THE EFFECTIVENESS OF CONTEXTUAL CLUE TECHNIQUE TO

IMPROVE READING COMPREHENSION SKILL AT 10th GRADE OF

SMA N 1 GONDANG SRAGEN IN ACADEMY YEAR OF 2022/2023

THESIS

Submitted as A Partial Requirements

For the degree of Sarjana

By

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RATIFICATION

This is certify the Sarjana thesis entitled "The Effectiviness of Contextual Clue Technique to Improve Reading Comprehension Skill at 10th Grade of SMA N 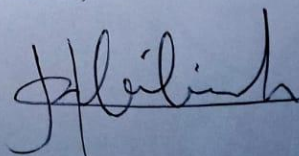1 Gondang in the Academy Year of 2022/2023". by Dewi Wahyu Novitasari has been approved by the Board of Thesis Examiners as the requirement for degree of *Sarjana* in Raden Mas Said State Islamic University of Surakarta.
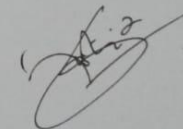
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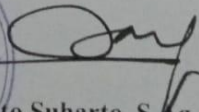
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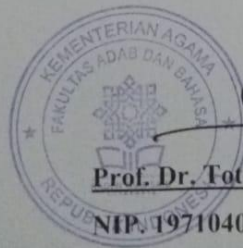
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DEDICATION

Alhamdulillahirabbil' alamin. Praise thanks to Allah SWT who has given all the

blessings. I would dedicate this thesis to the people who I love yesterday, now,

and tomorrow ever after.

1. My beloved Parents (My Mother Mrs. Eni, My Father. Mr. Marnoto)

2. My beloved sister and All of my big family

3. My best friends who always support me

4. My Almamater Raden Mas Said State Islamic University of Surakarta.

MOTO

Jadilah orang baik dan membawa manfaat kepada orang lain dan bangsa.

Be a good person and bring benefits to other people and the nation

-my mother-

I should be able to if other people can,

-penulis-

Kunci dari segala kebahagiaan adalah bersyukur.

PRONOUNCEMENT
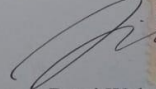
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I hereby sincerely state that the thesis titled "The Effectiviness of Contextual Clue Technique to Improve Reading Comprehension Skill at 10th Grade of SMA N 1 Gondang in the Academy Year of 2022/2023". is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 8 April 2023

Stated by,

Dewi Wahyu Novitasari
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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitle "The Effectiviness of Contextual Clue Technique to Improve Reading Comprehension Skill at 10th Grade of SMA N 1 Gondang in the Academy Year of 2022/2023". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the help, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 8 April 2023

The Researcher

Dewi Wahyu Novitasari
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ABSTRACT

Dewi Wahyu Novitasari, 2023. "*The Effectiveness of Contextual Clue Technique to Improve Reading Comprehension Skill at 10th Grade of SMA N 1 Gondang Sragen in the Academy Year of 2022/2023*". Thesis. English Language Education. Culture and Language Faculty.

This research is about using Contextual Clue Technique to improve reading comprehension skills at 10 grade of SMA N 1 Gondang Sragen. The objective of this research was to find a significant result in class using technique contextual clues to improve reading comprehension and to find effective contextual clue techniques in improving reading comprehension.

The research was Experimental Research Method. The subjects of this research were the students from classes X A which consisted of 36 students as an experimental class taught by using the contextual clue technique, and classes X C which consisted of 36 students as a control class or without treatment of the contextual clue technique. The samples were taken using cluster random sampling. The test scores are based on the pre-test and post-test scores.

The resulting statement about the significant difference in the reading comprehension result between the control class and the experimental class using the contextual clue technique shows that the contextual clue technique effectively improves reading comprehension. The result showed that first, there is a difference between the use of contextual clues and conventional methods for the tenth-grade students of SMA N 1 Gondang in the academic years 2022/2023. It can be seen from the mean of the post-test of the experimental class which was higher than that of the control class, i.e. $82.014 > 65.139$. Second, contextual clue technique to improve reading comprehension for the tenth-grade students of SMA N 1 Gondang Sragen by the result of t-test that table $<$ t value $(0.012<0.05)$. based on the results, it can be concluded that there is a significant difference between the reading comprehension of the tenth-grade students of SMA N 1 Gondang Sragen in the academic year of 2022/2023 thaugh by contextual clue technique and those who were not thought by using contextual clue technique is effective to improve reading comprehension.

Keywords: *reading comprehension, contextual clue*

CHAPTER I

INTRODUCTION

A. Background Of Study

Reading is one of the important skills in learning English. Through reading we can enhance our experience, develop new concepts, and increase knowledge. Reading is one of the important English skills in international communication. But English teachers often ignore the importance of reading in class. In fact, students need reading skills to get information from books, magazines, novels, essays, and the internet. Therefore, the need to read and get information from various information texts becomes very important. Reading is the third of the four basic English language skills, namely: listening, speaking, reading and writing which are mastered in learning and language skills which play an important role in teaching.

Reading comprehension is knowledge that students understand after they read. According to (st astriati, 2018) reading comprehension is a skill that must be developed and applied to children at home and at school because reading is a thought process activity that focuses not only on skills but on student experience and knowledge, such as understanding vocabulary to find out the meaning of the sentences. Therefore, it is a process thinking activity that depends not only on skills but also on students' experience and prior knowledge which involves understanding vocabulary to find out the meaning of the reading, the relationship

between words and concepts, organizing ideas, to recognize students' goals in reading, making decisions, and do an evaluation. As one of the language skills, reading is emphasized more than the others, because it is given first priority. Moreover, comprehension is very important in both reading and other skills. The ability of some people to understand is closely related to background knowledge. Understanding is the ability to know the meaning or importance of something or the knowledge obtained as a result.

Based on the pre-observa tion that the researchers conducted on January 8 2022 at SMA N 1 Gondang with Mrs. DH as an English teacher in grade 10, the researchers knew that there were problems in learning to read that occurred in grade 10. The researchers found that the causes of the difficulties experienced by students were lack of interest in reading, so as to make students have the ability to understand the content of reading and reasoning. The second is material that is not interesting so that it makes students not interested in learning English. In addition, the learning process techniques carried out by the teacher to students still use traditional teaching methods, namely only providing material without being given interesting strategies or techniques. So that it causes students to be less active and feel bored in learning activities on this occasion. Contextual techniques to increase students' interest in reading and new innovations in learning English so that students can be more interested and active in learning English and can improve understanding in learning.

Some students sometimes experience difficulties in understanding English subjects such as writing and speaking English, understanding the meaning of the material, and understanding the meaning of the contents of the sentence context. When students find it difficult to write or speak English, they will easily get bored because they are not used to using it in everyday life. Sometimes they are used to wearing almost all the same words. In addition, students also sometimes find it difficult to understand the meaning of the material and understand the contents of the context of sentences in English. Understanding the meaning of the material, it is possible that students already have a good understanding of the material, especially reading. However, students feel confused and have difficulty understanding the contents of the context of sentences in English. These difficulties can be in the form of words that are not well known because in understanding the vocabulary they have is not so much. Therefore, without understanding vocabulary that is not much, students cannot understand the content of the context. The solution is that students can have a large range of vocabulary, the right technique or strategy is needed in order to understand the content of reading comprehension

This study, researchers need strategies or techniques to teach and improve reading comprehension, using contextual cues techniques. This technique is a way that writers can use to teach, master and improve vocabulary to students. Through contextual cueing techniques, it can be relied upon to teach and learn many words from context in reading texts.

In addition, it can also help students improve reading comprehension.Through Contextual Clues, students can guess and understand words without opening and looking at the dictionary (innaci & sam, 2017).

Contextual Clues are natural clues inserted into reading text to help students understand the meaning of new words. According to (Naggy & scoot, 2000), the use of contextual clues by students aims to infer the meaning of a word,namely by looking closely at the reading text around it. These is unknown words can be guessed through the reading context. In addition, contextual clue provides information where a word matches the sentence and the ideas contained in it.

(Denton, Bryan, Wexler, Reed, & Vaughn, 2007) states that context clues can give students ideas or clues to possible meanings of unknown words that might mean. Clues are found around the unknown word whether in the same sentence or in the sentences before and after the sentence containing the unknown word. Thus, the Context Guidance Strategy or technique provides benefits for competency students in understanding reading material. In addition, (Yuen, 2009) states, "The use of context clues to gain knowledge of new words during reading". This will help students to become proficient at reading texts. The advantage of the Context Guidance Strategy for teachers is that they will gain new knowledge about teaching methods to improve their teaching and learning

process and make learning more interesting. Thus it will increase students' motivation in reading

The researcher conducted a study with the subjects of class X SMA N 1 Gondang located at Jl. Wisma Praja, Gondang, Kec. Gondang, Sragen Regency, Central Java 57254. Researchers will conduct research with the subject of class X students of SMA Negeri 1 Gondang. There are 8 classes, namely A, B, C, D, E, F, G, H, I. from the 8 classes the researcher used the cluster random sampling method to select the research class and the results obtained were class XA as the experimental class and class XC as the control class.

This study, the researcher used 3 previous studies: the first research that was conducted before was the thesis "The Effectiveness of Using Context Clues Strategy on Reading Comprehension of The First Year Students at SMA Muhammadiyah 1 Pekan Baru" (dita herinovita, 2015). This research uses experimental research methods and aims to find out the use of contextual clue strategies in reading comprehension. This study was conducted with 33 students as a tryout class and 28 students as an experimental class at SMA Muhammadiyah 1 Pekanbaru. The results of this study have a big impact on how contextual clue strategies are used to improve reading comprehension. The second previous study was the journal of (Fariska, 2017) entitled "The Use of Context Clue in Improving Students' Reading Ability". this research was conducted on semester 2 students using classroom action research (CAR), and obtained the result

that contextual clues can improve students' reading abilities. The third previous study was a journal entitled "Improving Students' Reading Comprehension ThroughContext Clues Strategy at The Eighth Grade of Smp Dharma Wanita Medan" by (apriyanti & pangaribun, 2018). This research was conducted on 8th grade students of SMP Dharma Wanita Medan and obtained the results of the contextual clue strategy which is an effective strategy in helping students improve their reading comprehension.

Based on the description above, the researcher will conduct further research to find out whether the technique could increase students' understanding in class. In addition, researchers also use this technique to help students in reading comprehension. The researcher believes that using these techniques will be able to help and make students have broad knowledge. Therefore, researchers will conduct research that will be carried out in a new school, namely SMA N 1 Gondang. Schools that have never carried out teaching and learning activities use techniques to increase students' reading interest. Based on previous observations and studies above, the research will be upgraded by conducting research at a new school, namely SMA N 1 Gondang. The school has never used contextual clues techniques to improve students' reading comprehension. So the researcher will conduct research with title" **THE EFFECTIVENESS OF CONTEXTUAL CLUE TECHNIQUE TO IMPROVE READING COMPREHENSION SKILL AT 10th GRADE**

OF SMA N 1 GONDANG SRAGEN IN THE ACADEMY YEAR OF 2022/2023".

B. Identification of the Problems

Based on the research background, the researcher identified several problems as follow:

1. The way teachers teaching do not use material from other sources to expand the material, as well as students' difficulties in understanding English texts.

2. The students' lack of interest in reading makes students have low abilities in understand the content of reading material Unattractive

3. Uninteresting material makes students more difficult to understand English texts.

C. Limitation of the Problems

Based on the explanation above, the researcher focuses on using contextual cue techniques to improve reading comprehension. According to (boonchun, 2018) context clue is a learning strategy to predict the meaning of unknown words or vocabulary based on context and clues. The research subjects of this research were grades 10 A and 10 C of SMA N 1 Gondang for the 2022/2023 academic year. Class 10 A will be the control group and will be taught using the traditional method, namely lecture learning technique, while class 10 C will be the experimental group and will be taught using the contextual clue technique.

D. Formulation of the Problems

Concerning with the background of the study above, the researcher formulated the problem as follows:

1. Is there a significant difference of the reading comprehension result between the control class and the experimental class using the contextual clue technique in improving reading comprehension of 10th grade students of SMA N 1 Gondang Sragen?

2. Is the contextual clue technique effective in improving reading comprehension in grade 10 SMA N 1 Gondang Sragen?

E. Objectives of the Study

Based on research problem, the objectives of the research is to find out :

1. To find out the significant difference of result between those classes that uses traditional methods, and class using technique contextual clue in improving reading comprehension of 10th grade students of SMA N 1 Gondang Sragen.

2. To find out whether the contextual clue technique is effective in improving reading comprehension of 10th grade students of SMA N 1 Gondang Sragen.

F. Benefits of the Study

The Benefits of study are:

1. Theoretical benefit

   This research is expected to provide benefits that can enrich knowledge as a way to find new innovative alternatives in learning English related to understanding English vocabulary through contextual guidance techniques for 10th graders of SMA N 1 Gondang Sragen.

2. practical benefit

   This research is expected to be useful for:

   a. Students

      1) Students have new learning methods in learning English using contextual clue techniques.

      2) To increase motivation in learning English .

   b. School

      1) To give information for teacher if contextual clue technique can be effective strategy to improve students' reading comprehension.

      2) The teacher can be used as information to improve the quality of English in the future.

   c. Teacher

      As a recommendation for the teacher in solving problems that may appear in teaching reading subjects efficiently.

d. Researchers

As a suggestion for other researchers to add their knowledge about how to teach reading comprehension and can apply appropriate techniques to learn reading comprehension to students and can develop a professional in carrying out their jobs.

G. Definition of Key Terms

There are some key terms of this research, as follow:

1. Reading comprehension

According to (purnama, 2012) reading comprehension is a complex process in which the reader uses of the material. In reading we must recognize decode words and be able to relate them to ideas for prior knowledge. So reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already to read.

2. Contextual Clue

According to Beck et al in (karbalaei, 2012) contextual clues is a word found around unknown words that provide clues to show the meaning of unknown words. The context clues method can be used to explain the meaning of difficult-to-interpret words in a sentence with checking at the context of the sentence or paragraph in the text.

3. Effectiveness

According to (Sedarmayanti, 2012), effectiveness is a description of the amount of success or excellence in achieving the goals

established, as well as the existence of a link between the various values, yielding successful desired outcome or success. The effectiveness in this study is the use of contextual clue techniques in improving reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Review**

1. **Concepts of Reading**

Reading is one of the 4 basic language skills that every student must learn and master: Reading, listening, speaking, and writing. Students can connect with thoughts and emotions while reading in order to gain information and knowledge. Reading plays a crucial function in learning a foreign language since we gain new information or knowledge from the language by reading consistently.

Reading also involves the mind to understand and interpret language symbols to obtain information provided by the author. Reading can also be interpreted as a process of obtaining understanding from a combination of several letters and words. Reading can also be interpreted as the process of recognizing words and then combining the meanings of words in sentences and word structures so that they have perfect meanings. According to (dalman, 2017)**,** reading is a process of changing shape, symbol, or writing into a meaningful form of sound.

According to (Wiliiam, 2009) reading is a collaboration between readers and writers. The writer presents information text that the author actually wants the reader to understand in a unique manner. Readers can also read a wide range of facts and knowledge. These

actively build the meaning of the text by understanding what the author means by interpreting it in the context of the background activated by the reader. Meanwhile according to Tarigan in (latifah, 2018), the writer presents information text that the author actually wants the reader to understand in the unique manner. Readers can also read a wide range of facts and knowledge. Reading skills cannot be separated from human life, because reading skills are basic skills that are very important in human life. Reading skills are a means to get information in writing.

Based on the explanation above, it can be concluded that reading is an important skill and must be mastered by students in order to obtain information conveyed by the author to the reader. In reading must also interpret a symbol, form and writing in order to get meaning for the reader.

2. **Types of Reading**

a. Reading aloud

According to (tarigan h. g., 2015) reading aloud is an activity or activity that is a tool for teachers, students or reading together with other people or listeners to capture and understand the information, thoughts, and feelings of the author. In reading aloud there are several skills that must be mastered, namely using the right speech, using the right phrases, using voice intonation, mastering reading signs, reading clearly, comprehending and

understanding reading, eye and voice speed, reading comprehension and feelings. reading aloud using the expression. So that in th reading aloud, it is important to prioritize how students voice their writing orally with proper pronunciation and intonation.

b. Silent Reading.

Silent reading is a skill in learning English. Reading is used to improve students' reading ability. Silent reading is done to get information. According to (tarigan h. g., 2015), the main purpose of silent reading is to get information.

c. Extensive reading or speed reading

Extensive reading materials will be chosen from the lowest level of difficulty than intensive reading materials. Speed reading is a reading technique than makes it easier to read quickly without compromising understanding. Extensive reading aims to find or identify the text's primary problem.

Reading includes reading surveys which is conducted to check, examine word lists, examining titles found in the books concerned and check charts, schematics, or the outline of the book in question. Speed reading aims to get a general impression from the reading, to find certain things from a reading, and to find or obtain materials needed in the library (jauharoti alfin, 2008).

d. Intensive reading

Intensive reading is a peer-to-peer study, a research study, and a detailed handling of an assignment in class. Intensive reading will form the base for structural explanations and the development of vocabulary. Intensive reading will also provide material for improving speech and writing language control.

There are 4 types of reading according to (tarigan h.g., 2015) they are: reading aloud, namely reading together with other people to capture and understand information, silent reading is reading that is used to improve students' reading skills, speed reading is a reading technique that makes it easier to read quickly without reducing comprehension, and intensive reading, namely reading which will provide material to improve mastery of language and writing.

3. **Reading Level**

Burn in (Eka, 2013) there are 4 levels of reading skills, namely, literal reading, interpretive reading, critical reading, and creative reading.

a. Literal

Reading that refers to ideas and facts that are actually presented on the page being read is called as literal reading. Reading in context, the ability to use words, concepts, or statements literally. The main idea, details of cause and effect,

sequence, and supporting details are the foundation for literal reading. Literal reading is a fundamental skill in reading because it needs the reader to understand what the author is saying before making conclusions or evaluation.

b. Reading interpretation

Reading interpretation is reading between the lines or reading by making conclusions, reading interpretation is the process of deriving implied ideas from what is stated directly by the author. The reader finally knows what the author is trying to say. Because interpretive questions involve responses that aren't simply stated in the text but are suggested or implied, reading requires students to think more critically.

c. Critical Reading

Critical reading is the process of analyzing written information by comparing the material's ideas to known standards and drawing conclusions about the reading's accuracy or applicability. Critical reading is focused on literal comprehension and the capture of crucial implied concepts in the text. Critical reading contrasts elements in new material, such as language, knowledge, and the author's ideals or values, with previous experience. The reader must be an active reader at the critical reading level, asking questions, seeking information, and deferring judgment until all the material has been considered.

d. Creative Reading

   Reading that involves going beyond the author's material is known as a creative reading. Creative reading asks the reader to think more deeply and to use their imagination to think of new solutions.

