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**THE CONTRIBUTION OF CONTEXT CLUES AND
SCHEMATA TOWARDS STUDENTS' READING
COMPREHENSION AT THE FOURTH SEMESTER
STUDENTS OF ENGLISH EDUCATION
DEPARTMENT IAIN
PADANGSIDIMPUAN**

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree
of Magister in English Education



UIN SUSKA RIAU

BY

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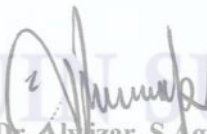
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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh

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ﺫ	Dhad	Dh
ﺚ	Tha	Th
ﺰ	Zha	Zh
ﺀ	‘Ain	‘
ﻎ	Ghain	Gh
ﻑ	Fa	F
ﻕ	Qaf	Q
ﻙ	Kaf	K
ﻝ	Lam	L
ﻡ	Mim	M
ﻥ	Nun	N
ﻭ	Waw	W
ﻩ	Ha	H
ﻩ	Hamzah	‘
ﻱ	Ya	Y

2. Double Consonant

The double consonant is written double for instance العامه written *al-ammah*.



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3 Short Vowel

Fathah is written *a*, for instance (شريعة *Syari'ah*), Kasrah is written *i*, for instance (الجبالي *al-Jibali*), and Dhomah is written *u*, for instance (ظلوما *zhuluman*)

4 Double Vowel

wa is written *aw*, *wa* is written *uw*, *ya* is written *ay*, and *ya* is written *i*.

5 Ta' Marbutah

The stopped Ta' Marbutah in the last verseh, for instance الشريعة is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: الميتة .

6 Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, (عبدالله *Abdullah*)

7 Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.



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ABSTRACT

Liomy, (2022) : *The Correlation between Context Clues and Schemata towards Students' Reading Comprehension at the Fourth Semester English Education Department IAIN Padangsidempuan*

This research was aimed to examine the significant correlation between the students' use of context clues and schemata towards their reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan. The data were collected through schemata strategy questionnaire, context clues test and reading comprehension test. This research was correlational research design using quantitative method. The subject of the research was the fourth semester English Education Department IAIN Padangsidempuan consisting 3 classes. The research sample was taken by using proportional sampling technique from 3 classes which each class had different number of students. The total population was 95 students and the total sample was 76 students. Simple linear regression and multiple regression formula were used to analyze the data. The research findings showed that first, that there was a significant correlation between the use of context clues towards reading comprehension with score ($0.00 < 0.05$). Second, there was a significant correlation between the use of schemata towards reading comprehension with score ($0.00 < 0.05$). Third, there was a significant correlation between the use of context clues and the use of schemata towards reading comprehension with score $0.03 < 0.05$ at the fourth semester English Education Department IAIN Padangsidempuan

Keyword : Context Clues, Schemata, Reading Comprehension

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ABSTRAK**Liony, (2022): Hubungan Context Clues dan Schemata Terhadap Pemahaman Membaca Siswa Pada Semester IV Jurusan Pendidikan Bahasa Inggris IAIN Padangsidimpuan**

Penelitian ini bertujuan untuk menguji hubungan yang signifikan antara penggunaan context clues dan schematisiswa terhadap pemahaman membacapada semester empat Jurusan Pendidikan Bahasa Inggris IAIN padangsidimpuan. Data dikumpulkan melalui angket strategi schemata, tes context clues dan tes pemahaman bacaan. Penelitian ini merupakan penelitian korelasional dengan menggunakan metode kuantitatif. Subyek penelitian ini adalah semester IV Jurusan Pendidikan Bahasa Inggris IAIN padangsidimpuan yang terdiri dari 3 kelas. Sampel penelitian diambil dengan menggunakan teknik proportional sampling dari 3 kelas yang masing-masing kelas memiliki jumlah siswa yang berbeda. Jumlah populasi 95 siswa dan jumlah sampel 76 siswa. Regresi linier sederhana dan rumus regresi berganda digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa pertama, terdapat hubungan yang signifikan antara penggunaan context clues terhadap pemahaman membaca dengan nilai $(0,00 < 0,05)$. Kedua, ada hubungan yang signifikan antara penggunaan schemata terhadap pemahaman membaca dengan nilai $(0,00 < 0,05)$. Ketiga, terdapat hubungan yang signifikan antara penggunaan context clues dan penggunaan schemataterhadap pemahaman membaca dengan nilai $0,03 < 0,05$ pada semester IV Jurusan Pendidikan Bahasa Inggris IAIN Padangsidimpuan.

