

**THE CORRELATION BETWEEN CONTEXT CLUES ABILITY
AND READING COMPREHENSION ABILITY OF SECOND
SEMESTER ENGLISH DEPARTMENT STUDENTS OF
UNIVERSITAS NEGERI PADANG**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ART

UNIVERSITAS NEGERI PADANG

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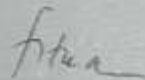
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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *The Correlation Between Context Clues Ability and Reading Comprehension Ability of Second Semester English Department Students of Universitas Negeri Padang* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRAK

Putri, Melia. 2019. The Correlation Between Context Clues Ability and Reading Comprehension Ability of Second Semester English Department Students of UNP : Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui hubungan antara strategi petunjuk konteks dan kemampuan membaca pemahaman pada mahasiswa semester dua jurusan Bahasa Inggris Universitas Negeri Padang. Penelitian ini adalah penelitian deskriptif kuantitatif. Sampel penelitian ini berjumlah 31 siswa yang dipilih menggunakan teknik *simple random sampling*. Instrumen yang digunakan dalam penelitian ini adalah tes *context clues* dan tes *reading comprehension*. Di dalam tes tersebut terdiri dari 25 butir soal pilihan ganda. Data penelitian ini berupa interpretasi dari hasil tes *context clue*, tes *reading comprehension* siswa dan korelasinya. Berdasarkan analisis data, ditemukan bahwa ada korelasi yang signifikan antara kemampuan *context clue* dan kemampuan *reading comprehension* siswa. Hal ini dibuktikan oleh kemampuan siswa pada *context clues* adalah rata-rata dengan mean 63,17. Siswa mengalami kesulitan pada sinonim *context clues* dengan persentase 53,48%. Kemampuan *reading comprehension* siswa adalah bagus. Hal ini dibuktikan dengan mean 66,66. Siswa mengalami kesulitan dalam menemukan fakta dan pemahaman *vocabulary* dalam text dengan persentase 62,39%. Selanjutnya, berdasarkan hasil dari analisis, ditemukan bahwa ada hubungan yang signifikan pada kategori sangat kuat antara kemampuan *context clues* dan kemampuan pemahaman membaca siswa dengan r_{xy} adalah 0,825.

Kata Kunci : Petunjuk Konteks, Pemahaman Membaca, Hubungan,

ABSTRACT

Putri, Melia. 2019. The Correlation Between Context Clues Ability and Reading Comprehension Ability of Second Semester English Department Students of UNP: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research aimed to find out The Correlation Between Context Clues Ability and Reading Comprehension Ability of second semester English department students of Universitas Negeri Padang. This research is descriptive quantitative research. The sample of this research is 39 students selected by simple random sampling. The instrument used in this research were context clues and reading comprehension tests. The test consisted of 25 items of multiple choice. The research data were in the form of interpretations of students' context clues, reading comprehension test results and its correlation. Based on data analysis, it was found that there is a significant correlation between students' context clues ability and reading comprehension ability. It was proved by the students' ability in context clues is average by the mean 63,17. The students had difficulties in synonym context clues with a percentage of 53,84%. The students reading comprehension ability is good. It was proved by the mean 66,66. The students had difficulties in finding the fact of the text and understanding vocabulary with a percentage of 62,39%. Furthermore, based on the result of the analysis, it was found that there is a significant correlation in a very strong category between context clues ability and reading comprehension ability with r_{xy} is 0,825.

Keyword : Context Clues, Reading Comprehension, Correlation

ACKNOWLEDGEMENTS

First of all, the writer would like to say *Alhamdulillahirrabbi'l'alamin*. All Praise be upon to *Allah Subhanahu Wata'ala*, the Lord of the Universe, with His uncountable blessing, mercy, and great guidance, that has given the writer good health and welfare to finish this thesis entitled "***The Correlation Between Context Clues Ability and Reading Comprehension Ability of Second Semester English Department Students of Universitas Negeri Padang***" as one of the requirements for obtaining Strata One (S1) degree at English Department, the Faculty of Languages and Arts, Universitas Negeri Padang. Also, *shalawat and salam* is delivered to the greatest leader for human beings, the prophet Muhammad *Sallahu 'Alaihi Wasallam*.