   There are 4 levels of students' reading skills, namely literal reading, namely reading that refers to ideas and facts that are presented directly on the page being read, Reading interpretation is reading between the lines or reading by making conclusions, Reading interpretation is the process of deriving implied ideas from what is stated directly by the author, Critical reading is the process of analyzing written information by comparing the material's ideas to known standards and drawing conclusions about the reading's accuracy or applicability, and Reading that involves going beyond the author's material is known as a creative reading.

4. **The Purpose of Reading**

   Reading is an activity that has a purpose. Everyone who reads must have various reasons, for example to get information about very interesting knowledge or to get new ideas or ideas. A person also reads to get pleasure or to increase his knowledge of the language he reads. According to (Tarigan, Rahim, (2008:11) in (tantri, 2016) the main purpose of reading is to seek and obtain information, including

content and understanding the meaning of reading. (tarigan, 2013) also explains that the purpose of reading consists of 7 namely:

a. reading for details or facts,

b. reading for main ideas

c. reading for sequence or organization.

d. reading for inference.

e. reading to classify.

f. reading to evaluate.

g. reading to compare or contrast.

Meanwhile according to Bantom, and Tarigan in (tantri, 2016). The purposes of reading are:

a. get a pleasure.

b. perfect reading aloud.

c. use certain strategies.

d. update knowledge about a topic.

e. relate new information to already known information.

f. obtain information for oral or written reports.

g. confirm or reject the prediction.

h. perform an experiment or apply information obtained from a text, and learn about the structure of the text.

i. answer specific questions.

Therefore, the purpose of reading is to seek information and knowledge contained in the content of reading, to obtain pleasure, to

complete reading aloud, to use certain strategies, to update knowledge about a topic, to relate new information to known information, to obtain information for reports. spoken or written, confirming or rejecting predictions, performing an experiment or applying information obtained from a text, and studying the structure of the text, answering specific questions.

5. **Reading Comprehension**

Reading comprehension is described is reading with the goal of getting a comprehensive understanding of the text. Reading comprehension is one of the most important reading techniques in reading because with reading comprehension we can find out what is in the text we read. According to Tarigan 2013, as quoted by (pamuji, 2017) revealed that reading comprehension is reading whose emphasis is directed at understanding and mastering the reading content. Meanwhile, according to (st astriati, 2018) Understanding refers to understanding the meaning of what is written, illustrated, designed, or lay out.

Reading comprehension is an activity that aims to extract certain information from English texts. Reading comprehension is important and not only for understanding the text, but for lessons, and other knowledge . Therefore, one can get information or meaning from the text completely without understanding the text itself.

Meanwhile, according to Kliger, Sharon and Alison 2007 quoted by (mutmainah, st, & ardiana, 2021)stated that reading comprehension is a complex process that involves many interactions. These components consist of readers, background knowledge of readers, reading strategies, reading texts, reader's interest in the topic, and reader's knowledge about the topic being read. These components are interconnected in understanding a text. When there is interference in the interaction, readers will have difficulty understanding what they will be reading.

In contrast to Snow 2002 quoted by (mutmainah, st, & ardiana, 2021) they explained that there are 3 components to reading comprehension: the reader, the text, and the activity. As a component of the reader, snow also involves the reader's capacity, knowledge, and experience. While Linge 2000 in (mutmainah, st, & ardiana, 2021) states that reading comprehension is the ability to put words together into sentences and understand the ideas conveyed by the author in the sentences read by the reader. Reading comprehension is a psychical development and information gathering process. When a reader reads a text, he or she works to grasp the idea of writing by thinking and making connections, sentences, and paragraphs. The readers will respond with pleasure, amazement, surprise, sadness, etc. They will relate one reading to another, ask questions and draw conclusions from what they read.

Reading comprehension is a thinking process that involves several components that interact with each other to get meaning or conclusions from the text. These components consist of readers, text, and activities.

6. Factors Affecting Reading Comprehension

According to (Klingner, Sharon, & Alison, 2007) there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge. When the re aders have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in varied contexts and background of subject knowledge discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context.

Snow (2002) stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The activity of reading will affect reading comprehension within the

way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques. In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

7. **Strategies Reading Comprehension**

According to (judie & debie, 2010)there are six reading comprehension strategies that we believe are important to teach students:

a. Visualizing what is happening in the story.

b. Activating background knowledge by making connections

c. Asking mental questions to check self-understanding.

d. Learn how to draw conclusions from what you've read..

e. Determine the importance of information in a text, and

f. Synthesize the information learned.

Meanwhile, according to Tarigan 1993 at (tantri, 2016) it is revealed that the strategy for reading comprehension is:

a. Rehearsal or repetition of the names of objects that have been read.

b. Organization or grouping of words, terms or concepts that have been read.

c. Inferencing or the use of information in the text to get meaning in the text.

d. Summarizing is an immediate understanding of what has been read to ensure that the information has been understood.

e. Deduction is the application of activities to understand reading language.

f. Imagery or the use of visual imagination to understand or remember new information from reading.

g. Transfer or use of known information to make it easier to do tasks.

h. Elaboration or of ideas contained in new information or guiding new ideas with information known

there are six reading comprehension strategies that we believe are important to teach students: Visualizing what is happening in the story, activating background knowledge by making connections, asking mental questions to check self-understanding, learn how to draw conclusions from what you've read, determine the importance of information in a text, and synthesize the information learned. Meanwhile, according to Tarigan 1993 at (tantri, 2016) it is revealed that the strategy for reading comprehension is: Rehearsal, organization, inferencing, summarizing, deduction, imagery, transfer and elaborasi.

8. Reading Comprehension Assessment Guidelines

Table 2.1 Reading Comprehension Assessment Guidelines

No.	Score	Criterion
1	90-100	Excellent: main idea, vocabulary, and detail information from the text are accurate, all related to each other and with sufficient task to support
2	70-89	Good: main idea, vocabulary, and detailed information from the text accurate, all connected with each other and with the task, but not quite or in the appropriate support.
3	50-69	Average: responses do not address the task. The responses have little or no accurate detail from the text and these details are irrelevant for Assignment
4	30-49	Moderate Average: The responses do not address the assignment. The response does not provide accurate details of the text and these details are not relevant to the task

According (tarigan, 2013) there is a value guideline in reading comprehension, namely if students get a score of 90-100 included in the excellent category, a value of 70-89 good, 50-69 average, 30-49 moderate average

9. Definition of Technique

Technique is a systematic method of teaching. According (Wassid, 2011) Technique is a trick, strategy, or invention that is used

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to complete and complete an immediate goal. Technique must consistent with the method. Therefore, techniques must be harmonious and harmonious with approach. The ability of the teacher is very decisive in choose teaching techniques that will be used for learning objectives well achievable. If the teacher has limitations knowledge and mastery of disciplines and methods good teaching, of course he will dwell on the same technique, or undeveloped, and without variation. Thus, learning will seems monotonous and boring.

According (Hardini, 2012) Technique is a method or system of doing something, in the teaching and learning process the technique must be consistent with the method. Each technique has advantages and disadvantages. Teachers need to study appropriate teaching techniques and choose strategies that provide the most opportunities for students to be actively involved in the process of achieving certain learning objectives or competencies. In the book (Adiulo, 2013) argues that technique is a way that someone does in order to implement a method. The development of oral techniques is often faster than teaching techniques of writing, listening and reading.

10. Definition of Contextual Clue technique

One of the techniques to presenting new words in English language teaching is the contextual clue technique. The teacher will present the language and help understand the meaning of the word by using contextual clues.

According to (boonchun, 2018) context clues are a learning technique to predict the meaning of unknown words or vocabulary based on context and clues. However, clues do not only mean the words around them but also relate to the reading process of the reader, the background and experience of a learner. According to (innaci & sam, 2017) context clues are instructions given by the author that aim to help students easily understand foreign words. Meanwhile, according to (reardon, 2011). Explain that contextual clues are information contained in the text that can be used to help infer the meaning of unknown words in the text. Context clues are pictures, words, table graphics and side notes which are all part of the text. However, the use of contextual clues in inferring the meaning of foreign words is often ignored by students because they do not know that contextual clues can help to recognize the meaning of foreign words.

11. Type of Classification Contextual Clue

According to (innaci & sam, 2017) there are 4 classifications of text clues, namely:

a. Definition

Definition or restatement is the meaning of vocabulary contained and listed in a sentence itself and generally follows vocabulary words.

Example : the cat springs on the rat.

The word 'spring' in the above sentence can guess its meaning because we can construct meaning based on common sense of the sentence. Cats usually, in real-life context, do something which hurt the mice. So that, we have narrow the meaning of spring here; that meaning must be an action that is negative. Some experts consider the type This instruction manual that comes from readers so that they breaks it into knowledge early or prior knowledge.

b. Synonym

Is the meaning of a word that has the same meaning with other words.

Example:

- Flooded with spotlight – the focus of all attention – the new miss America began her year – long reign. She was the *cynosure* of all eyes for the evening.
  "cynosure" means "the focus all attention"

- The mountain pass was a tortuous road, winding and twisting like a snake round the trees of the mountainside.
  "Tortuous" means "winding and twisting".

- Answer = replay

c. Antonym / contrast

Antonym/contrast is the meaning of a word that has the opposite meaning of another word.

Example :

- When the light brightens, the pupils of the eyes contract; however, when it grows darker they dilate.

  "Dilate" means "the opposite of contract".

- The children were as different as day and night. He was a lively conversationalist, but she was reserved and taciturn.

  "Taciturn' means "the opposite of a lively conversationalist".

- Soft = hard

d. Example or explanation

An example or explanation is a type of context clue where this clue uses examples that serve to help the reader infer the meaning of vocabulary words.

Example :

- The river was full of noxious materials Reviews such as cleaning agents from factories and pesticides from nearby farms.

Based on the explanation above, it can be concluded that contextual clues can be classified into 4 types, namely definitions or restatements, synonyms, antonyms, and examples or explanations. Overall, the teacher can use it as a strategy to improve reading comprehension.

12. The Procedure for Contextual Clue

In applying the contextual clue technique, the teacher can take several actions that involve students being actively involved in the text they read. Different strategies can be taught to students and applied to the contextual clue technique. Contextual clues can help students learn how to apply this technique to the text.

According to (Pennigton, 2009) there are five stages to implementation context clues in the class room. They are:

Step 1: identifying the word

Identifying words from a reading passage that are likely to be unfamiliar or that are central to text comprehension or a student individual language objectives. For each of the chosen words, generates sentences or a group of sentences that provide accurate and explicit clues to word meanings. The meaning of the vocabularies word must be transparent within the context of the sentence.

Step 2: write the sentence where you find the word.

At the start of the lesson, the students write and reads each word for the class without presenting any of the prepared sentences based on the clues that given. Students are asked to hypothesize the word meanings, giving rationales for their ideas, which is a critical component.

Step 3: Choose an appropriate strategy from the list to use and use it.

All readers encounter words they do not know. Strong readers have strategies for figuring out what to do with them, they use any or all of the following strategies when they encounter unknown word:

a. Skip it and read on

b. Re-read

c. Think about what they are reading

d. Sound it out to see if it is a word they know

e. Look at the headings and subheadings of the text

f. Guess at what type of word would go there, such as a noun or an adjective

g. Associate the parts of the word (prefixes, root words, suffixes) with words they know

Step 4: describe how the strategy to figure out the meaning of the unknown word (be detailed and be sure to tell the definition you came up with). Be sure to tell what your definition is that you came up with.

Step 5: Look the definition up in the dictionary and write it down. Compare the actual definition with the definition you came up with.

According to (sholes, 2011) when reading students sometimes encounter words that are not known or stranger, so students have to look for clues in the text to help find out the meaning. Sometimes the clue context is on the threshold of a new word or the reader has to look at the paragraph before or after the word. to find the meaning of the target word so that students can use the text's information.

How to use context clues by (sholes, 2011):

a. The teacher divides the students into each group.

b. Read and discuss text options. Ask students to form terms to choose a word that is unfamiliar or they want to learn more about it. The teacher also chooses words (for demonstration purposes).

c. Find the unknown word.

d. Write the word down in your student response journal or sticky notes.

e. Write down paragraphs or page numbers.

f. Reading before and after the word (reading around the word).

g. Write down the words that help you find the meaning of the word (the context of the clue).

h. Write down what you think the word means (make a prediction).

i. Check to make sure that your prediction makes a sentence (read to confirm).

Contextual clues can help students learn how to apply these techniques to texts. According to (Pennigton, 2009) there are five stages to implementation context clues in the class room: identification the word, write the sentence where you find the word, choose an appropriate strategy from the list to use and use it, describe how the strategy to figure out the meaning of the unknown word, Look the definition up in the dictionary and write it down, Compare the actual definition with the definition you came up with.

13. Leacture Learning Technique

Course techniques are methods that can be considered traditional techniques. Because this technique is always used as a tool for oral communication between teachers and students in educational interactions. Even though this technique requires more teacher activity than students, it still cannot be abandoned in education. How to teach with lectures can also be said as a conference technique, is a way of teaching that is used to transmit information or information or descriptions of problems and problems verbally. Thus, we can understand that the lecture technique is a way to present lessons conducted by the teacher with direct discourse or students' oral explanations.

The lecture technique according to Syaiful Sagala is a form of interaction through verbal lighting and the teacher's words to students. In lectures to explain descriptions, teachers can use tools such as pictures and other audio-visuals. Lecture technique According to (Djamarah & Zain, 2006) is an oral communication tool between teachers and students in the process of teaching and learning. According to (Sanjaya, 2014) lecture techniques can be interpreted as a means to present lessons with verbal stories or direct explanations to a group of students. The advantages and disadvantages of the lecture method, this method has several advantages and disadvantages as follows.

The advantages of the lecture method include:

a. The teacher easily mastered the class.

b. Easy to organize seating/class.

c. Can be followed by a large number of students.

d. Easy to prepare and execute.

e. Teachers easily implement lessons well.

Disadvantages of the Lecture Method:

a. Teaching activities become verbalism (understanding of words).

b. Students who are more responsive from the visual side will be at a disadvantage and students who are more auditory responsive can accept it more.

c. it is difficult to control the extent of students' learning acquisition.

d. Feed back (feedback) is relatively low.

e. Lack of developing student creativity

Techniques for Using the Lecture Method Then there are several techniques for using the lecture method as an effort to present learning material, while the technique for using the lecture method procedurally can be done by introducing the topic of the lecture (delivery), opening the lecture by introducing hook material, mentioning the learning objectives briefly but clearly to the audience. students, mentioning the outline of the lecture material in the form of

main ideas (core topics), lecturing the core topics sequentially or systematically accompanied by examples and illustrations, compiling summaries on each core topic and raising a number of questions and providing opportunities for students to ask questions, and summarize thoroughly the topic of discussion in the learning that has occurred.

Purpose of the Lecture Method The use of the lecture method in education has several objectives in broad view, namely to tell students to gain a clear understanding of the problem at hand, to help students understand generalizations (principles based on reasoning and objectivity), to involve students in thinking through solving problems, obtaining feedback from students about the quality of their understanding and overcoming misunderstandings, and to assist students in appreciation and reasoning processes and the use of evidence to resolve doubts.

14. Effectiveness Theory

According to (Mahmudi 2010), the effectiveness is the extent to which units issued are able to achieve the goals set. According to (Nana Sudjana 1990), effectiveness can be interpreted as an action the success of students to achieve certain goals that can bring results learn to the fullest. The effectiveness of learning with respect to the technical efforts or strategies used to achieve the goals quickly and precisely.

The effectiveness of learning according to (Supriyono 2014) refers to empowered and effective for all components of organized learning to achieve learning objectives. Effective learning includes overall learning objectives, both mental, physical, and social. Effective learning makes it easier for students to learn something that beneficial. From several definitions of effectiveness that have been put forward by experts, the researcher can draw.

To conclude, effectiveness is the level of success achieved in accordance with the objectives, namely from the implementation of a learning model or media, in this case measured by the results student learning. if student learning outcomes increase, the model or the learning media can be said to be effective, on the contrary if the results student learning decreases, the model or learning media is not effective

B. Previous Related Study

This research is not the first study in analyzing the issue. The first previous study is by (dita herinovita, 2015) in a journal article entitled "The Effectiveness of Using Context Clues Strategy on Reading Comprehension of The First Year Students at SMA Muhammadiyah 1 Pekanbaru". Determine the effect of using the context of the instructional strategy in reading comprehension. in this study using experimental research methods and using a pretest-posttest design. The sample of this

study is from grade 2 SMA Muhammadiyah 1 Pekanbaru. It consists of 33 students as a try out class and 28 students as an experimental class.

This research conducted by conducting pre-test, treatment and data analysis. The data analysis shows that there is a significant influence in the use of context clue strategies on reading comprehension. By getting the results, the average score of the pre-test students only get 71.17 and increased to 84.00 in the post-test, and for statistical analysis it was known that the T-observe was 7.64. Based on the research, the context guidance strategy can be used by the teacher as a strategy to improve reading comprehension.

The second previous study is by (utama, 2019) with the title "Context Clues Mastery in Students' Reading Comprehension of Descriptive Text at 8 Grade Students of 10 Junior School Depok". This research was conducted by Sarilila Utama . This study aims to identify the effectiveness of context clues on reading comprehension of descriptive texts and to see which types of context clues are easier for students to understand in identifying new words. This research is an experimental research. The population of the study was the third semester students of the English Language Education study program at level 8 of SMPN 10 Depok in the 2012-2013 academic year.