Kata Kunci : Context Clues, Schemata, Pemahaman Membaca

ملخص

العلاقة بين أدلة السياق والمخططات الخاصة بالفهم القرائي للطلاب في الفصل الرابع (2022) Lony IAIN Padangsidimpuan قسم تعليم اللغة الإنجليزية

تهدف هذه الدراسة إلى فحص العلاقة المهمة بين استخدام أدلة السياق ومخططات الطلاب على فهم القراءة. تم جمع البيانات من IAIN Padangsidimpuan في الفصل الرابع من قسم تعليم اللغة الإنجليزية في خلال استبيانات استراتيجيات التخطيط، واختبارات أدلة السياق واختبارات فهم القراءة. هذا البحث عبارة عن دراسة ارتباطية باستخدام الأساليب الكمية. موضوع هذا البحث هو الفصل الرابع من قسم تعليم اللغة والذي يتكون من 3 فصول. تم أخذ عينة البحث باستخدام أسلوب IAIN Padangsidimpuan الإنجليزية الذي أخذ العينات النسبي من 3 فصول، ولكل فصل عدد مختلف من الطلاب. مجموع السكان 95 طالباً وجم العينة 76 طالباً. تم استخدام الانحدار الخطي البسيط وصيغ الانحدار المتعددة لتحليل البيانات. أظهرت النتائج أولاً، وجود علاقة ذات دلالة إحصائية بين استخدام أدلة السياق في الفهم القرائي بقيمة (0.00 > 0.05). ثانياً، توجد علاقة ذات دلالة إحصائية بين استخدام المخططات في الفهم القرائي بقيمة (0.00 > 0.05). ثالثاً، هناك علاقة ذات دلالة إحصائية بين استخدام أدلة السياق واستخدام المخططات في فهم IAIN القراءة بقيمة 0.03 > 0.05 في الفصل الرابع من قسم تعليم اللغة الإنجليزية في Padangsidimpuan.

الكلمات المفتاحية: أدلة السياق، المخططات، الفهم القرائي

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CHAPTER I

INTRODUCTION

1. Background of the Study

Reading is the basic foundation of all aspects in learning. Other skills in English such as (speaking, writing, and listening) come from what have been read. *First*, reading can enrich the vocabularies. Readers use reading skill to interpret and understand written words on a page. Readers often read from variety of materials in which they want to find out more about the world where they live and use the information to improve their life. As a basic skill, readers can apply their skill to encourage other skills like writing, speaking, listening in order to find job based on those skills. It is the way Allah has commanded people to read Al-Qur'an Al-Alaq: 1-5 (Abdallah Yousuf Ali, 2009) as below:

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ أَمْ عَلَّمَ بِالْقَلَمِ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning Yousuf Ali (2009):

1. “Read, ‘O Prophet,’ in the Name of your Lord Who created
2. Created humans from a clinging clot.
3. Read! And your Lord is the Most Generous,
4. Who taught by the pen—
5. Taught humanity what they knew not.”

Based on the verse above, Allah has taught the great prophet Muhammad saw to read the Qur'an. Allah Almighty gives priority to read. It is caused why the first suroh is Al-Alaq that consists of instruction for

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reading. People will know their creator by reading, and know how to live in the world. It means that reading is needed for human to know everything.

Second, in Globalization Era, reading is not only to read the printed text, but also could be used to read other media by using technology. Technology needs reading ability and reading comprehension. Moreover, technology throws up as many solutions as it does challenge for every door is closed. It offered some devices like e-readers, Smartphone, and tablets. It can carry an entire library for reading, and introduces all the new books that are published every year. Almost all of things have instructions before going to use the media. Next, by reading, a person could go anywhere in the world by reading websites. It would be share about culture, religion, economic, politic, and social. If people decided to stop reading, they would be as different people as less emphatic. So, if they could not read as well as possible, they would be static without knowing the development of era.

Third, reading can develop the mind. Understanding the written word is one of way to grow the ability of mind. A cognitive activity consists of some abilities, such as knowing, applying, analyzing, synthesizing, and evaluating. Furthermore, reading increases creative and critical thinking. Students must remember that being an active reader means being a critical reader. Poor readers often have low opinions of themselves and their ability. They can perform poorly in other subjects because they cannot read and understand the material. We need reading for building the good ideas in the mind.