Furthermore, in accomplishing this thesis, the writer has been assisted and guided by a number of great people. It is a great pleasure to convey an appreciation and gratitude to thank them in this acknowledgement. The writer would like to express her sincere gratitude to the honorable advisor, Fitrawati, S.S., M.Pd. for her valuable assistance and inspiration to the completion of this thesis. In addition, an abundance of appreciation are also addressed to the reviewers and examiners of this thesis, Drs. Don Narius, M.Si. and Witri Oktavia, M.Pd. Their ideas, criticisms, and constructive feedbacks have helped the accomplishment of this thesis. Furthermore, the writer would like to express her thanks to the validator, Salam Mairi, S.Pd., M.Sc for the assistance, ideas and guidance in validating the test. A huge thank is also given to Drs. Saunir, M.Pd. as her academic advisor, for his worthy advices, and motivation during the study in English Department. The writer also would express the gratitude to Dr. Desvalini Anwar, S.S., M.Hum., Ph.D and Dr. Muhd Al Hafiz, S.S., M.A. as the head and the secretary of English Department, Universitas Negeri Padang. Moreover, the writer does not forget to express her thanks to all the lectures and staff of English Department for sharing her precious knowledge and learning experience in college.

Finally, a deep thank and gratitude are dedicated to the writer's beloved parents: Azwir and Rasmi, my aunty Kartini and her beloved family members who always give her countless love, send her powerful prayers, and also give both mentally and financially support which help the writer to finish her study. Great thanks are also addressed to Puteri Kharmilah for the full encouragement and priceless motivation. Also, for writer's friends, Nur Hafizah, Yuni Marpiah, Riana, Rozaqna Rizke M, Rezky Nanda, Nadiatul Khairo and Anni Kholila for giving support and valuable contribution. The writer lastly would like to express her thanks to ***K2-2015 and K1-Reborn*** fellows for the unforgettable moment she

had while studying in English Department, also other graduation warriors for supporting each other while fighting for the final assignment.

Last, the writer realizes that this work is still far from perfect. Thus, the constructive criticisms and suggestions to improve this thesis are highly appreciated.

Padang, November 2019

Melia Putri

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CHAPTER I INTRODUCTON

A. Background of the Problem

Based on the researcher's interview with several students in English Department of UNP, some factors cause the students difficult to comprehend their reading comprehension. Firstly, the problem is the students are lack of vocabulary that makes them difficult to understand the text. The students perhaps will spend much of the time to read even a very simple paragraph because they will stop at the unfamiliar word an try to understand it. The second problem is they can not get the point of what they read. Thirdly the problem is the students rarely or even difficult to use a strategy such as context clues when they read a text. Annelando, Amir and Fitrawati (2014:269) state students have difficulty in finding the correct word to replace another word. According to Klingner, Vaughn and Broadman (2007), there are some factors from reader's basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge.

Based on the factors that have satated before, we can assume that the students' problem in reading comprehension is they can not manage time effectively in reading a text. It is because they lack of vocabulary that makes them difficult to understand the meaning. One of the strategies that can help them to understand the text is using context clues strategy, meanwhile they feel difficult and even can not use the strategy in reading comprehension.

There are some previous research that have done to know the effectiveness of context clues strategy to improve students reading comprehension. Fitri Rohmani (2016) in her research entitled *The Correlation Between Synonym Context Clue and Reading Comprehension of English Study Program Students of IAIN Palangkaraya*. This research is aims at measuring the correlation between synonym context clue and reading comprehension English study program students of IAIN Palangka Raya. Ferdi et.al (2014) in their research entitled *An Analysis of Third Year Students of UNP English Department Ability in Using Context Clues*. They analyze the student's ability in using context clues and find out the problem faced by the students in using context clues when they are reading English text. The next research was conducted by Tika Sari (2017). She investigated the correlation between reading strategies use and reading comprehension achievement of the eleventh-grade students of SMA Muhammadiyah 6 Palembang. She found that there was a significant correlation between the students reading strategies use and their reading achievement. It can be inferred that the students reading strategies use influenced their reading achievement significantly.