The sample from this study was taken by means of cluster random sampling consisting of three parallel and homogeneous classes, namely classes A, B, and C. Multiple choice tests were used to measure students'

reading comprehension to obtain data with pretest and posttest. To see the effectiveness of context clues, the data were analyzed using tests. From the data analysis, it was found that students who were taught using context clues had better reading comprehension than using a dictionary. To understand difficult words, students find it easier to determine example clues. In other words, teaching reading using context clues has a significant effect when compared to using a dictionary. In conclusion, the results of students' reading scores from the experimental and control classes were different.

the third is a research conducted by (rahmah, 2018) entitled "Improving Students' Comprehension in Reading Report Text By Using Context Clue Technique". This research was conducted using the Class action research (CAR) research method with the research subjects being grade 9 students at SMPN 1 Binjai, the research was conducted with 23 students as subjects. The research was conducted using 2 cycles and each cycle consisted of 3 meetings.

Based on this research, the results in the first cycle at the first meeting were 60.87 and at the third was 74.35. while in the second cycle at the third meeting it was 94.35. based on these results based on dairy notes, observations, questionnaire sheets, and interview notes, it was found that the quality of teaching, the learning process went well and could affect students' courage and understanding in reading. The results study indicate

that using context clues could improve students' comprehension in reading text.

The last one is the research conducted by Apriliyanti Karisma E. and Jontra J. Pangaribuan entitled "Improving Students Reading Comprehension Through Context Clues Strategy at The Eight Grade of SMP Dharma Wanita Medan". This research was conducted at Dharma Wanita Medan Junior High School with a class 8 subject as many as 30 students. research was conducted using class action research (CAR) research methods.

This research was conducted by collecting qualitative and quantitative data. Based on the research that has been carried out, the results showed that in the pre-test there were only 3 students who passed the KKM, and in the post-test there were 27 students who passed the KKM. There was a significant increase in the presentation students in the post test. It is shown by the comparison between the average pre-test score of 37.26 and post-test of 80.33. so that in this study the context clue strategy can help improve reading comprehension (apriyanti & pangaribun, 2018).

Table 2.2 Previous Related Study

No	Title	Similarities	Differences
1.	The Effectiveness of Using Context Clues Strategy on Reading Comprehension of The First Year Students at	Research design : Experimental design	Research object : Students in the

	SMA Muhammadiyah 1 Pekanbaru		11 grades
2.	Context Clues Mastery in Students' Reading Comprehension of Descriptive Text At 8 Grade Students of 10 Junior School Depok	Research design : Experimental design	Research object : Student in the eight grades
3.	Improving Students' Comprehension in Reading Report Text by Using Context Clue Technique	Improving reading comprehension using context clue technique	This research focuses on reading report text Research design : use CAR
4.	Improving Students Reading Comprehension Through Context Clues Strategy at the Eight Grade of SMP Dharma Wanita Medan	Research subject : Improving reading comprehension using context clue	Research object : Student in the eight grades Research design : CAR

C. Rationale

Reading is an important activity in getting information that has never been owned by reading books. Reading is one of the important skills in learning English at school or wherever there are some students have their own problems in learning English. One of which has a weakness in reading, for some students have difficulty in improving reading skills

because the reading material is not interesting, it is difficult to understand the text.

Reading is an important activity in obtaining information that has never been possessed by reading books. Reading is one of the important skills in learning English at school or wherever there are some students have their own problems in learning English. One of which has a weakness in reading, for some students have difficulty in improving reading skills because the reading material is not interesting, it is difficult to understand the text.

Some students at SMA N 1 Gondang have difficulty understanding their readings. One of the problems is that teachers do not use material from other sources of knowledge to expand student learning materials, and students have difficulty understanding English texts. The difficulty in understanding the English text is because students are less active or less interested in reading and feel bored when reading. So in this study, the researchers attempts research questions about contextual clue techniques in improving reading comprehension in 10th grade students of SMA N 1 Gondang.

According to (boonchun, 2018) context clue is a learning strategy to predict the meaning of unfamiliar words or vocabulary based on context and clues. So that using contextual clue techniques can improve students' reading comprehension. The context clue technique makes it easier for students to understand a word in a sentence of a reading. According to

(boonchun, 2018) the context clues strategy in the study are at 7 strategies as follows :

1. Explanation of clues by guessing words through definitions and descriptions in context

2. Punctuation instructions

3. Contra and comparison clues

4. Restatement and synonyms instructions

5. Examples of clues state or provide more information about difficult words by giving examples.

6. Instructions for general knowledge

7. Instructions for cause and effect

By using contextual clue techniques, it is hoped that students can improve reading comprehension and be more active in understanding English reading to increase interest, skills and motivation in reading in English which makes students confident in reading English. So the students can get good grades in English lessons.

In contrast to the statement above, students from classes that did not apply the contextual clue technique. They need more explanation of the material, and longer time to open a dictionary to find out the meaning of the word in the sentence. In this learning process, students do their work by following the directions from the book. Some students have high motivation because of monotonous learning activities. Monotonous

learning activities also make students feel bored so that their reading comprehension is low.

Based on the explanation above, a good technique to be recommended in reading comprehension is the contextual clue technique. The contextual clue technique in improving reading comprehension has several benefits for teachers, students and teaching and learning processes. The researcher hopes that the contextual clue technique can improve reading comprehension

D. Hypothesis

A hypothesis is a guess that has not been proven and still needs to be proven again. Based on the theories and explanations that have been put forward, the researcher can formulate the hypotheses of this research:

Ha = Using contextual clue there are different result in reading comprehension

Ho = using contextual clue there are not different result in reading comprehension

Ha = use contextual clues are effective to improve reading romprehension

Ho = use contextual clues are not effective to improving reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses experimental research research methods. In this study using a quantitative approach. Experimental research, according to (Sugiyono, 2011) is a research approach used to test the impact of specific treatments on others in terms of escape. The researcher used a quasi-experiment as one of the experimental research designs in this study. According to (lestari & yudhanegara, 2015) quasi-experimental research is an experimental design with two experimental subjects: Experimental subjects and control subjects. The experimental subject is the device that accepts the experimental treatment, while the control subject is the group that does not receive it. In this study, the experimental group will be provided a context clue method learning approach, while the control group will not.

Table 3.1 Research Design for Experiment Class and Control Class

Class	Pretest	Treatment	Post Test
Experimental	√	Using contextual clue technique	√
Control	√	Using lecturing technique	√

B. Research Setting

Setting of the research would give explanation about the setting of place and setting of time :

1. Place of the research

This research will be conducted at SMA N 1 Gondang. Address at jl. Wisma praja no. 35, Gondang, kec. Gondang, sragen regency, central java 57254. SMA N 1 Gondang has obtained accreditation and uses a free curriculum. SMA N 1 Gondang has quite complete facilities with 27 classrooms, 1 library, and 3 laboratories , namely a music laboratory, a computer laboratory, laboratory , and laboratory science. This research will conducted in class 10 a, and class 10 c.

2. Time of research

This research will be conducted in the academic 2022/2023 at SMA N 1 Gondang. Completeness of this research includes requesting permission, pre-research, research proposal writing, data collection, data analysis and thesis writing. The research timeline will be stated in the table below :

Table 3.2 Research Schedule

No.	Activity	Month 2022						
		Jan	Apr	aug	Nov	Dec	Jan	mei
1.	Observation and Pre- Research	███						
2.	Proposal draft		███	███				
3.	Seminar on Proposal			███				

4.	Conducting the research				███			
5.	Analyzing data					███		
6.	Examination of Munaqosyah							███

C. Population, Sampling, And Sample

1. Population

   Population is all data of concern within the scope and terms of time. According to (arikunto, 2010) population is the entire subject research meanwhile, according to (Suharsimi, 2002) states that population is the set of all elements that have one or more characteristics. So it can be concluded that the population is all research subjects in the same scope and time with the same characteristics. The population in this study were 10th grade students of SMA N 1 Gondang in the academic year 2022/2023.

2. Sample

   Sample is part of the population used by researchers as research subjects. According to (sugiyono, 2015) the sample is part of the number and characteristics that was be studied by the population. The researcher took two classes of class 10 A and class 10 C.

Table 3.3 The Number of Research Samples

No	Group	Class	Boy	Girl	Total
1.	Experimental	10 A	12	24	36
2.	Control	10 C	11	25	36
Total					72

3. Sampling

Sampling is a way of taking samples. According to (zainal, 2012) sampling is the method used to take samples and usually follows the technique used or the type of sampling. In this study, the sampling technique used is cluster random sampling. Cluster random sampling is a sampling technique used to determine the sample if the population to be studied is large. The researcher took two classes as a random sample to determine which would be the experimental group and the control group.

Cluster random sampling procedure:

1. First, the researcher wrote the names of each class X A, X B, XC, XD, XF, XG, XH, XI on a small piece of paper.

2. Second, the researcher rolled up the paper and put it in a bottle.

3. Third, the researcher shakes the bottle and puts out two rolls of paper. The results are grades 10 A and 10 C as samples.

4. Then in this case a lottery is made for determine which class would be the control group and which would be the experimental group. The result is the first roll paper as the experimental group and the

second as the control group. 10 A as the experimental group, while 10 C as the control group.

D. Techniques of Collecting the Data

Collection techniques are techniques or methods used to collect data to be studied. Techniques data collection is carried out using a systematic procedure to obtain the required data. In collecting data in research, researchers need techniques to collect data. The technique of collecting data in experimental, the researcher uses quantitative methods. the researchers use techniques :

1. Test

According to (mahmud, 2011) test is a series of questions used to measure skills, knowledge, intelligence, abilities, talents possessed by individuals or groups. In this study, tests were conducted to determine comprehension students' reading given treatment. The researcher was give post-test questions to see if the students have progress and achievement in reading comprehension.

Table 3.4 Schedule of Research

Experiment Class	Control Class	Meeting	Date
Pre- test	Pre- test	1	21 November 2022
Treatment 1 Descriptive text	Treatment 1 Descriptive text	2	25 November 2022
Treatment 2 Descriptive text use Contextual clue technique	Treatment 2 Descriptive text use lecture technique	3	2 Desember 2022
Treatment 3 Descriptive text use Contextual clue technique	Treatment 3 Descriptive text use lecture technique	4	9 Desember 2022

Treatment 4 Descriptive text use Contextual clue technique	Treatment 4 Descriptive text use lecture technique	5	16 desember 2022
Post-test	Post-test	6	20 Desember 2022

E. Research Instrument

A tool for researchers in using data collection methods. In quantitative instruments determine hypotheses and choose statics so that they are included in activities that must be made intensively before researchers conduct research.

There is only one instrument used in this study, namely the reading test. The test is used to measure students' ability to understand the material. The researcher was give a written test. The test consists of a pre-test and a post-test. The pre-test is given before the treatment to get data on the students' prior knowledge, while the post-test is given after the last treatment to get data on the impact of the strategy context instructions in teaching reading. According to (sugiyono, 2015) in quantitative research, the quality of research instruments concerns the validity and reliability of the instrument and the quality of data collection concerns the accuracy of the methods used to collect data. Therefore, an instrument that has been tested for validity and reliability may not necessarily produce valid and reliable data if the instrument is not used properly in data collection. Instruments in quantitative research can be in the form of tests, interviews, observations and questionnaires.

In this study, the researcher used a test as an instrument, therefore the researcher applied a series of tests:

1. Pre-test

    Pre-test is a test conducted to determine the students' initial knowledge and abilities regarding reading comprehension. In this study, the researcher was give a pre-test to both classes. Pre-test done to get their value data.

2. Post-test.

    Post-test is a test given after the final test of learning. The post-test was given to find out how the students did and how the experimental class improved especially when after getting the treatment for them. Post-test was also be given to the control class. This post test aims to determine the effectiveness of the contextual clue technique on students' reading comprehension.

Table 3.5 Indicator Question of Reading Comprehension

No	Indicator Of Reading Comprehension	Number	Total
1.	Determining Main Idea	1, 10, 18, 26, 29, 35, 37,	7 Item
2.	Locating Reference	2,21,22,23,24,25	6 Item
3.	Understanding Vocabulary	3,6,7, 17, 19, 36,	6 Item
4.	Making Inference	5, 14, 15, 16, 32, 33, 34, 39, 40.	9 Item
5.	Detail Information	4, 8, 9, 11, 12, 13, 20, 27, 28, 30, 31,38	12 Item
Total			40 Item

F. Data Validation

a. Validity

Validity test is a test that contains the ability of a questionnaire so that it can actually measure what it wants to measure. According to (nofianti, 2008) states that validity is an important requirement in an evaluation or instrument. An instrument can be said to have validity or is called valid if the data has measured what it wants to measure.to test the validity of the items of the question by making a correlation score on the item. According to (Heaton, 1998), "The validity of a test is the extent to which it measures what it is supposed to measure and nothing else." There are three types of validity consisting of content validity, construct validity, and empirical validity.

In this study, researchers used content validity. According to (cresswell, 2009), content validity is the extent to which the questions on the instrument and the scores of these questions represent all possible questions that can be asked about the content or skills.

b. Test reliability

The reliability test is a measure of the stability and consistency of the respondents in answering the questions in the questions. According to Susan Stain bach in 1988 quoted in (Sugiyono, 2011) states that reliability is related to the degree of consistency and stability of the data findings. Consistent means that respondents

cannot give different answers every time they get the same question from researchers in different forms for a particular problem.

In this study, the examiner used the test-pretest method in the reliability test. The test-pretest test was doing with testing the instrument several times to the same respondent at different times. Reliability is measured by coefficient between the first experiment and the next experiment. If the correlation coefficient is positive and significant, the instrument can be said to be reliable.

To get the reliability of the reading comprehension test, the researcher used SPSS. The reliability of the reading comprehension test is known from its reliability coefficient. To determine the level of instrument reliability, the correlation coefficient categorization norm is used.

G. Techniques of Analyzing the Data

To find out whether there is an significant increase in students' reading comprehension from the two groups, calculation data was taken from students' scores on the final test. The data was analyzed using statistical analysis techniques that aim to determine the average value of the experimental group and the control group. The researcher was performed the procedure in analyzing the data as follows:

1. Data Description/Descriptive Analysis.

Descriptive analysis consists of 4 models, namely: Mean, mode, median and deviation . According to (arjan & baldwin, 2010). SPSS

instructions for descriptive statistics and univariate the formulas for

mean, median, mode and standard deviation are as follows:

a. Open SPSS. This is an empty SPSS data editor.
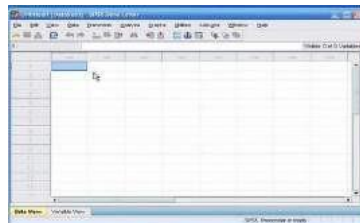
b. Go to the file menu, go to open data and click then double click on

the SPSS data file and it will open SPSS.

c. There are two ways to view data in SPSS. The first is "Data view"
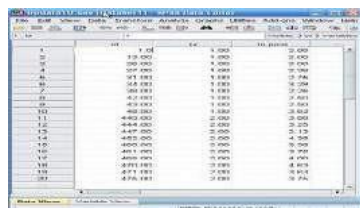
d. The second is "Variable view"

After opening SPSS and add data in SPSS researchers look

for mean, median, modus and standard deviation.

a.   Mean

Mean is to add a list of scores then divided by the number of scores. The steps to get the average value are as follows:

1. Click analysis

2. Then descriptive statistics
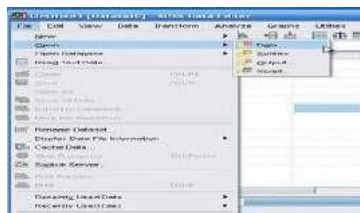
3. Then descriptive

This displays the descriptive dialog box. Notice that the left side of the box lists all the variables in our data file. On the right is the area labeled variables, where we can select the variables we want to use in the analysis.

4. Click the data file that we want to know the mean

5. Select the mean in the descriptive option box

6. Then click continue and ok

b.   Median

The median is the point in the size distribution under 50 percent of cases. The steps are as follows:

1. Click analysis

2. Then descriptive statistics

3. Select the frequency
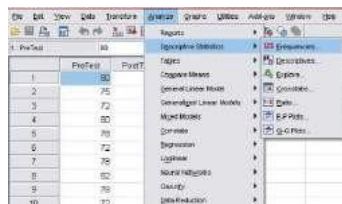
4. Select the data you want to know the median
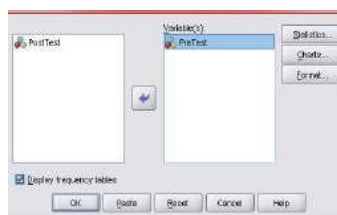
5. Then click statistics

6. Select the median in the frequency statistics box

7. Click continue

8. The type of graph we want to display in the results in the frequency graph box

9. Then click continue and ok

c. Modus

Modus is the value in the data set that occurs most frequently. The steps to get the mode are as follows:

1. Click analysis

2. Then descriptive statistics

3. Select frequency
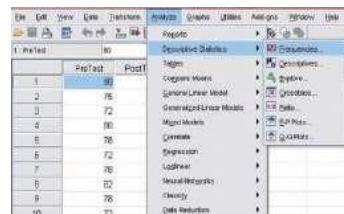
4. Select the data we want to know the mode for.
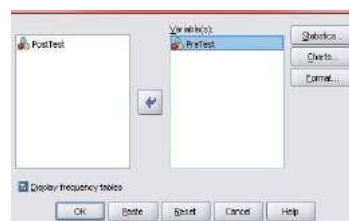
5. Then click statistics

6. Select mode in the frequency statistics box

7. Click continue

8. Select the type of graph we want to display the results in the frequency graph box

9. Then click continue and ok

d.   Standard deviation

    Derivation the standard is the square root of the variance (Ary Best & Kahn, 2000) wherein the variance is the mean of the difference in the squares of the mean. The steps are:

1.   Click analysis

2.   Then descriptive statistics
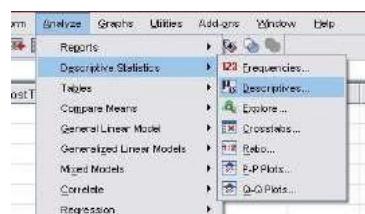
3.   Then descriptive

4. Click the data file that we want to know the standard derivatition.

5. Select std. Derivation in the descriptive option box

6. Then click continue and OK

2. **Prerequisite Test**

Before determining the statistical analysis technique used, a normality test and a homogeneity test will be carried out.

a. Normality

Test Normalization test is a test used to determine whether the data is normally distributed or not. The researcher uses Shapiro-Wilk, the test steps are as follows:

1. Click analysis

2. Select descriptive statistics

3.   Click explore

4.   Then Enter variables for normality testing in the Explore
window. Enter the tested variables into the Dependent List
column.