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In contrast, even though reading skill is very important, but in fact it still had some problems at fourth semester English Education Department IAIN Padangsidimpuan. Students did not know that reading is very useful. Students actually made noisy when they were studying Basic Reading Subject. Although, Reading is the basic foundation of all aspect in learning, students were lazy for reading in the class. Then, it has been known that reading can develop the mind, but students did not have high motivation in reading because they thought that reading is an action to read only without getting product that could be taken after reading. The detailed information as follows:

First, students' reading achievement is low. It was proved by students' comprehension in reading. Then, it had been found that the average of students' reading comprehension achievement at fourth semester English Education Department IAIN Padangsidimpuan about 75 score. Moreover, the standard of value of the lecturers' expectation was up to 80.¹ It means that students' reading achievement was still unsatisfied and it had not achieved the target needed.

Second, students always felt boring or lazy when they were studying. It could be seen that students did not read the text when teacher was giving the text. Students were silent only and almost be sleeping in the class. Saimarito as student at at fourth semester English Education Department IAIN Padangsidimpuan said that reading is boring because they did not know

¹Berita Acara Nilai at fourth semester English Education Department IAIN Padangsidimpuan, *Privat Document with the Basic Reading Lecturer, Eni Fauziah Harahap, M.Pd.*, (Padangsidimpuan: IAIN Padangsidimpuan, October 1st, 2021 at 9.30 a.m).

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all the meaning found in the text even the language is the high category language or the unfamiliar words and cannot comprehend the text.²

Third, Mrs. Eni Fauziah Harahap, M.Pd, said that she uses Grammar Translate Method (GTM) for teaching reading. She asked students for searching the text in English and translate into Indonesian. It made students have lack of reading interest and reading motivation. And the last is that the students are still not familiar with many kinds of test genres.³ Students do not have the good strategy for reading the text. Because of reading strategy is not suitable in reading, students were passive in the class.

In line with the lecturer's opinion, to minimize those problems, the lecturers should have the appropriate strategies that help the students when they are required to read long texts containing a significant amount of new information to increase students' reading comprehension in exploring the reading text especially in reading comprehension of recount text and to make the teaching learning process more interesting because the teaching and learning process will be successful if the students also have good response in their learning process.

Two strategies of many reading strategies theory that have written by many experts which are considered useful are context clues and schemata. Firstly, context clues is other words or phrases that help reveal the meaning of

²Saimarito as a Student at Fourth Semester English Education Department (TBI-2) IAIN Padangsidimpuan, *Private Interview*, (Padangsidimpuan: IAIN Padangsidimpuan, October 1st, 2021 at 9.30 a.m).

³Eni Fauziah Harahap, M.Pd., as an English Basic Reading lecturer at Fourth Semester English Education Department (TBI-2) IAIN Padangsidimpuan, *Private Interview*, (Padangsidimpuan: IAIN Padangsidimpuan, October 1st, 2021 at 9.30 a.m).

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a difficult word. Helev (2005) says that context clues is a strategy using words, title, and pictures to determine the meaning of missing or unknown words. Eanes (1997) also defines that Context Clues refer to the use of surrounding word, sentence, and paragraph meaning to decode words or determine their meaning. He also argues that Context Clues may be the most important for two reasons. First, context emphasizes decoding for the purpose of finding meaning. Second, it should be used in conjunction with all the others; If a decoded word does not make sense in context, it probably has not been decoded correctly.

Secondly, Rumelhart in Murcia states that the importance of learning as much as possible about the student's cultural backgrounds and experiences. It means that uses various methods to activate the student's *schemata*, their knowledge and beliefs about events, situations, and actions, based upon their experiences. As a result, they are facilitated by their *schemata* to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily.

Rumelhart describes *schemata* in Kang's Review as follows:

A *schemata* theory is basically a theory about... how knowledge is presented and about how that representation facilitates the use of the knowledge in particular ways. According to *schemata* theories, all knowledge is packaged into units... [called] *schemata*. Embedded in these packets of knowledge is... information about how this knowledge is to be used.

Based on the definition above, it can be said that *schemata* play an important role in reading process. *Schemata* builds up the students'

background knowledge, experience when they are reading a text. However, to activate students' schemata of reading class, they should be utilized with reading activities.

Therefore, based on the discussion above, it is concluded that it could be correlated that both context clues and shcemata are the alternative strategies can be used for teaching English especially for teaching reading comprehension of recount text. The researcher just focuses on the recount text, because the recount text is one of the text that is included in the basic reading dictate that written and arranged by the Basic Reading lecturer. So, sthe researcher would like to explore how is the significant correlation between the context clues and reading comprehension of recount text which entitles "**The Contribution of Context Clues and Schemata towards Students' Reading Comprehension at the Fourth Semester English Education Department IAIN Padangsidempuan**".