The previous research discusses the correlation between synonym context clues and reading comprehension. In this research, the researcher focused on the synonym of context clue and reading comprehension. Next, in 2014 there is also research about context clues, where the researcher only analyzed the ability of student's context clues and in 2017 there is also research about the correlation of

reading strategy and reading achievement that is focused in reading strategy as general. Meanwhile, in this research, the researcher also analyzed the correlation between the reading strategy that is context clues, but the researcher uses several types of context clues and several aspects of reading comprehension ability on students of second semester English Department Students of UNP and this research focus on the correlation between the context clues ability and reading comprehension ability.

B. Identification of The Problems

Based on the background of the problem above, it can be identified that there are many problems found by the researcher. The first one is vocabulary mastery. The students still lack of vocabulary when they are reading a text, it makes them difficult to understand the text. The second one is the students difficulties to get what the text talks about. In reading a text, the students feel difficult to get the main poin of the passage. The third one is the strategy use in read a text. The students even didn't use context strategies that has been taught in previous semester to guess the unfamiliar word. They still thinking of unfamiliar word and spend their time to look for the meaning of a word and sometimes look at the dictionary.

C. Limitation of the Problem

Based on the identification of the problems above, this research focused on the correlation between context clues ability with students reading comprehension ability.

D. Formulation of the Problem

Based on the limitation above, the formulation of the problem is to find out The Correlation Between Context Clues Ability and Reading Comprehension Ability of second semester English Department students of UNP.

E. Research Question

The problem of this research can be formulated in the following questions:

1. How is the students' ability in using context clues of second semester English Department Students in UNP?
2. How is students' reading comprehension ability of second semester students in English Department of UNP?
3. What is the correlation between student's context clues strategy and reading comprehension ability of second semester English Department Students in UNP?

F. The objective of the Research

1. To find out how context clues strategy is used at the second semester students of English Department of UNP.
2. To find out how students' reading comprehension ability of second semester students in English Department of UNP.
3. To find how the significant correlation context clues toward reading comprehension ability when they read a text at the second-semester student in English Department of UNP.

G. The Significant of the Study

The result of the study is expected to give the following benefit :

1. Theoretically

The research is aimed to support the knowledge of the theories about reading, context clues strategies, and their relationship.

2. Practically

a. The Readers

It is hoped that this research provides the information and knowledge for the readers about the influence of using context clues in understanding the text.

b. To other researchers

The result of this research is expected to be a useful reference for the next researchers who conduct similar research about context clues and reading comprehension.

H. Definition of the Key Term

1. Vocabulary

Vocabulary is a list of the word with their translation. It can be, a noun, singular and become vocabularies in plural function. In addition, mastery is a great skill or knowledge that has someone to do something. In this research, vocabulary mastery means the total number of words.

2. Context clues

Context clues are hints that an author gives to help define a difficult or unusual word. The clue may appear within the same sentences as the word to which it refers, or it may follow in a preceding sentence.

3. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning and to integrate it with what the reader already knows. In addition, reading comprehension is explained as the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently

CHAPTER V CONCLUSION AND SUGGESTIONS

i. Conclusion

Based on the findings, it can be concluded:

1. Based on the result of the test, it is indicated that students' context clues ability is categorized average based on the mean that is 63,17.
2. The students feel difficult to find the unknown word by using synonym context clues that are indicated by the percentage of the synonym context clue is 53,84% and it is the lowest level in figure 4.1. The highest score is example clue with a percentage of 73,18.
3. Based on the result of the test, it is indicated that students' reading comprehension ability is categorized good based on the mean 66,66.
4. The students feel difficulty in finding the fact and understanding vocabulary that is indicated by the same percentage that is 62,39% and it is the lowest level in figure 4.2. The highest score was 80,76%.
5. Based on the result of context clues and reading comprehension tests, it was found that there is a significant correlation in a very strong level between students' context clues ability and reading comprehension ability of second semester English Department Students of UNP based on the correlation (r_{xy}) is 0,825.

B. Suggestion

Based on the previous conclusion, the researcher offers several suggestions as follows:

1. In order to make the students understand the context clues strategy and make them easy to comprehend the text, it is suggested the students and teachers to discuss all types of context clues and how to use the strategy properly when they are reading the text.
2. Moreover, it is suggested for the teachers to improve the student's reading comprehension.
3. Since this research had some limitations, the researcher wants to suggest other researchers conduct further analysis of the correlation between context clues ability and reading comprehension ability.

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