5.   Click plot

6.   Select the normality plot with tests in the explore plots
box
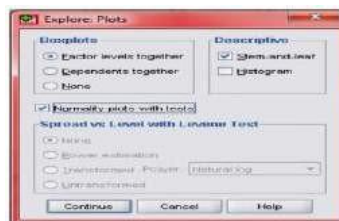
7.   Click continue then Ok

8.   To determine the normality of the distribution with the
criteria: if Sig. Value > 0.05, so the data is normally

distributed, and Sig. Value< 0.05, so the data is not normally distributed.

b. homogeneity Test

Homogeneity is used to determine whether the data is homogeneous or not. The steps are as follows:

1. Click analysis

2. Choose how to compare

3. Click one-way anova
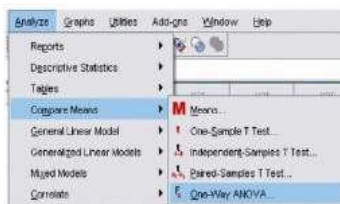
4.   Enter data into the one-way anova box

nitial_test and Final_test.

The input variable that differentiates the group to the Factor column.

The Factor field is filled with criteria variables that distinguish data groups, for example in cases that are distinguished from control groups and experimental groups.

In the Example Factor: Respondent Type

5. Click the option

6. Select the homogeneity of variance test

7. Click continue and OK
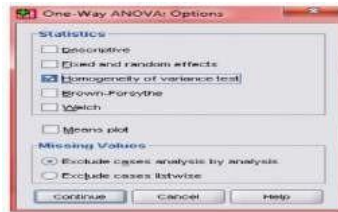
8. To determine the distribution of homogeneity with the criteria: if Sig. Value > 0. 05, then the data is homogeneous, and if Sig. Value < 0.05, so the data is not homogeneous

3. T-Test/hypothesis test

The technique used in analyzing the data is an independent sample T-Test. T-test for the independent formula used to determine the effectiveness of the technique. The independent sample T-Test compares the means of the two groups. The steps are:

a. Click analyze

b. Then compare the meaning

c. Then independent sample T-Test
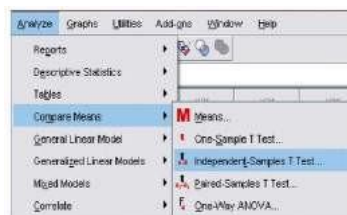
d.   Move the dependent variable into a blank test variable

e. Click define a group and enter the value of the two levels

of the independent variable

f. Click continue

g. Click the option then in the confidence interval percentage,

write 95
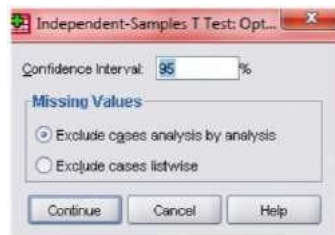
h. Click continue

i. then OK to run the analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. The Different of Applying the Use of Contextual Clue Techniques Improves Reading Comprehension

a. The Implementation of Experiment Class in The Process of Teaching English Uses the Contextual Clue Technique

1) Planning

This study's research involved 6 meetings, specifically on date November 21 2022, November 25 2022, December 2 2022, December 9 2022, December 16 2022, December 20 2022. The things that are prepared in this study are: 1) make a lesson plan or lesson plan. 2) prepare materials to be taught to students.

2) Take action

In this study the researcher was the one who carried out the implementation and learning process in the classroom, while the English teacher was the observer of the learning process carried out by the researcher in the classroom. Researchers in implementing the material into the learning process in class are in accordance with the lesson plans that have been made. While

the English teacher here observes the learning process activities carried out by researchers using observation sheets.

a) The first meeting

The first meeting of this research was held on 21 November 2022 in one meeting with a duration of 2 x 45 minutes. The class started at 07.00 to 08.30. The students who were the subject of the research were students of class X A at SMA N 1 Gondang Sragen with a total of 33 students. Entering the class then greets and before entering the lesson the researcher invites students to pray first. Then check student attendance. After the prayer was over and checking students' attendance, the English teacher gave the researcher the opportunity to introduce himself. After introducing themselves and asking questions about the introduction of the researcher, the researcher then asked permission from the class that the researcher would conduct research in their class to determine reading comprehension skills. The pre-test is given to students to complete individually. The type of test is multiple choice consisting of 40 questions. Then, the results of the student pre-test can be seen in the table below:

Table 4.1 Results of Pre-Test Experimental Class

No	Score	Category	No	Score	Category
1.	62.5	Incomplete	19.	65	Incomplete
2.	55	Incomplete	20.	50	Incomplete
3.	57.5	Incomplete	21.	50	Incomplete
4.	67.5	Incomplete	22.	60	Incomplete
5.	75	Complete	23.	67.5	Incomplete
6.	50	Incomplete	24.	65	Incomplete
7.	57.5	Incomplete	25.	60	Incomplete
8.	67,5	Incomplete	26.	60	Incomplete
9.	60	Incomplete	27.	60	Incomplete
10.	55	Incomplete	28.	67.5	Incomplete
11.	35	Incomplete	29.	70	Incomplete
12.	70	Incomplete	30.	62.5	Incomplete
13.	62.5	Incomplete	31.	57.5	Incomplete
14.	47.5	Incomplete	32.	62.5	Incomplete
15.	40	Incomplete	33.	75	Complete
16.	55	Incomplete	34.	50	Incomplete
17.	47.5	Incomplete	35.	57.5	Incomplete
18.	57.5	Incomplete	36.	67.5	Incomplete

From the results of the pre-test scores in the experimental class, the results obtained an average value of 59.167 which was classified as good.

b) Second meeting

The second meeting of this study was held on Friday, November 25, 2022. Lessons began at 07.00 WIB until 08.30 WIB. On this day there were 3 students who did not follow the learning process in class. The researcher opened the lesson by greeting and checking the students' attendance. the researcher immediately asked the students to open their notes to record the material explained by the

researcher. In this teaching, the researcher explains descriptive text that identifies people, places, and things. As a beginner, the researcher begins to introduce the procedures and methods used in the learning process, then begins to deliver the material. Then, the researcher asked the students to read the text given by the researcher entitled *"the giraffe"* and ask students to read it. Then the researcher asked the students to read the text one more time and write the foreign words without looking at the dictionary. After that, the researcher asked the students to determine the parts of the text from foreign words. Then the researcher asked the students "what kind of text?". Some students answered "descriptive text", some students were silent, and one person answered "narrative text". The researcher said "good!, the text is descriptive text". The researcher told the students "Today we will discuss together about descriptive text".

After giving the reading text, the researcher recorded material about descriptive text such as understanding, general structure and language structure on the blackboard. After having recorded the material the researcher asked the students to record into the notebook. After that the researcher asked the students whether they

had finished or not in copying the notes into the notebook. When finished, the researcher continued to explain all the material that had been recorded by the students. Furthermore, the researcher asked the students to review the text that had been read before and asked the students to guess the meaning of the foreign words. students answers the question. He said that an example of synonymous in people in the classroom such as high, big, small, beautiful and angry. However, he didn't understand the unfamiliar meaning and classified synonym. Then, the researcher gave an explanation about the meaning of synonym and antonym. Synonym was similar in meaning, and antonym was the opposite meaning in word. Then, the researcher gave new vocabulary for examples: fallacious, misleading and somnolent. Next, the researcher gave the students a descriptive text and asked the students to read the text. Furthermore, the researcher asked the students to underline keywords in the text. After that, the researcher asked the students to make notes and conclusions about the keywords that they underlined. After the time is up, the researcher invites students to recall the material and conclude the material studied.

c) Third meeting

The third meeting of this study was held on Friday, December 2, 2022. Lessons began at 07.00 WIB until 08.30 WIB. The researcher opened the lesson by greeting and checking the students' attendance. The researcher asked back the material that had been studied in the previous meeting. It turned out that there were some students who forgot the material in the previous meeting. The researcher again gives a little explanation about the meaning of descriptive text, general structure and language structure. After the students started to remember it, the researcher explained about contextual clues such as understanding, type of contextual clue consisting of definition, synonym, antonym, and example.

The researcher asked the students to review the text that had been given before and determine the context clues contained in the text. Students also get some contextual clues contained in the text given. The researcher explained to the students that context clues are auxiliary words that can be found in a sentence. Researchers give examples to students to be observed by students "*Nadia is a scrooge; she does not want to spend money on anything if she can get it free.*" The researcher asked the students the art of the

text and the students did not understand what the sentence meant, the researcher fished out the meaning of *"don't want to spend money"*. there was one student who answered if Nadia was a petit person, the researcher also answered correctly. In sentences *"Nadia is a scrooge; she doesn't want to spend money on anything if she can get it free."* There is an auxiliary sentence, namely "she does not want to spend money on anything if she can get it free." So that it can help students interpret the sentence if Nadia is a scrooge.

After that the students were given the task of writing a descriptive text to observe determining the word contextual clue, and interpreting it without opening the dictionary. After the students finished working on the descriptive text, the researcher asked the students to come forward to write down the results of the context clue sentences. Then the researcher asked one of the students to read the results of the assignments that had been done. Then the researcher gave feedback on the results of his work.After the time is up, the researcher invites students to recall the material and conclude the material studied.

d) Fourth meeting

The fourth meeting of this study was held on Friday, December 9 2022. Lessons began at 07.00 WIB until 08.30

WIB. The researcher opened the lesson by greeting and checking the students' attendance. The researcher asked back the material that had been studied in the previous meeting. As in the previous meeting there were students who forgot about the material that had been studied before. The researcher re-explained the material about contextual clues and was assisted by students by asking them questions about contextual clue material. Researchers gave questions to students to work on individually. After the students finished working, the researcher asked the students to come forward and write down the results of their work in writing. Then, the researcher corrected the results of the answers from students who had written them down. In the closing activity, the researcher invites students to conclude related to the learning that has been discussed.

e) Fifth meeting

The fifth meeting of this study was held on Friday, December 20 2022. Lessons began at 07.00 WIB until 08.30 WIB. The researcher opened the lesson by greeting, asking about the condition of the students and checking the attendance of the students. The researcher continued the material in the last meeting, explaining generic structures and tenses in the text. Next, the researcher gave students

descriptive text and asked students to read the text. Then, the researcher asked the students to underline the key words in the text. After that, the researcher asked students to make notes and conclusions about the keywords they underlined. After the time is up, the researcher calls the name of one of the students then stands up. The researcher gives the same question to all students who have names and they answer them. At this stage students are very active in participating in learning. Maybe because they can adjust the class conditions. The students looked more enthusiastic and enthusiastic in participating in the learning process. It can be seen from their activeness in class. The condition of a good classroom environment is very helpful in the teaching and learning process. Then, the researcher gave an explanation to all students about the problem of reading comprehension skills that students often face through effective strategies; using context clues.

f) Sixth meeting

The sixth meeting of this study was held on Tuesday, December 20 2022. Lessons began at 07.00 WIB until 08.30 WIB. The researcher opened the lesson by greeting, asking about the condition of the students and checking the attendance of the students. At this meeting the

researcher explained that this was the last meeting and a Post-test would be given to students to complete individually. The type of test is multiple choice consisting of 40 questions. Then, the results of the student pre-test can be seen in the table below:

Table 4.2 Post-Test Experiment Class Result

NO	Score	Category	NO	Score	Category
1.	90	Complete	19.	72.5	Complete
2.	87.5	Complete	20.	80	Complete
3.	92.5	Complete	21.	90	Complete
4.	90	Complete	22.	92.5	Complete
5.	75	Complete	23.	92.5	Complete
6.	85	Complete	24.	90	Complete
7.	85	Complete	25.	80	Complete
8.	80	Complete	26.	80	Complete
9.	72.5	Complete	27.	70	incomplete
10.	87.5	Complete	28.	70	incomplete
11.	80	Complete	29.	77.5	Complete
12.	75	Complete	30.	87.5	Complete
13.	80	Complete	31.	75	Complete
14.	87.5	Complete	32.	80	Complete
15.	65	Incomplete	33.	92.5	Complete
16.	80	Complete	34.	90	Complete
17.	82.5	Complete	35.	75	Complete
18.	77.5	Complete	36.	85	Complete

From the results of the learning process, it was analyzed that by using the contextual clue technique, the students' reading comprehension skills improved based on the results of their scores on the pre-test and post-test. The results of student test scores experienced a significant increase from the pre test and post test. The average pre-test score (59.167) and the

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average post-test score (82.014). The results showed that the reading comprehension ability of the experimental class increased significantly after being given treatment, namely using the contextual clue technique. Based on the results of the scores above, it can be concluded that the contextual clue technique can improve students' reading comprehension skills.

b. **Implementation of Control Class in The Process of Teaching English Without Using Contextual Clue Techniques**

1) **Planning**

This study's research was conducted in 6 meetings, specifically on date November 21 2022, November 25 2022, December 2 2022, December 9 2022, December 16 2022, December 20 2022. The things that are prepared in this study are: 1) make a lesson plan or lesson plan. 2) prepare materials to be taught to students.

2) **Take action**

In this study the researcher was the one who carried out the implementation and learning process in the classroom, while the English teacher was the observer of the learning process carried out by the researcher in the classroom. Researchers in implementing the material into the learning process in class is in accordance with the lesson plans that have been made.

While the English teacher here observes the learning process activities carried out by researchers using observation sheets.

a) The first meeting

The first meeting of this research was held on 21 November 2022 in one meeting with a duration of 2 x 45 minutes. Classes started at 08.30 to 10.00. The students who were the subject of the research were students of class X C SMA N 1 Gondang Sragen with a total of 36 students. Entering the class then greets and before entering the lesson the researcher invites students to pray first. Then check student attendance. After the prayer was over and checking students' attendance, the English teacher gave the researcher the opportunity to introduce himself. After introducing themselves and asking questions about the introduction of the researcher, the researcher then asked permission from the class that the researcher would conduct research in their class to determine reading comprehension skills. The pre-test is given to students to complete individually. The type of test is multiple choice consisting of 40 questions. Then, the results of the student pre-test can be seen in the table below:

Table 4.3 Control Class Pre-Test Results

NO	Score	Category	NO	Score	Category
1.	52.5	Incomplete	19.	62.5	incomplete
2.	52.5	Incomplete	20.	47.5	incomplete
3.	60	Incomplete	21.	40	incomplete
4.	55	Incomplete	22.	62.5	incomplete
5.	65	Incomplete	23.	62.5	incomplete
6.	42.5	Incomplete	24.	55	incomplete
7.	57.5	Incomplete	25.	57.5	incomplete
8.	60	Incomplete	26.	65	incomplete
9.	62.5	incomplete	27.	65	incomplete
10.	65	incomplete	28.	62.5	incomplete
11.	52.5	incomplete	29.	60	incomplete
12.	72.5	complete	30.	65	incomplete
13.	60	incomplete	31.	55	incomplete
14.	65	incomplete	32.	60	incomplete
15.	57.5	incomplete	33.	65	incomplete
16.	45	incomplete	34.	45	incomplete
17.	45	incomplete	35.	57.5	incomplete
18.	65	incomplete	36.	60	incomplete

Based on the results of the pre-test, it shows that the average pre-test score is 57.847 which is classified into the pretty good category.

b) Second meeting

The second meeting of this study was held on November 25 2022 in one meeting with a duration of 2 x 45 minutes. Classes started at 08.30 to 10.00. The students who were the subject of the research were students of class X C SMA N 1 Gondang Sragen with a total of 36 students. Entering the class then greets and before entering the lesson the researcher invites students to pray first. Then check student attendance. After the prayer was over and checking

the students' attendance, the researcher immediately asked the students to open their notes to record the material explained by the researcher. In this teaching, the researcher explains descriptive text that identifies people, places, and things. As a beginner, the researcher begins to introduce the procedures and methods used in the learning process, then begins to deliver the material. Then, the researcher asked the students to read the text given by the researcher entitled *"the giraffe"* and ask students to read it. Then the researcher asked the students to read the text one more time and write the foreign words without looking at the dictionary. After that, the researcher asked the students to determine the parts of the text from foreign words. Then the researcher asked the students "what kind of text?". Some students answered "descriptive text", some students were silent. The researcher said "good!, the text is descriptive text". The researcher told the students "Today we will discuss together about descriptive text".

After giving the reading text, the researcher recorded material about descriptive text such as understanding, general structure and language structure on the blackboard. After having recorded the material the researcher asked the students to record into the notebook.