1. Statement of the Problem

In this research, the problems stated are relevant to the English lecturers' understanding of using strategies toward teaching reading comprehension which also represent their perception toward the implementation of teaching strategies in teching reading comprehension. In the whole of teaching in the school or even in a University, the teachers or lecturers hold prior role and very important in teaching reading comprehension especially reading recount text. The way or strategy of the teacher or lecturers in teaching process will give great effects to the student

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ability in master material taught by the teacher. Therefore, the teachers or lecturers should be able to develop their knowledge about methodology, strategy and principles in teaching, so that can give good comprehension to the students. A teacher need to have ability to plan and apply a variety of teaching strategy considered check up with material to assure of effectiveness of teaching.

Strategy is planning action that is intended a set of steps to solve problem or to achieve a particular goal. Teaching strategies is a number of steps use thinks effort or creativity to achieve a particular educational purpose. In the other word, teaching strategies are the methods that teachers use to allow learners to access the information they are teaching. Teachers' strategies are important part in teaching for developing four skills especially in the classroom. A teacher must have strategies in teaching especially teaching reading. So, the strategies are used by teacher in teaching suitable to the material and the students can be interest in learning.

In teaching English, there are four skills that should be improved by English teachers or lecturers. It is clearly stated in the curriculum that the objective of teaching English to students for improving them in the four skills of language; they are listening, speaking, writing, and reading. The first, speaking is defined as to talk or conversations to somebody about something, mention, describe something or somebody. The second, listening is a process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. The processes of

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listening are commonly separated into five steps, they are; receiving, attending, understanding, responding and remembering. The third, writing is both a physical and a mental act the most basic level, work of inventing of ideas. The last is reading as receptive languages process in which readers reconstruct the meaning. By mastering four skills above, the students will be success automatically in learning English.

Then, there are some previous researches about teachers' strategies about context clues in reading comprehension of recount text such as Dita Herinovita, Syofia Delfi, Rumiri Aruan is taken from file:///C:/Users/Acer/Downloads/8603-16597-1-SM.pdf. It is known that First, the ability of the first year students of SMA Muhammadiyah 1 Pekanbaru in reading comprehension was not good enough, as reflected in the result of the pretest 71.17. Then the treatment was given for 6 meetings and the results of their ability in the post-test increased by 12.83 and became 84.00. Second, it was found that the value of ttest was 7.64 and t table was 2.05 (5%) and 2.77 (1%). Therefore, because calculated ttest was higher than the t-table, the Alternative hypothesis was accepted and Null 7 hypothesis was rejected. Third, because alternative hypothesis was accepted, it can be concluded that the effect of using context clue strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 significantly.

The second, the title is "Teaching and Learning Reading Comprehension in Recount Text by Using PQ4R Strategy at the Eighth

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Grade of the First Semester of SMPN 22 Taman Sari Pesawaranin the Academic Year of 2019/2020” is studied by Andere Santosa (2019). This research showed that The first, there were some steps in teaching reading comprehension by using the PQ4R Strategy that were skipped by the teacher. The second, the problems faced by the teacher were the teacher had difficulty in choosing the teaching materials, modifying the exercise for the students, stimulating the students, giving feedback, and managing the time. Third, the problems by the students were students had lack vocabulary mastery, the habit of slow reading, decode words, making an inference, working memory and problem to follow the teacher’s direction.

The last, Siti Aisyah, Kurniasih, Fitri Awaliyatush Sholihah (2020) investigate “The Use of Student Team Achievement Division (STAD) Technique to Improve Students’ Reading Comprehension on Eighth Grade of SMP Al-Hidayah Malang”. Based on the result of the application of STAD techniques at the eighth grade student of SMP Al-Hidayah Malang, the researcher concludes STAD techniques can improve students' reading comprehension. In the preliminary test, the students got the standard minimum score only 9 students 34%. After using the technique the students got the standard minimum score 21 students 80%. So, it met the criteria of success of the study. Besides, the result of the field notes showed that the students were more active in the teaching and learning process; it could be seen from the improvement of the students’ score after the implementation of classroom using STAD technique. While, the result of the field notes

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showed that students had good involvement in joining the lesson. First, the students' response and seriousness were good since they were interested and relaxed in doing the task. Second, the condition of the class was better than before because the students were more active. Finally, students did their test seriously and individually.

