may Alloh bless on our family. More of love I'll gave for them.

2. My Brothers

Thanks for being my lovely brothers. I love you so much. May Alloh bless us. You can do more more more than me.

3. My beloved person who still OTW

I am waiting for you where ever you are.

4. My members in school

5. English Department 2011

6. Ustadz Moh Arifin (The Lord Legend)

7. Ustadz Rohmadi Edogawa (Thanks for opened my eyes tadz)

8. Al Amin Boarding School

9. KKN 15 “Laskar Jihad” (Edi, Endro, Sofat, Latif, Zulaikha, Yusnia, Elvira, Sri)

10. Futsalista

For you who love Futsal and Football very much

11. All of my friends

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9. My beloved parents, brothers, who always help and give their motivation to the researcher.
10. All of my colleagues, friends, and all those who contribute successful for this thesis.

Finally, the writer hopes that the result of this research could give advantages to the readers. The writer believes that this research is far from being perfect. So, the writer expects some suggestions and criticisms of this thesis for the better result.

Ponorogo, August 29th 2015
The writer

ABSTRACT

Pribadi, Taufik. 2015. *Improving The Students' Reading Comprehension Trough Context Clues Strategy At The Eighth Grade Of SMP Muhammadiyah 1 Ponorogo In Academic Year 2015/2016*. Thesis. English Department of Teacher Training and Education Faculty. Muhammadiyah University of Ponorogo. Advisors: (1) Ana Maghfiroh, M.Pd; (2) Diah Atiek Mustikawati, M.Hum.

Key Words: Reading skill, Narrative text, Context Clues Strategy

Based on pre observation, the researcher got some problems in the teaching reading comprehension at SMP Muhammadiyah Ponorogo such as when the students read the English text, they did not understand the content of the text because of lack of vocabulary mastery and the English teacher usually used monotonous method and they got score in reading was low. The purposes of the study of this research was to know the improvement the student's reading comprehension at the eighth grade of SMP Muhammadiyah 1 Ponorogo through Context Clues Strategy in academic year 2015/2016

The subject of this research was the students of the eighth grade class VIII A of SMP Muhammadiyah 1 Ponorogo in the 2015/2016 academic year, which consisted of 27 students. The research was started on August 10th, 2015 until August 22th, 2015. This Classroom Action Research was conducted in two cycles and each cycle consists of two meeting. The researcher used three research instruments. They were: observation check list, questionnaire, and test.

Based on the result of this research, the implementation of Context Clues Strategy could improve students' reading comprehension at the eighth grade of SMP Muhammadiyah 1 Ponorogo in the 2015/2016 academic year. It was seen from the result of students' test. In cycle I, there were 19 students (73%) who got score more than the minimum mastery criteria (KKM) and 7 students (26%) who got score lower than the minimum mastery criteria (KKM). The highest score was 96 obtained by one student. The result of students' test in cycle II, there were 26 students (100%) who got score more than minimum mastery criteria (KKM). The highest score was 98 obtained by one student. It meant there was improvement from cycle 1 to cycle II. The questionnaire result showed that the students were interested in this method. It was seen from the total of questionnaire I was 78% and questionnaire II was 79.4%. The observation check list result showed that the students become active during teaching learning process. It was seen from the total of observation checklist cycle I was 58% up to 80% in cycle II. It means that the study had been successful.

Finally, the researcher gives suggestion that teacher should be creative in organizing the class. The students should practice to use English in daily activities. School also should support the teachers in developing their quality in teaching English. Last, the next researcher can develop this method by using various kinds of the media to get the better result in teaching learning process.

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