After that the researcher asked the students whether they had finished or not in copying the notes into the notebook. When finished, the researcher continued to explain all the material that had been recorded by the students. Furthermore, the researcher asked the students to review the text that had been read before and asked the students to guess the meaning of the foreign words. After the students finished observing the researcher asked one of the students to come forward and read the results of their observations. After the time is up, the researcher invites students to recall the material and conclude the material studied.

c) Third meeting

The third meeting of this study was held on Friday, December 2, 2022. Lessons began at 07.00 WIB until 08.30 WIB. The researcher opened the lesson by greeting and checking the students' attendance. The researcher asked back the material that had been studied in the previous meeting. It turned out that there were some students who forgot the material in the previous meeting. The researcher again gives a little explanation about the meaning of descriptive text, general structure and language structure. At this meeting the researcher explained in more depth about descriptive text and asked students to identify the

descriptive text "Paris". The researcher asked students to translate the descriptive text, determine the main sentence, and the meaning of the text. After the students finished working on it the researcher asked one of the students, while reading the students had stammered in reading the text and was assisted by the researcher to read the descriptive text, after reading the researcher asked the students' participation to read the meaning of the descriptive text every one paragraph.Then the researcher asked one of the students to read the results of the assignments that had been done. Then the researcher gave feedback on the results of his work. After the time is up, the researcher invites students to recall the material and conclude the material studied.

d) Fourth meeting

The fourth meeting of this research was held on Friday, December 9 2022. The lesson started at 08.30 WIB until 10.00 WIB. The researcher opened the lesson by greeting and checking the students' attendance. The researcher asked back the material that had been studied in the previous meeting. As in the previous meeting there were students who forgot about the material that had been studied before. Researchers gave questions to students to

work on individually. After the students finished working, the researcher asked the students to come forward and write down the results of their work in writing. Then, the researcher corrected the results of the answers from students who had written them down. In the closing activity, the researcher invites students to conclude related to the learning that has been discussed.

e) Fifth meeting

The fifth meeting of this study was held on Friday, December 20 2022. Lessons began at 08.30 WIB until 10.00 WIB. The researcher opened the lesson by greeting, asking about the condition of the students and checking the attendance of the students. The researcher continued the material in the last meeting, explaining generic structures and tenses in the text. Next, the researcher gave students descriptive text and asked students to read the text. Then, the researcher asked the students to underline the key words in the text. After that, the researcher asked the students to make notes and conclusions about the descriptive text. After the time is up, the researcher calls the name of one of the students then stands up. The researcher gives the same question to all students who have names and they answer them. At this stage students are very active in participating

in learning. Maybe because they can adjust the class conditions. The students looked more enthusiastic and enthusiastic in participating in the learning process. It can be seen from their activeness in class. The condition of a good classroom environment is very helpful in the teaching and learning process.Then the researcher gave feedback on the results of his work.After the time is up, the researcher invites students to recall the material and conclude the material studied.

f) Sixth meeting

The sixth meeting of this study was held on Tuesday, December 20 2022. Lessons began at 08.30 WIB until 10.00 WIB. The researcher opened the lesson by greeting, asking about the condition of the students and checking the attendance of the students. At this meeting the researcher explained that this was the last meeting and a Post-test would be given to students to complete individually. The type of test is multiple choice consisting of 40 questions. Then, the results of the student pre-test can be seen in the table below:

Table 4.4 Results of the Control Class Post-Test

NO	Score	Category	NO	Score	Category
1.	75	Complete	19.	55	Incomplete
2.	70	Incomplete	20.	65	Incomplete

3.	60	Incomplete		21.	55	Incomplete
4.	65	Incomplete		22.	70	Incomplete
5.	65	Incomplete		23.	65	Incomplete
6.	50	Incomplete		24.	57.5	Incomplete
7.	70	Incomplete		25.	70	Incomplete
8.	70	Incomplete		26.	75	Complete
9.	65	Incomplete		27.	65	Incomplete
10.	60	Incomplete		28.	60	Incomplete
11.	70	Incomplete		29.	65	Incomplete
12.	80	Complete		30.	45	Incomplete
13.	85	Complete		31.	55	Incomplete
14.	70	Incomplete		32.	65	Incomplete
15.	70	Incomplete		33.	65	Incomplete
16.	67.5	Incomplete		34.	52.5	Incomplete
17.	60	Incomplete		35.	70	Incomplete
18.	65	Incomplete		36.	72.5	Complete

From the results of the learning process to analyze that by using the lecture learning method technique the average value of the control class pretest was 57.847. While the average post-test is 65.139. The data showed that the average post-test score was higher than the pre-test average, but there was no significant increase in reading comprehension scores.

2. **The Effectiviness in Student Learning Outcomes Using Contextual Clue Techniques and Lecture Learning Techniques**

According to (Linge, 2000) Reading comprehension is the ability to think of words together to form sentences and understand the ideas the author wants to convey in those sentences. Reading comprehension will be easier to understand if it is supported by the right strategy or technique. During the research, the researcher

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observed that the students were very enthusiastic in paying attention to the teacher's explanation in the learning process. The researcher assumes that reading comprehension by using contextual clue techniques can improve students' reading comprehension skills. Contextual clues are instructions that the author deliberately gives in the text to help students understand difficult or unfamiliar words.

a. Pretest and Posttest Results of the Experimental Class

The following are the values of the pretest and posttest of the experimental class, class XA. These results are the result of student work which was carried out on November 21, 2022 and December 20, 2022. The pre-test was held to determine students' ability to understand the material before being taught using the contextual clue technique. The number of class XA is 36 students. Students are given 40 multiple choice questions to work on for 1 hour by working individually. After getting the results, the values are then input and processed in the IBM SPSS software, so that the results are as shown in the following table:

Table 4.5 Results of The Comparison of Pre-Test and Post-Test Values for the Experimental Class

Data	Pre-test	Post-Tes
Number of cases	36	36
Min	36	65
Max	75	92,5
Mean	59.167	82.014
Sts. Deviation	8.9841	7.4359

Based on the results of the pre-test, it shows that the average pre-test score is 59.167 which is classified into the pretty good category. While the average post-test is 82.014 which is classified as very good. The data shows that the average post-test score is higher than the pre-test score. This can be seen from the increase in post-test scores from good enough to very good. This means that the reading comprehension ability of the experimental class increased significantly (22.847 points) after being given the treatment using the contextual clue technique. Furthermore, the standard deviation (SD) for the pre-test is 8.9841 while the post-test is 7.4359. This shows that the SD post-test is lower than the SD pre-test. If the SD post-test is lower than the SD pre-test, it can be interpreted that the writing ability of the experimental class students on the pre-test scores on the post-test becomes homogeneous.

Table 4.6 Distribution Frekuensi Pre Test and Post Test

Experiment Class

No	Score	Frekuensi		Category
		Pre test	Post test	
1.	90-100	0	9	Excellent
2.	70-89	4	26	Good
3.	50-69	28	1	Average
4.	30-49	4	0	Moderate average

The table above shows that there is an increase in student learning outcomes. In the moderate average category, which starts with 4 students, after receiving treatment, none of the students fall

into that category. In the average category in the pre test there were 28 students and during the post test there was only 1 student. In the good category, which initially had 4 students, it eventually rose to 26 students. In the excellent category, there were no students in the pre-test, and it rose to 9 students.

b. The results of the pre-test and post-test control class

The following are the values of the pretest and posttest of the control class, class XC. These results are the result of student work which was carried out on November 21, 2022. The pre-test was held aiming to determine students' ability to understand the material before being taught using the contextual clue technique. The number of class XA is 36 students. Students are given 40 multiple choice questions to work on for 1 hour by working individually. After getting the results, the values are then entered and processed in the IBM SPSS software, so that the results are as shown in the following table.

Table 4.7 Results of the Comparison of Pre-Test and Post-Test Scores for the Control Class

Data	Pre-test	Post-Tes
Number of cases	36	36
Min	40	45
Max	72,5	85
Mean	57.847	65.139
Sts. Deviation	7.6100	7.1929

Based on the results of the pre-test, it shows that the average pre-test score is 57.847 which is classified into the pretty good category. While the average post-test is 65.137 which is in the pretty good category. The data showed that the post-test average score was higher than the pre-test average, but there was no increase in the reading comprehension assessment category. Furthermore, the standard deviation (SD) for the pre-test is 7.6100 while the post-test is 7.1929. This shows that the SD post-test is lower than the SD pre-test. If the SD post-test is lower than the SD pre-test, it means that the students' writing abilities in the experimental class on the pre-test and post-test scores are homogeneous.

Table 4.8 Distribution of Pre-Test and Post-Test Control

Class Frequencies

No	Score	Frekuensi		Category
		Pre test	Post test	
1.	90-100	0	0	Excellent
2.	70-89	1	14	Good
3.	50-69	29	21	Average
4.	30-49	6	1	Moderate average

The table above shows that there are changes to student learning outcomes. In the moderate average category which starts with 6 students and in the post test there is 1 student. In the average category in the pre test there were 29 students and during the post test there were only 21 students. In the good category, initially

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there was 1 student, which eventually increased to 14 students. In the excellent category, there were   no students in the pre-test and post-test.

c. Test Requirement

1) Data Normality Test

The Normality Test is carried out to test whether a research data in the form of a sample comes from a normally distributed population (Abdullah, 2015). In this study, the normality test was carried out using the IBM SPSS Statistics software with the "Kolmogorov Smirnov" test. Theoretically, if the p value is greater than 0.05 then the data is said to be normal. If it is below 0.05, the data deviates significantly from the normal distribution. The following table presents the results of the students' pre-test and post-test normality tests.

Table 4.9 Tests of Normality

Tests of Normality				
	Class	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Learning Outcomes	Pretest Eksperimen	.102	36	.200[*]
	Posttest Eksperimen	.134	36	.101
	Pretest control	.119	36	.200[*]
	Posttest control	.106	36	.200[*]
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Corresponding with the decision-making guidelines on the normality test with the "Kolmogorov Smirnov" test, namely: If the value of Sig. (probability) > 0.05, then the data distribution is

normal, if the Sig. (probability) < 0.05, then the data distribution is not normal, according to the results above it can be said that:

a) The sig value is known. on the experimental pretest variable, which is equal to 0.200 > 0.05, the data distribution is normal.

b) The sig value is known. in the experimental posttest variable, which is equal to 0.101 > 0.05, the data distribution is normal.

c) The sig value is known. on the pretest control variable, which is equal to 0.200 > 0.05, the data distribution is normal.

d) The sig value is known. on the posttest control variable that is equal to 0.200 > 0.05, the data distribution is normal.

It can be concluded that the pre-test and post-test values in the experimental and control classes are greater than the significance level of 0.05. This means that the data distribution of students' writing ability is normally distributed.

d. Data Homogeneity Test

The homogeneity test is a similarity test between the variants of the distribution of the data being homogeneous or not by comparing the two variations (Abdullah, 2015). Homogeneous test was carried out on writing ability before and after treatment (pre test and post test). In this study, the homogeneity test was carried out using the IBM SPSS Statistics software with the "Levene" test. Here are the results:

Table 4.10 Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	.654	1	70	.112
	Based on Median	.508	1	70	.113
	Based on Median and with adjusted df	.508	1	55.185	.114
	Based on trimmed mean	.603	1	70	.120

Based on the results of the homogeneity test above, it can be seen that the results of variations in the data from the results of the researchers are homogeneous. This can be seen from the results of the Sig. In the column "base on trimmed mean" 0.120 which means the value is greater than 0.05. Therefore, it can be concluded that the variance of the Post-test Experiment and Post-test control class data is homogeneous.

e. Hypothesis

Hypothesis testing is carried out to prove whether the hypothesis that has been determined by the researcher has an influence on students' understanding through their learning outcomes. For this reason, hypothesis testing was carried out using IBM SPSS Statistics software with the designation "Independent Sample T-Test". Here are the results:

Table 4.11

Independent Sample T-Test Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Differen ce	Std. Error Differe nce	95% Confidence Interval of the Difference		
									Lower	Upper
Lear ning outc ome s	Equal variances assumed	6.654	.012	11.378	70	.000	25.3472	2.2278	20.9041	29.7904
	Equal variances not assumed			11.378	59.282	.000	25.3472	2.2278	20.8899	29.8045

Based on the results of the data above, it can be seen by paying attention to the significant value (Sig). According (Priyatno, 2014) it's known that the criteria for independent sample t-test result are as follows: a significance value greater than 0.05 (sig > 0.05), then Ho is accepted, which means there is no significant difference in average between the pre- test and post test values. whereas if it is less than 0.05 (Sig <0.05) Ho is rejected, which means there is significant average difference between the pre- test and post test scores. Based on table 4.11, the output result of the independent sample t-test is 0.012. The researcher concluded that the significant value was <0.05 (0.012 <0.05) so that Ho was rejected and Ha was accepted. It means that Ha, who stated that there were significant differences in the reading ability of students who were taught using the contextual clue technique, was accepted.

Whereas Ho, who stated that there was no significant difference in students' reading ability between those taught using contextual guidance techniques and those without using contextual guidance techniques, was rejected.

B. Discussion

1. significant difference in reading comprehension ability between the experimental class and the control class.

Based on the results of the analysis, the first the hypothesis put forward in this study "there is a difference between the use of contextual clue techniques and conventional learning models in reading comprehension of class X students of SMAN 1 Gondang Sragen in the 2022/2023 academic year. This can be seen from the post-test average of the experimental group which is higher than the control group, 82.014 > 65.139. from these results there was an increase in the average of both classes.

Contextual Clue technique is used to make students understand the content of the text and is best used to improve students' reading comprehension. Based on (innaci & sam, 2017) context clues are instructions given by the author which aim to help students easily understand foreign words. Meanwhile, according to (Reardon, 2011). Explain that contextual clues are information contained in a text that can be used to help deduce the meaning of unknown words in the text.

It can be seen from the mean of the posttest of the experimental group which was higher than that of the control group, i.e. 82.014 > 65.139. There was the improvement of the mean of both classes. Meanwhile, the improvement mean score of the post-test in experimental group was higher than that of the control class, i.e. 22.847 >7.792. When it was consulted to the score categorization, the score categorization of the post-test in the experimental group was higher than than of the control class, i.e. 22.847 >7.792. When it was consulted to the score categorization, the score categorization of the post-test in the experimental group was higher than that of the post-test in the control group. The post-test scores of the experimental group were classified into very good category while that of the control group were classified into the good category. It meant that after the treatment was given, the students' writing ability of the experimental group tended to be classified into higher category than that of the control group.

In addition, the results of the independent t-test showed a significance value of less than 0.05, namely 0.012 <0.050. This means that it has a significant difference to students' reading comprehension.

. Based on the calculation of the post-test results, the average value of the experimental group's writing ability was 82.014 while the control group was 65.139. It can be interpreted that the average value of the experimental class taught with inquiry-based learning strategies

is higher than the control class taught without learning. The increase in reading comprehension can be seen from the average post-test scores of the experimental and control groups. It can be seen from the acquisition of pre-test to post-test scores that the experimental group obtained 22.847 points for an increase, while the control group gained 7.792 points for an increase in test scores.

Meanwhile, the reading comprehension ability of students in the control class who were taught using conventional teaching as daily teaching had not improved well. The teacher uses communicative language learning in the process of teaching and learning to write. In the process, students just sit, listen to the teacher's explanation and do some exercises from the textbook. Thus, the motivation and attention of students during the learning process is not good. In addition, they have difficulty writing thoroughly because they do not have the right learning techniques that encourage them to write effectively.

In addition, the benefits of using the contextual clue technique for reading comprehension can be seen from the pre-test and post-test scores of students in both the experimental class and the control class before and after being given treatment. The results of the pre-test for both classes showed that the students' writing ability in both classes before being given treatment tended to be the same because they were in the sufficient category.

Based on the result from independent sample T-test get a sig result 0.012 which means that the result of this study have a significant difference in the average pre-test and post test value. According (Ghozali, 2015) the independent sample T-test is used to compare the averages of two grubs that are unrelated with one a different one. According (Priyatno, 2014) it's known that the criteria for independent sample t-test result are as follows: a significance value greater than 0.05 (sig > 0.05), then Ho is accepted, which means there is no significant difference in average between the pre- test and post test values. whereas if it is less than 0.05 (Sig <0.05) Ho is rejected, which means there is significant average difference between the pre- test and post test scores.

based on the results of the study, it was found that there was a significant difference between the results of the experimental class post test using contextual clue and class techniques control using lecture techniques . as explained by Linge 2000 in (Mutmainah, St, & Ardiana, 2021) states that reading comprehension is the ability to string words into sentences and understand the ideas conveyed by the author in sentences read by readers. Reading comprehension is a thinking process that involves several interacting components to derive meaning or conclusions from text. Whereas contextual Clue is one technique that can be used in presenting say-new words in

teaching English vocabulary. by using contextual clue techniques students can improve reading comprehension.

2. **Effectiviness contextual clue technique to improve reading comprehension**

Based on the results of the analysis, the second hypothesis states that "the contextual clue technique is effective in increasing students' interest in reading in class X SMAN 1 Gondang." Be accepted. This is indicated by the results of the t-test, the Sig value of 0.012 is less than 0.05. As a result, there is a significant effect on reading comprehension using contextual clue techniques.

The contextual clue technique can help students to understand the reading text because it familiarizes students with the context. The context clue technique can help students to understand reading texts without using a dictionary because in some conditions students cannot use a dictionary. As described (Rhoder, 2002) using context clues as a strategy can help students to identify unfamiliar words in longer sentences or tests. After students understand the context of the clue, students have the opportunity to understand descriptive text without using a dictionary. Students are able to train themselves to understand foreign words they find by looking at sentences, paragraphs, or text/word clues. This is supported by (Innaci & Sam, 2017) context clues are instructions given by the author which aim to help students understand foreign words easily.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusions

The conclusion of this research is supported by the finding.

1. the results of the control group's pretest showed an average of 57.847 included in the sufficient category. While the average value of the post-test is 65.139 included in the good category. It can be concluded that the writing ability of the control group students increased from an average score of 57.847 to 65.139. This is an increase of 7.792 points. post-test results noted that the average value of the experimental group was higher than the control class. The mean score of the experimental group in the post-test was 82.014 while that of the control group was 65.139. In this case, students who were taught using the contextual clue technique in their experimental class had better reading comprehension abilities than students who did not.

2. The results of the t-test, the Sig value of 0.012 is less than 0.05. As a result, there is a significant effect on reading comprehension using contextual clue techniques. Based on the findings of the first study, it can be concluded that there is a significant difference between the reading comprehension of class X students of SMA N 1 Gondang Sragen in the 2022/2023 academic year which was taught using the contextual clue technique. This can be seen from the results of the analysis of the results of the paired t test which shows a significance

value of 0.000 and less than 0.05. Therefore, the hypothesis that reads "there is a significant difference in ability in reading comprehension between classes taught with contextual clue techniques and students who are not taught with contextual clue techniques." Be accepted. Then, based on the findings of the second study, it can be concluded that the contextual clue technique can improve reading comprehension for high school students.

B. Suggestion

Based on the conclusion above, the research proposes some suggestions. They are as follows.

1. The students might use Context clues strategy to comprehending reading text without dictionary.

2. The teachers might use context clues strategy as their reference in teaching

3. For researchers, the researchers can use this research for further study about implementing context clues strategy in others skills.