From the phenomena above, the researcher only limits the strategies between context clues and schemata in teaching reading comprehension. Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to get the meaning. So, the strategies were used by teacher or lecturer in teaching suitable to the material and the students can be interested in learning. In this study, the researcher wants to explore the correlation between context clues and schemata towards reading comprehension.

1. Limitation of the Problem

As has been mentioned from the statement of the problems above, there are many problems that the students found in learning English, but the researcher limits into the contribution between context clues and schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan. There are so many types of text genres. The researcher just focuses on the recount text, because the recount text is one of the text that is included in the basic reading dictate that written and arranged by the Basic Reading lecturer.

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1.4 Research Questions

Based on limitation of problem mentioned above, the problem of the research can be formulated as the research questions as follows:

- 1.4.1 How is the students' use of context clues towards their reading comprehension at the fourth semester English Education Department IAIN padangsidempuan?
- 1.4.2 How is the students' use of schemata towards reading comprehension at the fourth semester English Education Department IAIN padangsidempuan?
- 1.4.3 Is there any significant contribution of the students' use of context clues and schemata towards their reading comprehension at the fourth semester English Education Department IAIN padangsidempuan?

1.5 Objectives of the Study

Based on the research question above, the objectives of the research are as follows:

- 1.5.1 To examine the students' use of context clues towards their reading comprehension at the fourth semester English Education Department IAIN padangsidempuan.
- 1.5.2 To examine the students' use of schemata towards their reading comprehension at the fourth semester English Education Department IAIN padangsidempuan.

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- 1.5.3 To examine the significant contribution of the students' use of context clues and schemata towards their reading comprehension at the fourth semester English Education Department IAIN padangsidempuan.

1.5 Significances of the Study

This research is expected to be useful for:

- 1.6.1 Institution of IAIN, especially for the Chief of English Education Department; to give advanced information about the problems that students have in their reading comprehension, it will be useful for the progress of the English Education Department.
- 1.6.2 The Chief of English Education Department; to know the problems and its solving ways in developing students' reading comprehension in the field and what are the facilities that the English Education Department provides.
- 1.6.3 The English lecturers; to engage the English lecturers' ways/ strategies or techniques in reading comprehension, especially in reading recount text.
- 1.6.4 The students; to inform students how far is the students' ability and comprehension in reading recount text in order to engage students' motivation and ways of learning of reading comprehension.
- 1.6.5 Further researchers; expected to develop information and knowledge for those who would be interested in doing research related to further the same study or topics.

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1. Definition of Terms

According to the topic of this research "The Contribution of Context Clues and Schemata towards Students' Reading Comprehension at fourth semester English Education Department IAIN Padangsidempuan". The researcher uses some terminologies related to the title, the terminologies used in it regarded important to be clarified about the topic. It is done to avoid the misunderstanding between the researcher and the readers, they are:

1.7.1 Context Clues: context clues is other words or phrases that help reveal the meaning of a difficult word. Zieitzoff Helev (2005) says that context clues is a strategy using words, title, and pictures to determine the meaning of missing or unknown words. Eanes (1997) also defines that context clues refers to the use of surrounding word, sentence, and paragraph meaning to decode words or determine their meaning. He also argues that Context Clues may be the most important for two reasons. First, context emphasizes decoding for the purpose of finding meaning. Second, it should be used in conjunction with all the others; If a decoded word does not make sense in context, it probably has not been decoded correctly. Therefore, context clues is the use of surrounding word, sentence, and paragraph meaning to decode words or determine their meaning.

1.7.2 Schemata: Schemata is the prior knowledge gained through experiences stored in one's mind. Steffenson (1984) said schemata theory proposes that readers possess different conceptual frameworks,

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called schemata, which they bring to the reading of a text and which they use to make sense of what they read. Such schemata are used by readers in interactive bottom-up and top-down processing. Schemata provide a framework for readers to check their understanding of the text, fill in information gaps within the text, and clarify ambiguities. Efficient readers use prior knowledge of content and textual features stored in schemata to make meaning out of the text.

1.7.3 Reading Comprehension: “Reading comprehension is knowledge about the world as well as on knowledge of language print” (Omalley 1996). Next, Nunan (2003) says “reading comprehension is the goal of reading”. Thus, Reading comprehension means understanding what has been read. It is an active or processes that depended not only on comprehension but also the student’s experience and prior knowledge.

Based explanations above, the researcher concludes “**The Contribution of Context Clues and Schemata towards Students’ Reading Comprehension at the Fourth Semester English Education Department IAIN Padangsidimpuan**” is a measure of strength of the relationship between two data in this research; it is a way to find out the correlation between content clues and schemata towards reading comprehension at the fourth semester English Education Department IAIN padangsidimpuan.



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CHAPTER II

REVIEW OF RELATED LITERATURE

Context Clues

2.1.1 Definition of Context Clues

Context clues are information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text. Context clues are words, pictures, graphs, tables, and side notes, all of which might be included in the text (Reardon, 2011). When read a sentence and text, it is often that readers find unknown word and it is considered as problem in reading. Most of them believe that without knowing the unknown word, they cannot understand what the text about. Also, most of them suppose that the best way to find the unknown words meaning is by using dictionary or asking the other people who knows the meaning of the unknown words. No one denies dictionary is the most helpful thing to find the unknown word meaning, but what if the dictionary that is needed is not available? of course, the readers will be in trouble. Then, how to solve this problem effectively and efficiently? There are various strategies that can be used and one of the strategies is by using context clues. Next, Carter and McCarthy (1988) said: “Guessing vocabulary from context is the most frequent way we discover the meaning of new words, and to do it, we have learned to look for a number of clues”. The meaning of an unfamiliar word often can be

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guessed by analyzing the sentences around it. This is because authors often provide clues in text that enable reader to understand the meaning of an unfamiliar word without having looked up the dictionary.

More, Cooper (1986) said: “When readers use the familiar words around and an unknown word in a sentence, paragraph, or longer text to figure out either the pronunciation or meaning of the unknown word, they are using context clues”.

Using context to aid in word recognition is the common technique that used by many readers, even mature reader frequently uses the same skill with the beginning reader to guess at the meaning of a new word, that is to make use the clues available in context. Harry and Smith (1986) said: “Using context to aid recognition is a necessary and valuable technique for both beginning and mature reader”.

2.1.2 Types of Context Clues

There are many theories given in the articles or journals and considered by the experts or writers. some theories said that there are 4 types of context clues, then sometimes 5 types of them. For instance, According to Troyka & Thweatt (2009) in Putri & Fitrawati (2019) and context clues can be divided into four categories: Restatement Context Clues, for restatement context clue, look for a thought that’s repeated in different words in the same or nearby

sentence. Definitions context clues, a definition context clue means that the word is formally defined in the same sentence. Formal definitions are direct and easy to spot. Contrast context clues, a contrast context clue means you can figure out an unknown word when is opposite-or some other type of contrast-is mentioned close by. Example context clues, the readers are looking at an example clue when an unfamiliar word is followed by an example that reveals what the unknown word means.

In the other hands, Janet Elder (2004) considers five common types of context clues as the first is definition or synonym clue, definition is coming by introducing it with phrases such as is defined as, means, is known as, the term and is called. Contrast clue, a contrast clue consist of a word that means the opposite of the word you are trying to figure out. Example clue, Example clues consist of one or more examples that authors include to illustrate the meaning of the unfamiliar word. General sense of the sentence, in this case, they call on their own prior knowledge and experience. Clue from another sentence, Sometimes authors include information in another sentence in the paragraph that allows the reader to determine the meaning of an unfamiliar word.

Furthermore, Cooper (1986) another articles writen about types of context clues, as follows):

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1. **Definition:** The author provides a direct definition of an unfamiliar word right in the sentence. Signal words: “is, are, means, and refers to”. Example: A conga is a barrel-shaped drum.
2. **Synonym:** The author uses another word or phrase that has a similar meaning to the unfamiliar word. Signal words: “also, as, like, similarly”. Example: My dog Buck travels everywhere with me. My friends’ canine, Buddy, travels everywhere with himtoo.
3. **Antonym:** The author uses another word or phrase that means the opposite of the unfamiliar word. Signal words: “however, whereas, unlike, in contrast, instead of”. Example: Unlike Jamaal’s room, which was immaculate, Jeffrey’s room was very messy.
4. **Example:** The author provides several words or ideas that are examples of unfamiliar words. Signal words: “like, such as, for example, for instance, including”. Example: In science we were studying marine mammals such as whales, dolphins, and porpoises.
5. **Inference:** Word meanings are not directly described, but need to be inferred from the context. Signal words: “Look for clues over several words or sentences”. Example: Tim’s pugnacious behavior made his opponent back down.

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So, it can be said that the 5 types of context clues are called definition context clues, synonym context clues, antonym context clues, example context clues and inference context clues that the readers can use the 5 ways to get the hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.