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APPENDICES

APPENDIX 1. List of Score

No	Eksperiment Class		Control Class	
	Pre Test	Post Test	Pre Test	Post test
1.	62.5	90	52.5	75
2.	55	87.5	52.5	70
3.	57.5	92.5	60	60
4.	67.5	90	55	65
5.	75	75	65	65
6.	50	85	42.5	50
7.	57.5	85	57.5	70
8.	67.5	80	60	70
9.	60	72.5	62.5	65
10.	55	87.5	65	60
11.	35	80	52.5	70
12.	70	75	72.5	80
13.	62.5	80	60	85
14.	47.5	87.5	65	70
15.	40	65	57.5	70
16.	55	80	45	67.5
17.	47.5	82.5	45	60
18.	57.5	77.5	65	65
19.	65	72.5	62.5	55
20.	50	80	47.5	65
21.	50	90	40	55
22.	60	92.5	62.5	70
23.	67.5	92.5	62.5	65
24.	65	90	55	57.5
25.	60	80	57.5	70
26.	60	80	65	75
27.	60	70	65	65
28.	67.5	70	62.5	60
29.	70	77.5	60	65
30.	62.5	87.5	65	45
31.	57.5	75	55	55
32.	62.5	80	60	65
33.	75	92.5	65	65

34.	50	90	45	52.5
35.	57.5	75	57.5	70
36.	67.5	85	60	72.5

APPENDIX 2. SPSS Analysis Result

A. Descriptive Test

Statistics

		Pretest Eksperimen	Posttest Eksperimen	Pretest Kontrol	Posttest Kontrol
N	Valid	36	36	36	36
	Missing	0	0	0	0
Mean		59.167	82.014	57.847	65.139
Std. Error of Mean		1.4974	1.2393	1.2683	1.3655
Median		60.000	80.000	60.000	65.000
Mode		57.5[a]	80.0	65.0	65.0
Std. Deviation		8.9841	7.4359	7.6100	7.1929
Variance		80.714	55.293	57.912	67.123
Range		40.0	27.5	32.5	40.0
Minimum		35.0	65.0	40.0	45.0
Maximum		75.0	92.5	72.5	85.0
Sum		2130.0	2952.5	2082.5	2345.0

a. Multiple modes exist. The smallest value is shown

B. Uji Normality

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	Pretest Eksperimen	.102	36	.200[*]	.972	36	.496
	Posttest Eksperimen	.134	36	.101	.940	36	.052
	Pretest Kontrol	.119	36	.200[*]	.956	36	.157
	Posttest Kontrol	.106	36	.200[*]	.956	36	.161

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

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C. Uji Paired Samples Test

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Exp - Posttest Exp	-24.3750	8.4171	1.4029	-27.2229	-21.5271	-17.375	35	.000
Pair 2	Pretest control - Posttest control	-7.2917	14.2350	2.3725	-12.1081	-2.4753	-3.073	35	.004

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Eksperimen	58.403	36	8.9473	1.4912
	Posttest Eksperimen	82.778	36	7.1658	1.1943
Pair 2	Pretest Kontrol	50.139	36	11.3852	1.8975
	Posttest Kontrol	57.431	36	11.2835	1.8806

D. Uji Homogen

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	6.654	1	70	.012
	Based on Median	6.508	1	70	.013
	Based on Median and with adjusted df	6.508	1	55.185	.014
	Based on trimmed mean	6.603	1	70	.012

E. Uji Independent Samples T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	6.654	.012	11.378	70	.000	25.3472	2.2278	20.9041	29.7904
	Equal variances not assumed			11.378	59.282	.000	25.3472	2.2278	20.8899	29.8045

Mata Pelajaran : Bahasa Inggris

Kelas : X

Waktu : 60 Menit

Choose The Best Answer Based On The Text.

Read The Text Carefully Then Answer The Questions!

Yogjakarta

Yogyakarta is one of the foremost cultural centers in Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in art such Batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya"s culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is very lively city and a shopper"s delight. The main road, Malioboro street, is always crowded and famous for it night street food-culture and street vendors. Many tourist shops and

cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakrta is „Kraton‟ (the sultan palace), the centers of Yogya‟s traditional life and despite the advance of modernity ; it still emanates the spirits of refinement, which has been the Hallmark of Yogyakarta‟s art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and which the current Sultan Still resides. Yogyakarta is also the only major city, which still has traditional „Becak‟ (rickshaw-style) transport.

1. What is the purpose of the text?

    a. To amuse the readers with Yogyakarta

    b. To describe the location Yogyakarta .

    c. To persuade the readers to go to Yogyakarta

    d. To promote Yogyakarta

2. We know from the second paragraph that….

    a. A plane is the most convenient access to reach Yogyakarta

    b. Many local tourists prefer staying in Sosrowijayan street

    c. Sosrowijayan is also known as shopping and culinary delight

    d. There are many convenient store in the streets of Yogyakarta .

3. "....Spirit of refinement, which has been hallmark of Yogya‟s art for centuries.(paragraph 3) The underline word is closest in meaning…..

    a. Settlement

    b. Development

c. Improvement .

d. Involvement

4. It stretches from,,,(paragraph 2). The word "it" refers to…

a. Yogyakarta

b. Mount Merapi

c. Central Java

d. Indian Ocean

5. The identification of the text is .....

a. The 1st sentence of the 1st paragraph

b. The 1st sentence of the 2nd paragraph

c. The 1 st sentence of the last paragraph

d. The last sentence of the 1st paragraph

Aviculturists, people who raise birds for commercial sale, have not yet learned how to simulate the natural incubation of parrot eggs in the wild. They continue to look for better ways to increase egg production and to improve chick survival rates. When parrots incubate their eggs in the wild, the temperature and humidity of the nest are controlled naturally. Heat is transferred from the bird's skin to the top portion of the eggshell, leaving the sides and bottom of the egg at a cooler temperature. This temperature gradient may be vital to successful hatching. Nest construction can contribute to this temperature gradient. Nests of loosely arranged sticks, rocks, or dirt are cooler in temperature at the bottom where the egg contacts the nesting material. Such

nests also act as humidity regulators by allowing rain to drain into the bottom sections of the nest so that the eggs are not in direct contact with the water. As the water that collects in the bottom of the nest evaporates, the water vapor rises and is heated by the incubating bird, which adds signifi cant humidity to the incubation environment.

In artificial incubation programs, aviculturists remove eggs from the nests of parrots and incubate them under laboratory conditions. Most commercial incubators heat the eggs fairly evenly from top to bottom, thus ignoring the bird's method of natural incubation, and perhaps reducing the viability and survivability of the hatching chicks. When incubators are not used, aviculturists sometimes suspend wooden boxes outdoors to use as nests in which to place eggs. In areas where weather can become cold after eggs are laid, it is very important to maintain a deep foundation of nesting material to act as insulator against the cold bottom of the box. If eggs rest against the wooden bottom in extremely cold weather conditions, they can become chilled to a point where the embryo can no longer survive. Similarly, these boxes should be protected from direct sunlight to avoid high temperatures that are also fatal to the growing embryo. Nesting material should be added in sufficient amounts to avoid both extreme temperature situations mentioned above and assure that the eggs have a soft, secure place to rest.

6. What is the main idea of the passage?

    a. Nesting material varies according to the parrots' environment.

    b. Humidity is an important factor in incubating parrots' eggs.

c. Aviculturists have constructed the ideal nest box for parrots.

d. Wild parrots' nests provide information useful for artifi cial incubation.

7. The word "They" in line 2 refers to

   a. aviculturists

   b. birds

   c. eggs

   d. rates

8. According to paragraph 2, when the temperature of the sides and bottom of the egg are cooler than the top, then

   a. there may be a good chance for successful incubation

   b. the embryo will not develop normally

   c. the incubating parent moves the egg to a new position.

   d. the incubation process is slowed down

9. According to paragraph 2, sticks, rocks, or dirt are used to

   a. soften the bottom of the nest for the newly hatched chick

   b. hold the nest together

   c. help lower the temperature at the bottom of the nest

   d. make the nest bigger

10. According to paragraph 2, the construction of the nest allows water to

   a. provide a beneficial source of humidity in the nest

   b. loosen the materials at the bottom of the nest

   c. keep the nest in a clean condition

    d. touch the bottom of the eggs

ORCHARD ROAD orchard road is a Boulevard which become business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard Road is just a suburban street lined with orchards, plantations nutmeg, and papper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this Road. Shopping centers such a mall and plaza was built in 1974.

Orchard Road runs along about 2.2 k. This road is one way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 80,000 square meters provides a wide range of things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard Road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west trough the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Peterson can turn right into Orchard Road. orchard is always crowded so you have to be careful in order not to get lost.

11. The text mainly tell us about?

    a. Singapore

    b. Orchard Plantation

c. Plaza and mall

d. Orchard Road as business and entertainment center

12. Which Statement is true?

    a. At first Orchard Road is crowded settlement

    b. Orchard Road become business and entertainment center since 1974

    c. Vehicles from Dunrean road turn to the left at intersection of the Marriot hotel junction

    d. Orchard Road is infamous place at Singapore

13. In the third paragraph the writer describes about?

    a. The location of Orchard Road

    b. The things that we can see at orchard road

    c. The direction to get to orchard road

    d. The history of orchard road

14. Word "it" in line 4 refers to?

    a. Suburban Street

    b. The Plantation

    c. Luxury branded things

    d. The Plaza

15. The word "satisfy" in line 8 has the closet meaning with?

    a. Free

    b. Pleased

    c. Frighten

d. Threa

Indonesia Tourism

Lake Toba, which is situated in the center of the Bukit Barisan mountain range, is an interesting mountain resort with Samosir Island in the center of the lake. It boats many modern hotels and facilities for water sport such as boating, water skiing and swimming.

In West Sumatra, the center of culture and tourism is Bukit Tinggi, situated in the highlands north of the provincial capital of Padang. West Sumatra is a land of scenic beauty with green lakes, and blue mountains.

Java has a great number of attractions, including the world renowned Botanic Garden in Bogor, the wildlife reserve of Ujung Kulon on the south west part of the island. Borobudur, a gigantic Buddhist shrine is situated 42 kilometers northwest of Yogyakarta and the Ijen crater lies in East Java and displays hot springs, waterfalls and free roaming deer as well as a sulphur crater. A three – hour drive from Surabaya, and the a pony ride from the village of Ngadisari over the sea will take you to mount Bromo which is an active volcano with sulphur fumes and smoke still emitting from its depths. The inhabitants of the surrounding areas believe in the God of Bromo and bring offerings to his deity.

Bali is different from the rest of Indonesia because of its unique from of Hinduism called " Hindu Dharma ". Religion is at the main source of traditional custom in family and and community life. The soul of a Balinese if religion and it finds its expression in art. Many articles and books have been written on Bali.

16. What natural beauty does West Sumatra have ?

a. Active volcanoes

b. Water sport

c. Modern hotels

d. Green lakes and blue mountains

17. Which of the following attractions is not found in at the surroundings of the Ijen crater ?

a. Hot springs

b. Waterfalls

c. A sea of sand

d. A sulphur crater

18. Borobudur, <u>a gigantic</u> Buddhist shine is situated 42 kilometers northwest of Yogyakarta . The underlined words means . . . .

a. Nice

b. Huge

c. Tall

d. Large

19. How many tourist resorts are mentioned in the third paragraph?

a. Three

b. Four

c. Five

d. One

20. Which place is called " Hindu Dharma " ?

a. Bali

b. East Java

c. Ujung Kulon

d. Padang

Perhaps one of the most dramatic and important changes that took place in the Mesozoic era occurred late in that era, among the small organisms that populate the uppermost, sunlit portion of the oceans--the plankton. The term "plankton" is a broad one, designating all of the small plants and animals that float about or weakly propel themselves through the sea. In the late stages of the Mesozoic era. during the Cretaceous period, there was a great expansion of plankton that precipitated skeletons or shells composed of two types of mineral: silica and calcium carbonate. This development radically changed the types of sediments that accumulated on the seafloor, because, while the organic parts of the plankton decayed after the organisms died, their mineralized skeletons often survived and sank to the bottom. For the first time in the Earth's long history, very large quantities of silica skeletons, which would eventually harden into rock, began to pile up in parts of the deep sea. Thick deposits of calcareous ooze made up of the tiny remains of the calcium carbonate-secreting plankton also accumulated as never before. The famous white chalk cliffs of Dover, in the southeast of England, are just one example of the huge quantities of such material that amassed during the Cretaceous period; there are many more. Just why the calcareous plankton were so prolific during the latter part of the Cretaceous period is not fully understood. Such massive amounts of chalky sediments have never since been deposited over a comparable period of time. The high biological productivity of

the Cretaceous oceans also led to ideal conditions for oil accumulation. Oil is formed when organic material trapped in sediments is slowly buried and subjected to increased temperatures and pressures, transforming it into petroleum. Sediments rich in organic material accumulated along the margins of the Tethys Seaway, the tropical east-west ocean that formed when Earth's single landmass (known as Pangaea) split apart during the Mesozoic era. Many of today's important oil fields are found in those sediments--in Russia, the Middle East, the Gulf of Mexico, and in the states of Texas and Louisiana in the United States.

21. What does the passage mainly discuss?

    a. How sediments were built up in oceans during the Cretaceous period

    b. How petroleum was formed in the Mesozoic era

    c. The impact of changes in oceanic animal and plant life in the Mesozoic era

    d. The differences between plankton found in the present era and Cretaceous plankton

22. The passage indicates that the Cretaceous period occurred

    a. in the early part of the Mesozoic era

    b. in the middle part of the Mesozoic era

    c. in the later part of the Mesozoic era

    d. after the Mesozoic era

23. The passage mentions all of the following aspects of plankton EXCEPT

    a. the length of their lives

    b. the level of the ocean at which they are found

c. their movement

d. their size

24. The word "accumulated" in line 8 is closest in meaning to

    a. depended

    b. matured

    c. dissolved

    d. collected

25. According to the passage, the most dramatic change to the oceans caused

    by plankton during the Cretaceous period concerned

    a. the depth of the water

    b. the makeup of the sediment on the ocean floor

    c. the decrease in petroleum-producing sediment

    d. a decline in the quantity of calcareous ooze on the seafloor

Read the text and answer the question 26-30

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built

body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

26. What is the text about...

    a. Report text

    b. Narrative text

    c. Recount text

    d. Descriptive text

27. My <u>best</u> friend is Ernesto and he is my classmate. What is the synonym of the underlined word?

    a. Worst

    b. Incorrect

    c. Better

    d. Bad

28. His <u>father</u> is a school principal and his mother is also a teacher. what is the antonym of the underlined word?

    a. Children

    b. Mother

    c. Uncle

d. Dady

29. His father is a school principal and his <u>mother</u> is also a teacher. What is the synonym of the underlined word?

a. Father

b. Mom

c. Descandant

d. Grandmother

30. He is punctual, well-educated, and has <u>good</u> manners. What is the synonym of the underlined word?

a. Bad

b. Evil

c. Humble

d. Best

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

31. What does the text tell about?

a. Gardening

b. Rose species

c. Flowers

d. How to grow rose plant

32. This statement is correct, except ….

a. Rose has more than 100 species

b. Rose is native to Asia

c. Rose can be used for ornamental plant

d. Rose only has one variant of shape and size

33. It is typically grown … (paragraph 2). The word "it" refers to ….

a. Asia

b. Beauty

c. Rose species

d. Medicine

34. Based on the text, which statement is true?

a. Rose has minor benefit for medicinal uses

b. People grow rose only for beauty

c. Rose is not a popular flowering plant

d. North America is not a native to rose species

Read the following text for questions number 35 to 37

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world's largest archipelago country. Also called as Nusantara, this country has

more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

35. What makes Indonesia one of most populous countries in the world?

   a. It is located in South East Asia

   b. Indonesia has more than 17,000 islands

   c. Indonesia has more than 261 million people

   d. Indonesia is rich

36. What is the main idea of the paragraph?

   a. Indonesia is one of South East Asia countries

   b. Indonesia is 4th most populous country

   c. Ethnics and languages make Indonesia rich

   d. Indonesia is an Asian country which has many cultures, ethnics, as well as people

37. The world "located" can be best replaced by ….

   a. Situated

   b. Allocated

   c. Happened

   d. Borrowed

Read the following text to answer questions number 38 to 40.

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

38. My cat is ….. (line 1). The word "my" refers to ….

    a. Reader

    b. Cat

    c. Writer

    d. Mother

39. Which breed is Shorty?

    a. Persian

    b. Angora

    c. Half-breed

    d. Domestic cat

40. What does the writer tell about?

    a. New toy

    b. New cat named Shorty

    c. Writer's new hobby

    d. Family

APPENDIX 4. Lesson Plan

RENCANA PEMBELAJARAN PEMBELAJARAN

(Pertemuan Ke 1)

Sekolah   : SMA Negeri 1 Gondang Sragen

Mata Pembelajaran   : Bahasa Inggris

Kelas   : X (sepuluh)

Materi Pembelajaran   : Descriptive Text

Alokasi Waktu   : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencampaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.1 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Menentukan Gambaran umum descriptive text. 3.2 Menemukan Informasi rincian tersirat dan tersurat. 3.3 Menemukan Dan menentukan fungsi dan tujuan dari descriptive text. 3.4 Menentukan makna kata atau kalimat dalam descriptive text.
4	4.1 menangkap makna secara kontekstual terkait fugsi sosial, struktur teks, dan unsur kebahasaan teks descriptif, lisan dan tertulis, pendek sederhana terkait tempat wisata dan bangunan besejarah terkenal. 4.2 menyusun teks deskriptif lisan dan tertulis, pendek dan sederhana, terkait tempat wisata dan bagunan bersejarah terkenal, denfan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

C. Tujuan Pembelajaran

1.   Siswa mampu mengemukakan pendapat tentang penggunaan Bahasa

Inggris di kelas maupun di luar kelas.

2.   Siswa mampu memahami cara berkomunikasi sederhana dalam

bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan

mengakhiri pelajaran.

3.   Siswa mampu Mengidentifikasi kata-kata dalam teks deskriptif

4.   Siswa mampu menemukan ide pokok, kalimat pendukung dan

kesimpulan dalam teks deskriptif.

D. Materi Pembelajaran

➢   Definition

   Descriptive text is a text which say what a person or thing is like.

➢   Social Function

    Decriptive text is used to describe person, thing or place in specific

➢   General Structure

   - identification : it contains about the intoduction of person, thing or place

   will be described

   - description : it contains a decribtion of something such as animal, thing,

   place or person.

➢   Language structue

   - Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

   - Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"

   - Hanya fokus pada satu objek tersebut.

   - Pertanyaan dan pernyataan tentang deskripsi

   How does your brother look like?