2.1.3 Principle in Teaching Reading Using Context Clues

As teachers of English as a foreign language, they are often tempted to teach reading in order to improve the student' mastery of English to enable them to develop their reading skill. The teacher should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the student's reading ability. Comprehending a text is an interactive process between the reader's background knowledge and the text. As the psycholinguistic views that reading (Endang Fauziaty: 144-145) is "a psycholinguistic guessing game" which involves interaction between thought and language. By guessing readers predict the content of the text. This means that their background knowledge is important to help understand the text. Classroom reading activities, therefore, should be handled in such a way that learners are able to improve their text-based information processing as well as their knowledge-based information processing. The former concerns with the activities which can develop the

learner's skill on the language, whereas the letter provides activities to improve the knowledge background which helps them understand the text.

Then, Yuen (2009) stated the use of context clues to gain knowledge of new words during reading. Context clues strategies taught during intervention included locating appositives, searching for explicit definitions, and using prior knowledge. The study occurred in a self-contained third grade classroom at a public school. The twenty students in the experimental group were taught the above-mentioned strategies for three weeks. His research findings suggested that teaching students how to use context clues while reading improves their understanding of new vocabulary words.

Suleiman (2005): The importance steps of teaching reading comprehension as follows

1. The ability to read a wide range of texts in English. This is the longrange goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading style according to reading purpose (skimming, scanning).

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5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the texts.

2.1.4 Advantages and Disadvantages of Context Clues

There are several advantages and disadvantages of context clues (beddebah-haterulez.blogspot.com:2012):

1. Advantages of context clues

- a. The intention of vocabulary acquisition

Vocabulary mastery, of course, has a big point in understanding the sentence. Context clues are supporting sentences for providing information on the meaning of difficult words. Therefore, when we just have a little vocabulary mastery, of course will be directly proportional to the mastery of context clues. For example, when there is a sentence and we do not even understand the meaning of it. We do not know the meaning of each word or we know a little word only, context clues, of course, this approach will not be running, as it should. To overcome this problem at least should first increase our vocabulary mastery. By mastering vocabulary well, is expected there will creativity enhancement in word processing, especially relation to the ability to read. In reading, one must have an adequate vocabulary so that he can figure out the meaning of reading's

content. Context clues are a combination of reading skills, vocabulary mastery, and creativity. Three of those should go together.

b. Stimulate critical thinking of reader

Creativity is needed when we are dealing with context clue. Carefulness in reading the information, such as punctuation, and keywords will greatly affect the accuracy in guessing unfamiliar word. In deciphering punctuation for example, a dash (-) or mark (,) has a big share in applying context clues. They are information which is provided by the author to the reader or in the determination of key words.

c. For critical reader, it does not need longer time than opening dictionary

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word is used, the

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readers are able to decide upon an appropriate definition to fit the context.

- d. Can be useful to define word meaning for any polysemous word depend on the context.

A polyseme is a word or phrase with different, but related senses. Since the test for polysemy is the vague concept of relatedness, judgments of polysemy can be difficult to make. Because applying pre-existing words to new situations is a natural process of language change, looking at words' etymology is helpful in determining polysemy but not the only solution; as words become lost in etymology, what once was a useful distinction of meaning may no longer be so. Some apparently unrelated words share a common historical origin, however, so etymology is not an infallible test for polysemy, and dictionary writers often defer to speakers' intuitions to judge polysemy in cases where it contradicts etymology.

2. Disadvantages of context clues

- a. For beginner reader, it needs more time

Context clues require extra creativity and flair course for beginners. Learning about the context clue is not easy. Novice readers tend to have mastered a lot of vocabulary. So it will be difficult for novices when they encounter

unfamiliar words. Most will just skip it. Then continue reading until end. Nevertheless, for those readers who are critical they will be back on the words were and trying to find the meaning of those unfamiliar words. Context clue is the easiest way to guess of an unfamiliar word. However, for the beginner, this way will require a longer time. Process of identifying the problem and information are two big deals that make the beginner needs more time. More over the process of determining the meaning of the word, beginners are inclined not to mention in a single word. Most are still in descriptions or still in the form of phrases or sentences.

- b. The context clues sometime do not sufficient and lead the reader in mis-guessing.

The contexts in which unknown words are presented in text are not always helpful and, in some cases, can mislead students into making false inferences about word meanings. Negative learning probabilities have been attributed to misleading contexts within the stories read aloud to young children, and lack of contextual support hindered high school students who tried to derive the meaning of rare words in naturally occurring text. Manipulating the text to increase word learning has had

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mixed results. Some studies indicate that text revised to be more considerate, or to provide more useful contextual information, can produce significantly higher scores on measures of word learning. A high density of unknown words in a text was found to obstruct incidental word learning.

c. Depend from our background knowledge

Intelligence factor makes it especially needs to be considered in the use of context clues. In addition, the limitation of the information or information which is provided by the author is less adequate. The use of this approach also depends on our background knowledge. The more information we know, the more information we can apply in information that already exist on sentence or textbook that contains some unfamiliar words.