He's short and wears glasses

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau
kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

1. Pendekatan : scientific approach

2. Model pembelajaran : problem based learning

3. Metode : discussion and presentation

4. Strategi : contextual clue

F. Media, Alat, dan Sumber pembelajaran

1. Media, alat

a. Papan tulis

b. Kamus

c. Paper

d. pen

e. Gambar contoh descriptive text

f. smartphone

2. Sumber pembelajaran

    a.   Buku bahasa inggris kelas X

    b.   Internet

G. Proses Pembelajaran

Kegiatan	Scientific approach	Langkah-langkah kegiatan	Alokasi waktu
pendahuluan		● Menyapa peserta didik ● Menanyakan kabar peserta didik ● Meminta salah satu peserta didik untuk memimpin doa (situasional) ● Perenalan dengan peneliti ● Menjelaskan kehadiran peneliti ● Mengecek kehadiran peserta didik dengan cara memanggil nama peserta didik yang bersangkutan ● Menanyai materi yang telah dipelajari pada pertemuan sebelumnya ● Mengajukan pertanyaan yang bertujuan utuk menuntut peserta didik ke materi yang akan diperlajari pada pertemuan sebelumnya ● Mengajukan pertayaan kepada peserta yang	20 menit

		bertujuan untuk mengetahui apakah peserta sudah ada yang mengetahui pelajaran yang akan dipelajari.	
Inti		Siswa mengerjakan soal pre-test	60 menit
Penutup		● Memberikan kesempatan kepada peserta didik untuk bertanya ● Peserta didik dan guru membuat kesimpulan tentang teks deskripsi ● Salam penutup	10 menit

H. Penilaian Hasil Pembelajaran

1. Penilaian pengetahuan   : test tertulis

RENCANA PEMBELAJARAN PEMBELAJARAN

(Pertemuan Ke 2)

Sekolah	: SMA Negeri 1 Gondang Sragen
Mata Pembelajaran	: Bahasa Inggris
Kelas	: X (sepuluh)
Materi Pembelajaran	: Descriptive Text
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B Kompetensi Dasar

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.1 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Menentukan gambaran umum descriptive text. 3.2 Menemukan informasi rincian tersirat dan tersurat. 3.3 Menemukan Dan menentukan fungsi dan tujuan dari descriptive text. 3.4 Menentukan makna kata atau kalimat dalam descriptive text.
4	4.1 menangkap makna secara kontekstual terkait fugsi sosial, struktur teks, dan unsur kebahasaan teks descriptif, lisan dan tertulis, pendek sederhana terkait tempat wisata dan bangunan besejarah terkenal. 4.2 menyusun teks deskriptif lisan dan tertulis, pendek dan sederhana, terkait tempat wisata dan bagunan bersejarah terkenal, denfan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

C Tujuan Pembelajaran

1. Siswa mampu mengemukakan pendapat tentang penggunaan Bahasa Inggris di kelas maupun di luar kelas.

2. Siswa mampu memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.

3. Siswa mampu Mengidentifikasi kata-kata dalam teks deskriptif

4. Siswa mampu menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks deskriptif.

D   Materi Pembelajaran

➢   Definition

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➢   General Structure

- identification : it contains about the intoduction of person, thing or place will be described

- description : it contains a decribtion of something such as animal, thing, place or person.

➢   Language structue

- Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

- Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

How does your brother look like?

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- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

➢ Contoh teks descriptive

The giraffle

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard. Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female

giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breast feeding within an hour of birth.

E   Metode Pembelajaran

1. Pendekatan   : scientific approach

2. Model pembelajaran : problem based learning

3. Metode   : discussion and presentation

4. Strategi   : contextual clue

F   Media, Alat, dan Sumber pembelajaran

1. Media, alat

   a.   Papan tulis

   b.   Kamus

   c.   Paper

   d.   pen

   e.   Gambar contoh descriptive text

   f.   Smartphone

2. Sumber pembelajaran

    a.   Buku bahasa inggris kelas X

    b.   Internet

G   Proses Pembelajaran

Kegiatan	Scientific approach	Langkah-langkah kegiatan	Alokasi waktu
pendahuluan		• Menyapa peserta didik • Menanyakan kabar peserta didik • Meminta salah satu peserta didik untuk memimpin doa (situasional) • Mengecek kehadiran peserta didik dengan cara memanggil nama peserta didik yang bersangkutan • Menanyai materi yang telah dipelajari pada pertemuan sebelumnya • Mengajukan pertanyaan yang bertujuan untuk menuntut peserta didik ke materi yang akan diperlajari pada pertemuan sebelumnya • Mengajukan pertayaan kepada peserta yang bertujuan untuk mengetahui apakah peserta sudah ada yang mengetahui pelajaran yang akan dipelajari.	10 menit
Inti	Mengamati	• Guru memberikan penjelasan singkat	70 menit

		mengenai descriptive text
		● Guru memberikan penjabaran mengenai materi descriptive text.
		● Peserta didik membaca dan memahami penjelasan dari maeri yang dipaparkan oleh guru
	mempertanyakan	Guru mengarahkan dan memancig kepada pesera didik untuk bertanya apabila terdapat kesulitan dalam memahami materi
	Mengeksplorasi	● Guru memberikan teks bacaan descriptive kepada peserta didik
		● Peserta didik mencari dan menemukan arti kata-kata sulit berdasarkan teks yang telah di baca berdasarkan clue yang telah ada di sekitar kata-kata sulit tersebut tanpa menggunakan kamus.
		● Peserta didik menuliskan dimana letak kata-kata sulit tersebut.
	Mengasosiasi	● Peserta didik berdiskusi secara berpasangan menganalisis teks deskriptif teks.
		● Peserta didik mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu

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		dari teks.	
		• peserta didik memperoleh feedback dari guru dan temanlainnya tentang hasil analisis yang telah disampaikan dalam kelompok kerja.	
	Mengkomunikasikan	• Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata-kata sulit yang telah ditemukan • Siswa menuliskan prediksi makna kata-kata sulit yang telah ditemukan • Peserta didik menjawab berbagai pertanyaa tentang informasi dalam teks bacaan dan menemukan ide pokok dan kesimpulan • Peserta didik menemukan makna kata-kata sulit dalam kamus.	
Penutup		• Guru dan peserta didik melakukan refleksi materi yang di bahas • Memberikan kesempatan kepada peserta didik untuk bertanya • Peserta didik dan guru membuat kesimpulan tentang teks deskripsi • Salam penutup	10 menit

H   Penilaian Hasil Pembelajaran

1. Penilaian sikap   : observasi selama kegiatan belajar mengajar berlangsung

2. Penilaian pengetahuan   : test tertulis

RENCANA PEMBELAJARAN PEMBELAJARAN

(Pertemuan Ke 3)

Sekolah   : SMA Negeri 1 Gondang Sragen

Mata Pembelajaran   : Bahasa Inggris

Kelas   : X (sepuluh)

Materi Pembelajaran   : Descriptive Text

Alokasi Waktu   : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.1 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Menentukan gambaran umum descriptive text. 3.2 Menemukan informasi rincian tersirat dan tersurat. 3.3 Menemukan Dan menentukan fungsi dan tujuan dari descriptive text. 3.4 Menentukan makna kata atau kalimat dalam descriptive text.
4	4.1 menangkap makna secara kontekstual terkait fugsi sosial, struktur teks, dan unsur kebahasaan teks descriptif, lisan dan tertulis, pendek sederhana terkait tempat wisata dan bangunan besejarah terkenal. 4.2 menyusun teks deskriptif lisan dan tertulis, pendek dan sederhana, terkait tempat wisata dan bagunan bersejarah terkenal, denfan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

C. Tujuan Pembelajaran

1. siswa mampu mengemukakan pendapat tentang penggunaan Bahasa

   Inggris di kelas maupun di luar kelas.

2. Siswa mampu memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.

3. Siswa mampu Mengidentifikasi kata-kata dalam teks deskriptif

4. Siswa mampu menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks deskriptif.

D. Materi Pembelajaran

➢ Definition

Descriptive text is a text which say what a person or thing is like.

➢ Social Function

Decriptive text is used to describe person, thing or place in specific

➢ General Structure

- identification : it contains about the intoduction of person, thing or place will be described

- description : it contains a decribtion of something such as animal, thing, place or person.

➢ Language structure

Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

- Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

How does your brother look like?

He's short and wears glasses

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

➢ Contoh kalimat descriptive

My House

My House is divided into two floors. On upstairs I have one room where I keep the washer and dryer and one big terrace. Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room.

In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many tropies. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

E. Metode Pembelajaran

1. Pendekatan　　　　　　: scientific approach

2. Model pembelajaran : problem based learning

3. Metode   : discussion and presentation

4. Strategi   : contextual clue

F. Media, Alat, dan Sumber pembelajaran

1. Media, alat

   a. Papan tulis

   b. Kamus

   c. Paper

   d. pen

   e. Gambar contoh descriptive text

   f. smartphone

2. Sumber pembelajaran

   a. Buku bahasa inggris kelas X

   b. Internet

G. Proses Pembelajaran

kegiatan	Scientific approach	Langkah-langkah kegiatan	Alokasi waktu
pendahuluan		• Menyapa peserta didik • Menanyakan kabar peserta didik • Meminta salah satu peserta didik untuk memimpin doa (situasional) • Mengecek kehadiran	10 menit

		peserta didik dengan cara memanggil nama peserta didik yang bersangkutan	
		● Menanyai materi yang telah dipelajari pada pertemuan sebelumnya	
		● Mengajukan pertanyaan yang bertujuan untuk menuntut peserta didik ke materi yang akan diperlajari pada pertemuan sebelumnya	
		● Mengajukan pertayaan kepada peserta yang bertujuan untuk mengetahui apakah peserta sudah ada yang mengetahui pelajaran yang akan dipelajari.	
Inti	Mengamati	● Guru memberikan penjelasan singkat mengenai descriptive text ● Guru memberikan penjabaran mengenai materi descriptive text. ● Peserta didik membaca dan memahami penjelasan dari maeri yang dipaparkan oleh guru	70 menit
	mempertanyakan	Guru mengarahkan dan memancig kepada pesera didik untuk bertanya apabila terdapat kesulitan dalam memahami materi	
	Mengeksplorasi	● Guru menjelaskan kontektual clue ● Guru memberikan teks	

		bacaan descriptive kepada peserta didik	
		● Peserta didik mencari dan menemukan arti kata-kata sulit berdasarkan teks yang telah di baca berdasarkan clue yang telah ada di sekitar kata-kata sulit tersebut tanpa menggunakan kamus.	
		● Peserta didik menuliskan dimana letak kata-kata sulit tersebut.	
	Mengasosiasi	● Peserta didik berdiskusi menganalisis teks deskriptif teks.	
		● Peserta didik mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.	
		● peserta didik memperoleh feedback dari guru dan temanlainnya tentang hasil analisis yang telah disampaikan dalam kelompok kerja.	
	Mengkomunikasik an	● Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata-kata sulit yang telah ditemukan	
		● Siswa menuliskan prediksi makna kata-kata sulit yang telah	

		ditemukan	
		● Peserta didik menjawab berbagai pertanyaa tentang informasi dalam teks bacaan dan menemukan ide pokok dan kesimpulan	
		● Peserta didik menemukan makna kata-kata sulit dalam kamus.	
Penutup		● Guru dan peserta didik melakukan refleksi materi yang di bahas	10 menit
		● Memberikan kesempatan kepada peserta didik untuk bertanya	
		● Peserta didik dan guru membuat kesimpulan tentang teks deskripsi	
		● Salam penutup	

H. Penilaian Hasil Pembelajaran

1. Penilaian sikap : observasi selama kegiatan belajar mengajar berlangsung

2. Penilaian pengetahuan : test tertulis

RENCANA PEMBELAJARAN PEMBELAJARAN

(Pertemuan Ke 4)

Sekolah   : SMA Negeri 1 Gondang Sragen

Mata Pembelajaran   : Bahasa Inggris

Kelas   : X (sepuluh)

Materi Pembelajaran   : Descriptive Text

Alokasi Waktu   : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

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B. Kompetensi Dasar

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.1 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Menentukan gambaran umum descriptive text. 3.2 Menemukan informasi rincian tersirat dan tersurat. 3.3 Menemukan Dan menentukan fungsi dan tujuan dari descriptive text. 3.4 Menentukan makna kata atau kalimat dalam descriptive text.
4	4.1 menangkap makna secara kontekstual terkait fugsi sosial, struktur teks, dan unsur kebahasaan teks descriptif, lisan dan tertulis, pendek sederhana terkait tempat wisata dan bangunan besejarah terkenal. 4.2 menyusun teks deskriptif lisan dan tertulis, pendek dan sederhana, terkait tempat wisata dan bagunan bersejarah terkenal, denfan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

C. Tujuan Pembelajaran

1. siswa mampu mengemukakan pendapat tentang penggunaan Bahasa Inggris di kelas maupun di luar kelas.

2. Siswa mampu memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.

3. Siswa mampu Mengidentifikasi kata-kata dalam teks deskriptif

4. Siswa mampu menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks deskriptif.

D. Materi Pembelajaran

➤ Definition

Descriptive text is a text which say what a person or thing is like.

➤ Social Function

Decriptive text is used to describe person, thing or place in specific

➤ General Structure

- identification : it contains about the intoduction of person, thing or place will be described

- description : it contains a decribtion of something such as animal, thing, place or person.

➤ Language structure

- Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

- Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

How does your brother look like?

He's short and wears glasses

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau

kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E. Metode Pembelajaran

1. Pendekatan   : scientific approach

2. Model pembelajaran : problem based learning

3. Metode   : discussion and presentation

4. Strategi   : contextual clue

F. Media, Alat, dan Sumber pembelajaran

1. Media, alat

a. Papan tulis

b. Kamus

c. Paper

d. pen

e. Gambar contoh descriptive text

f. smartphone

2. Sumber pembelajaran

a. Buku bahasa inggris kelas X

b. Internet

G. Proses Pembelajaran

Kegiatan	Scientific approach	Langkah-langkah kegiatan	Alokasi waktu
Pendahuluan		● Menyapa peserta didik ● Menanyakan kabar peserta didik ● Meminta salah satu peserta didik untuk memimpin doa (situasional) ● Mengecek kehadiran peserta didik dengan cara memanggil nama peserta didik yang bersangkutan ● Menanyai materi yang telah dipelajari pada pertemuan sebelumnya ● Mengajukan pertanyaan yang bertujuan untuk menuntut peserta didik ke materi yang akan diperlajari pada pertemuan sebelumnya ● Mengajukan pertayaan kepada peserta yang	10 menit

		bertujuan untuk mengetahui apakah peserta sudah ada yang mengetahui pelajaran yang akan dipelajari.	
Inti	Mengamati	● Guru memberikan penjelasan singkat mengenai descriptive text ● Guru memberikan penjabaran mengenai materi descriptive text. ● Peserta didik membaca dan memahami penjelasan dari maeri yang dipaparkan oleh guru	
	mempertanyakan	Guru mengarahkan dan memancig kepada pesera didik untuk bertanya apabila terdapat kesulitan dalam memahami materi	70 menit
	Mengeksplorasi	● Guru membagi peserta didik menjadi 4 kelompok ● Guru memberikan teks bacaan descriptive kepada peserta didik perkelompok ● Peserta didik mencari dan menemukan arti kata-kata sulit berdasarkan teks yang telah di baca berdasarkan clue yang telah ada di sekitar kata-kata sulit	

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		tersebut tanpa menggunakan kamus.
		• Peserta didik menuliskan dimana letak kata-kata sulit tersebut.
	Mengasosiasi	• Peserta didik berdiskusi secara berpasangan menganalisis teks deskriptif teks.
		• Peserta didik mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.
		• peserta didik memperoleh feedback dari guru dan temanlainnya tentang hasil analisis yang telah disampaikan dalam kelompok kerja.
	Mengkomunikasi kan	• Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata-kata sulit yang telah ditemukan
		• Siswa menuliskan prediksi makna kata-kata sulit yang telah ditemukan
		• Peserta didik menjawab berbagai pertanyaa tentang informasi dalam teks bacaan dan menemukan ide

		pokok dan kesimpulan	
		● Peserta didik menemukan makna kata-kata sulit dalam kamus.	
Penutup		● Guru dan peserta didik melakukan refleksi materi yang di bahas ● Memberikan kesempatan kepada peserta didik untuk bertanya ● Peserta didik dan guru membuat kesimpulan tentang teks deskripsi ● Salam penutup	10 menit

H. Penilaian Hasil Pembelajaran

1. Penilaian sikap   : observasi selama kegiatan belajar mengajar berlangsung

2. Penilaian pengetahuan   : test tertulis

RENCANA PEMBELAJARAN PEMBELAJARAN

(Pertemuan Ke 5)

Sekolah : SMA Negeri 1 Gondang Sragen

Mata Pembelajaran : Bahasa Inggris

Kelas : X (sepuluh)

Materi Pembelajaran : Descriptive Text

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencampaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.1 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Menentukan gambaran umum descriptive text. 3.2 Menemukan informasi rincian tersirat dan tersurat. 3.3 Menemukan Dan menentukan fungsi dan tujuan dari descriptive text. 3.4 Menentukan makna kata atau kalimat dalam descriptive text.
4	4.1 menangkap makna secara kontekstual terkait fugsi sosial, struktur teks, dan unsur kebahasaan teks descriptif, lisan dan tertulis, pendek sederhana terkait tempat wisata dan bangunan besejarah terkenal. 4.2 menyusun teks deskriptif lisan dan tertulis, pendek dan sederhana, terkait tempat wisata dan bagunan bersejarah terkenal, denfan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

C. Tujuan Pembelajaran

1. Siswa mampu mengemukakan pendapat tentang penggunaan Bahasa Inggris di kelas maupun di luar kelas.

2. Siswa mampu memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.

3. Siswa mampu Mengidentifikasi kata-kata dalam teks deskriptif

4. Siswa mampu menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks deskriptif.

D. **Materi Pembelajaran**

➢ Definition

Descriptive text is a text which say what a person or thing is like.

➢ Social Function

Decriptive text is used to describe person, thing or place in specific

➢ General Structure

- identification : it contains about the intoduction of person, thing or place will be described

- description : it contains a decribtion of something such as animal, thing, place or person.

➢ Language structue

- Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

- Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

How does your brother look like?

He's short and wears glasses

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E.   Metode Pembelajaran

1. Pendekatan   : scientific approach

2. Model pembelajaran   : problem based learning

3. Metode   : discussion and presentation

4. Strategi   : contextual clue

F. Media, Alat, dan Sumber pembelajaran

5.   Media, alat

   a. Papan tulis

   b. Kamus

   c. Paper

   d. Pen

   e. Gambar contoh descriptive text

   f. smartphone

6.   Sumber pembelajaran

a. Buku bahasa inggris kelas X

b. Internet

G. **Proses Pembelajaran**

kegiatan	Scientific approach	Langkah-langkah kegiatan	Alokasi waktu
pendahuluan		• Menyapa peserta didik • Menanyakan kabar peserta didik • Meminta salah satu peserta didik untuk memimpin doa (situasional) • Perenalan dengan peneliti • Menjelaskan kehadiran peneliti • Mengecek kehadiran peserta didik dengan cara memanggil nama peserta didik yang bersangkutan • Menanyai materi yang telah dipelajari pada pertemuan sebelumnya • Mengajukan pertanyaan yang bertujuan untuk menuntut peserta didik ke materi yang akan diperlajari pada pertemuan sebelumnya • Mengajukan pertayaan kepada peserta yang bertujuan untuk mengetahui apakah peserta sudah ada yang mengetahui pelajaran	10 menit

		yang akan dipelajari.	
Inti		Siswa mengerjakan soal pre-test	70 menit
Penutup		● Memberikan kesempatan kepada peserta didik untuk bertanya ● Peserta didik dan guru membuat kesimpulan tentang teks deskripsi ● Salam penutup	10 menit

H.   Penilaian Hasil Pembelajaran

1.   Penilaian pengetahuan   : test tertulis

RENCANA PEMBELAJARAN PEMBELAJARAN

(Pertemuan Ke 6)

Sekolah   : SMA Negeri 1 Gondang Sragen

Mata Pembelajaran : Bahasa Inggris

Kelas   : X (sepuluh)

Materi Pembelajaran : Descriptive Text

Alokasi Waktu   : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencampaian Kompetensi

KI	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3	3.1 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1 Menentukan gambaran umum descriptive text. 3.2 Menemukan informasi rincian tersirat dan tersurat. 3.3 Menemukan dan menentukan fungsi dan tujuan dari descriptive text. 3.4 Menentukan makna kata atau kalimat dalam descriptive text.
4	4.1 menangkap makna secara kontekstual terkait fugsi sosial, struktur teks, dan unsur kebahasaan teks descriptif, lisan dan tertulis, pendek sederhana terkait tempat wisata dan bangunan besejarah terkenal. 4.2 menyusun teks deskriptif lisan dan tertulis, pendek dan sederhana, terkait tempat wisata dan bagunan bersejarah terkenal, denfan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	

C. Tujuan Pembelajaran

1. Siswa mampu mengemukakan pendapat tentang penggunaan Bahasa

Inggris di kelas maupun di luar kelas.

2. Siswa mampu memahami cara berkomunikasi sederhana dalam

bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi

dan mengakhiri pelajaran.

3. Siswa mampu Mengidentifikasi kata-kata dalam teks deskriptif

4. Siswa mampu menemukan ide pokok, kalimat pendukung dan

kesimpulan dalam teks deskriptif.

D.   **Materi Pembelajaran**

➢ Definition

Descriptive text is a text which say what a person or thing is like.

➢ Social Function

 Decriptive text is used to describe person, thing or place in specific

➢ General Structure

- identification : it contains about the intoduction of person, thing or place

will be described

- description : it contains a decribtion of something such as animal, thing,

place or person.

➢ Language structue

- Pola kalimat dalam present tens (verba) "S+ V 1 s,es"

- Pola kalimat dalam present tense (nomina) "S+ tobe (is, am, are)"

- Hanya fokus pada satu objek tersebut.

- Pertanyaan dan pernyataan tentang deskripsi

How does your brother look like?

He's short and wears glasses

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).

- Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

- Kata sifat, tanpa atau dengan penambahan kata *quite*, *very*, atau kombinasi seperti *dark brown*, *nice little cat*, dan semacamnya.

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

E.   **Metode Pembelajaran**

1. Pendekatan   : scientific approach

2. Model pembelajaran   : problem based learning

3. Metode   : discussion and presentation

4. Strategi   : contextual clue

F.Media, Alat, dan Sumber pembelajaran

a. Media, alat

1. Papan tulis

2. Kamus

3. Paper

4. pen

5. smartphone

b. Sumber pembelajaran

1. Buku bahasa inggris kelas X

2. Internet

G. **Proses Pembelajaran**

Kegiatan	Scientific approach	Langkah-langkah kegiatan	Alokasi waktu
Pendahuluan		● Menyapa peserta didik ● Menanyakan kabar peserta didik ● Meminta salah satu peserta didik untuk memimpin doa (situasional) ● Mengecek kehadiran peserta didik dengan cara memanggil nama peserta didik yang bersangkutan ● Menanyai materi yang telah dipelajari pada pertemuan sebelumnya ● Mengajukan pertanyaan yang bertujuan utuk menuntut peserta didik ke materi yang akan diperlajari pada pertemuan sebelumnya ● Mengajukan pertayaan kepada peserta yang bertujuan untuk mengetahui apakah peserta sudah ada yang mengetahui pelajaran yang akan dipelajari.	10 menit
Inti		Siswa mengerjakan soal post-test	60 menit
Penutup		● Memberikan	20 menit

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		kesempatan kepada peserta didik untuk bertanya ● Peserta didik dan guru membuat kesimpulan tentang teks deskripsi ● Mengucapkan terima kasih ● Foto-foto ● Salam penutup	

H.   Penilaian Hasil Pembelajaran

1.   Penilaian pengetahuan   : test pilihan ganda

APPENDIX 6. VALIDATION TEST

Alat uji validitas

	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	
1	0	0	0	0	0	1	1	0	0	1	
2	0	0	0	0	0	0	0	0	0	1	
3	1	0	1	0	1	0	1	0	0	1	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	1	0	
6	1	1	1	1	1	1	1	1	1	1	
7	1	1	0	1	0	1	1	0	0	1	
8	1	1	1	1	1	1	1	1	1	1	
9	1	1	1	1	0	1	1	1	1	1	
10	0	0	1	0	1	1	1	0	0	1	
11	1	0	0	1	1	0	1	1	1	1	
12	1	0	1	1	0	0	1	1	1	1	
13	0	1	1	1	0	0	0	1	1	1	
14	1	1	1	1	1	0	0	1	1	1	
15	0	0	1	1	1	0	0	0	0	1	
16	0	1	1	1	1	1	0	0	0	0	
17	1	1	1	1	1	1	1	0	0	0	
18	0	0	0	0	1	1	1	0	0	0	
19	1	1	0	0	1	1	1	1	1	1	
20	1	1	1	0	1	1	1	1	1	1	
21	0	0	1	1	1	1	0	0	1	1	
22	0	1	1	1	0	1	0	1	1	1	
23	1	0	0	1	0	0	0	0	1	0	
24	1	1	0	0	0	0	1	1	0	0	
25	0	0	1	1	0	1	1	0	0	0	
26	1	1	1	1	1	1	1	1	1	1	
27	0	1	1	1	1	0	1	0	1	1	
28	1	1	1	1	1	1	1	1	1	1	
29	1	1	1	1	1	0	1	1	1	1	
30	1	1	1	1	1	1	1	1	1	1	
31	0	1	1	1	0	1	0	1	1	1	
32	1	0	0	1	0	0	0	0	1	1	
33	1	1	0	0	0	0	1	1	0	0	
34	0	0	1	1	1	1	1	0	0	0	
35	1	1	1	1	0	1	1	1	1	1	
36	0	1	1	0	0	1	1	0	1	1	

	item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	1	0	1	0	1	0	
3	1	1	1	0	0	1	0	1	1	1	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	1	1	1	1	1	1	1	1	1	1	
7	1	1	0	1	1	1	0	0	0	0	
8	1	1	1	1	1	1	1	1	1	1	
9	1	1	1	0	1	1	0	1	0	1	
10	1	1	1	1	1	1	1	1	1	1	
11	1	1	1	1	0	0	1	1	1	0	
12	1	1	1	1	1	1	1	1	1	1	
13	1	1	1	1	1	1	1	1	1	1	
14	0	0	1	1	0	1	1	0	0	1	
15	1	0	1	0	0	0	0	0	1	0	
16	1	1	1	1	1	1	0	1	0	1	
17	1	1	1	0	1	1	1	1	1	1	
18	0	0	0	0	1	0	1	0	0	0	
19	0	0	1	1	0	1	1	0	1	1	
20	1	0	0	1	1	1	1	1	0	1	
21	0	0	1	1	0	1	0	1	1	1	
22	1	1	0	0	1	1	0	0	1	1	
23	1	1	1	1	0	0	0	0	0	0	
24	1	1	0	0	1	0	1	1	1	0	
25	1	0	1	1	0	0	0	1	0	1	
26	0	1	1	0	1	0	0	0	0	1	
27	1	1	1	1	0	0	1	1	0	1	
28	1	1	1	1	1	1	1	1	1	1	
29	1	1	1	1	1	1	1	1	1	1	
30	1	1	1	1	1	1	1	1	1	1	
31	1	1	0	0	1	1	0	0	1	1	
32	0	1	1	1	0	0	0	0	0	0	
33	0	1	0	0	1	0	1	1	1	0	
34	0	1	1	1	0	0	0	1	0	1	
35	0	1	1	0	1	0	0	0	0	1	
36	1	1	1	1	0	0	1	1	0	1	

	item21	item22	item23	item24	item25	item26	item27	item28	item29	item30
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	1	0	0	1	1	1	1	1	1
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	1	0	0	1
6	1	1	1	1	1	1	1	1	1	1
7	1	1	0	0	1	0	0	1	0	1
8	1	1	1	1	1	1	1	1	1	0
9	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	0	1	0	1	1	1
12	1	1	1	1	1	1	0	1	1	0
13	1	1	1	1	1	1	1	1	1	0
14	1	0	0	0	1	1	1	1	0	1
15	0	0	0	0	1	1	0	0	0	0
16	0	0	0	0	1	1	0	1	1	1
17	0	0	1	1	1	1	1	1	1	1
18	0	1	0	0	0	0	0	0	0	0
19	1	1	0	1	0	1	1	1	1	1
20	1	1	0	1	1	1	0	0	1	1
21	1	0	1	1	1	1	1	1	0	1
22	1	0	1	0	1	1	0	1	1	0
23	0	1	0	0	0	0	1	0	0	0
24	1	1	1	0	1	0	0	0	1	1
25	1	0	0	1	0	1	1	1	1	0
26	1	1	0	1	0	1	0	0	1	1
27	0	0	0	1	0	1	1	0	1	1
28	1	1	1	1	1	1	1	1	1	1
29	1	1	1	1	1	1	1	1	1	1
30	1	1	1	1	1	1	1	1	1	1
31	1	0	1	0	1	1	0	1	1	0
32	0	1	0	0	0	0	1	0	0	0
33	1	1	1	0	1	0	0	0	1	1
34	1	0	0	1	0	1	1	1	1	0
35	1	1	0	1	0	1	0	0	1	1
36	0	0	0	1	0	1	1	0	1	1

	item31	item32	item33	item34	item35	item36	item37	item38	item39	item40	Total
1	0	0	0	0	0	1	0	1	0	0	3
2	0	0	0	0	1	0	0	0	0	0	1
3	1	1	0	1	1	1	1	1	0	1	5
4	0	0	0	0	0	0	0	0	0	1	0
5	0	0	0	0	0	0	0	1	0	0	1
6	1	1	1	1	1	1	1	1	1	1	10
7	0	0	1	0	0	0	1	0	0	0	6
8	1	1	1	1	1	1	1	1	1	1	10
9	0	1	1	1	1	1	1	1	1	1	9
10	1	1	1	1	1	1	1	1	1	1	5
11	0	1	1	1	0	0	0	0	1	1	7
12	0	1	1	1	1	0	1	1	1	1	7
13	1	1	1	1	1	1	1	1	1	1	6
14	1	1	0	0	1	1	0	1	1	1	8
15	1	0	0	0	1	1	0	0	0	0	4
16	1	0	1	0	0	1	1	1	1	1	5
17	1	1	1	1	1	0	1	1	1	1	7
18	0	0	1	0	0	0	0	1	0	1	3
19	0	1	1	1	1	1	0	0	0	1	8
20	1	1	1	0	0	0	1	1	1	1	9
21	0	1	1	1	1	0	1	0	0	1	6
22	0	1	1	1	0	1	1	1	1	0	7
23	0	0	1	0	1	0	0	0	0	0	3
24	1	1	0	0	0	1	1	1	1	0	4
25	1	1	1	0	1	0	1	0	1	1	4
26	1	0	1	0	0	1	0	1	0	1	10
27	0	1	1	1	0	0	0	1	1	1	7
28	0	1	1	1	1	1	1	1	1	1	10
29	1	1	1	1	1	1	1	1	1	1	9
30	1	1	1	1	1	1	1	1	1	1	10
31	0	1	1	1	0	1	1	1	1	0	7
32	0	0	1	0	1	0	0	0	0	0	4
33	1	1	0	0	0	1	1	1	1	0	4
34	1	1	1	0	1	0	1	0	1	1	5
35	1	0	1	0	0	1	0	1	0	1	9
36	0	1	1	1	0	0	0	1	1	1	6

APPENDIX 7. Variables and Relibility

Variable

Correlations

Total

		Correlation Coefficient	Sig. (2-tailed)	N
Spearman's rho	item1	.423[*]	.010	36
	item2	.500[**]	.002	36
	item3	.654[**]	.000	36
	item4	.378[*]	.023	36
	item5	.494[**]	.002	36
	item6	.291	.085	36
	item7	.372[*]	.025	36
	item8	.608[**]	.000	36
	item9	.467[**]	.004	36
	item10	.478[**]	.003	36
	item11	.549[**]	.001	36
	item12	.448[**]	.006	36
	item13	.529[**]	.001	36
	item14	.432[**]	.009	36
	item15	.440[**]	.007	36
	item16	.783[**]	.000	36
	item17	.483[**]	.003	36
	item18	.622[**]	.000	36
	item19	.537[**]	.001	36
	item20	.750[**]	.000	36
	item21	.586[**]	.000	36
	item22	.418[*]	.011	36
	item23	.677[**]	.000	36
	item24	.687[**]	.000	36
	item25	.617[**]	.000	36
	item26	.757[**]	.000	36
	item27	.421[*]	.011	36
	item28	.712[**]	.000	36
	item29	.683[**]	.000	36
	item30	.379[*]	.023	36
	item31	.343[*]	.041	36
	item32	.730[**]	.000	36
	item33	.514[**]	.001	36
	item34	.788[**]	.000	36
	item35	.450[**]	.006	36

	item36	.439**	.007	36
	item37	.595**	.000	36
	item38	.439**	.007	36
	item39	.624**	.000	36
	item40	.593**	.000	36
	Total	1.000	.	36

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Reabilitas

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	23.6389	115.780	.396	.943
item2	23.6111	114.187	.552	.942
item3	23.5278	113.228	.676	.941
item4	23.5278	116.028	.396	.943
item5	23.6667	115.543	.416	.943
item6	23.6111	116.930	.292	.944
item7	23.5278	115.856	.413	.943
item8	23.6944	113.761	.584	.942
item9	23.5833	115.964	.387	.943
item10	23.4722	116.485	.371	.943
item11	23.5556	114.483	.538	.942
item12	23.5000	114.943	.516	.942
item13	23.5000	114.886	.522	.942
item14	23.6111	115.559	.421	.943
item15	23.6111	115.387	.437	.943
item16	23.6667	112.571	.699	.941
item17	23.6667	115.429	.427	.943
item18	23.6111	113.044	.662	.941
item19	23.6667	115.257	.443	.943
item20	23.5278	112.313	.769	.941
item21	23.5556	113.568	.629	.942
item22	23.6111	116.016	.378	.943
item23	23.7500	113.221	.639	.941
item24	23.6389	112.694	.690	.941
item25	23.6111	113.787	.590	.942
item26	23.4722	112.828	.756	.941
item27	23.6389	116.123	.364	.944

item28	23.6111	112.930	.673	.941
item29	23.5000	112.657	.752	.941
item30	23.5833	115.964	.387	.943
item31	23.6944	115.875	.385	.943
item32	23.5278	112.542	.745	.941
item33	23.4444	115.111	.534	.942
item34	23.6944	112.504	.704	.941
item35	23.6389	116.294	.348	.944
item36	23.6389	115.723	.402	.943
item37	23.6111	113.387	.629	.942
item38	23.5000	115.857	.423	.943
item39	23.5833	112.993	.675	.941
item40	23.5000	114.543	.557	.942

Reliability Statistics

Cronbach's Alpha	N of Items
.944	40

APPENDIX 8. Research Permit

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
GONDANG
Jalan Wisma Praja Nomor 35 Gondang, Sragen Kode Pos 57254 Telepon 0271-887113
Faksimile 0271-887113 Surat Elektronik smango.sragen@gmail.com

S U R A T   K E T E R A N G A N
Nomor : 421.6 / 18

Yang bertanda tangan di bawah ini Kepala SMAN 1 Gondang :

Nama   : SINGGIH SANTOSO, S.Pd.,M.Pd.Si
NIP   : 196812101992011001
Jabatan   : Kepala SMAN 1 Gondang
Instansi   : SMAN 1 Gondang, Sragen
menerangkan bahwa
Nama   : DEWI WAHYU NOVITASARI
NIM   : 183221237
Perguruan Tinggi : Universitas Islam Negeri Raden Mas Said Surakarta
Jurusan / Prog.   : Pendidikan Bahasa Inggris
Judul Penelitian : THE EFFECTIVENESS OF CONTEXTUAL CLUE TECHNIQUE TO
                    IMPROVE READING COMPREHENSION SKILL AT 10 th GRADE
                    OF SMAN 1 GONDANG ACADEMI YEAR 2022/2023

Dengan dibuatnya surat keterangan ini, menerangkan bahwamahasiswa yang bersangkutan benar-benar telah melakukan penelitian dan pengambilan data untuk skripsi di SMA Negeri 1 Gondang , Sragen dari tanggal 21 November sampai tanggal 23 Desember 2022

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gondang, 26 Desember 2022
Kepala Sekolah

SINGGIH SANTOSO, S.Pd.M.Pd.Si
Pembina Tk. I
NIP. 19681210 199201 1 001

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APPENDIX 9. Documentation