2 Schemata

2.2.1 Definition of Schemata

Another theory closely related to top-down processing is called *schematheory*. According to Hudson (2007) the term *schema* is sometimes used as a singular term with *schemata* as the plural noun form. However, the literature also often uses the term *schema* in generic or non-count sense as in term such as ‘schematheoretic’ or ‘type of schema’.

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Schema theory also has a major impact on reading instruction. It describes in detail how the existing knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or existing knowledge, seems to play a fundamental role in one's trial to comprehend a text.

It is Bartlett (1999) who provides firstly experimental demonstration of the importance of meaning and knowledge on memory towards the modern cognitive approach to memory. He investigated the way that his subjects remembered a short story, using a very simple design in which each subject asked the participants to write down all they could remember from it. Then, Bartlett was the first person to propose the concept of schema, although Piaget had referred to the similar concept as cognitive structure and mental model. Rumelhart (2008) further developed the schema concept and described schema theory as a basically theory of how knowledge is mentally represented in the mind and used.

Regarding to reading comprehension, Adams and Collins, in Xiubo Yi's journal (p.2), explained the goal of schema theory as "to specify the interface between the reader and the text to specify how the reader's knowledge interacts with and shapes the information on the page and to specify how that knowledge must be organized to

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support the interaction”. The given text does not carry meaning by itself, it only provides directions and clues for readers to retrieve or reconstruct meaning from their previous knowledge.

This assumes that comprehension occurs when readers successfully connect the new information from the text with the information in their memory. If the new information does not fit to the readers’ schemata, it could be misunderstood or ignored, or the original schemata will be revised.

2.2.2 Types of Schemata

Schema theory has three types according to Carrell (2007), they are, Linguistic Schemata, Formal Schemata, and Content Schemata, which are closely related to reading comprehension. They are as follows:

1. Linguistic Schemata

Linguistic Schemata refers to readers’ existing language proficiency in vocabulary, grammar, and idiom. Furthermore, Linguistic schemata refer to readers’ existing language proficiency in vocabulary, grammar and idioms. They are the foundation of other schemata. As is known, linguistic knowledge plays an essential part in text comprehension. Without linguistic schemata, it is impossible for the reader to decode and comprehend a text.

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Therefore, the more linguistic schemata a reader has in his mind, the faster the reader acquires information and the better understanding the reader may get.

2. Formal Schemata

Formal schemata are the organizational forms and rhetorical structures of written texts. They include knowledge of different text types and genres, and also include the knowledge that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently. Then, formal schemata are described as abstract, encoded, internalized, coherent patterns of metalinguistic, discourse and textual organization that guide expectation in our attempts to understand a meaning piece of language. Readers use their schematic representations of the text such as fictions, poems, essays, newspaper articles, academic articles in magazines and journals to help comprehend the information in the text. Studies show that the knowledge of what type and genre the text is can facilitate reading comprehension for readers because the type of the text will offer detailed evidence of the content of the text. Nonetheless, compared with the linguistic and content schemata, the formal schemata offer less power in the reading process (Carrell, 1984).

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3. Content Schemata

Content Schemata refers to the background knowledge of the content area of a text, or topic of a text. They include topic familiarity, cultural knowledge and previous experience with a field. The third types of schema theory above showed that how existing knowledge of the reader is crucial to get comprehension well. However, the studies proved that readers' content schemata influence their reading comprehension greatly than others. Content schemata deals with the knowledge related to the content domain of the text, which is the key to understand texts. Weaver states content schemata is the background knowledge, "a reader brings to a text." it means that a reader need to use schemata to bring the background knowledge to the text. Content schemata is all the chunks of information that a reader has gained through a lifetime of direct and indirect experience. Therefore, this experience and an individual's content schemata will have been profoundly influenced by his mother culture.

Moreover, content schemata refers to the background knowledge of the content area of a text, or the topic a text talks about. They include topic familiarity, cultural knowledge and previous experience with a field. Content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understanding of texts. Since one language is not only

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the simple combination of vocabulary, sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata, and thus help learners understand texts by predicting, choosing information and removing ambiguities. Many studies show that readers' content schemata influence their reading comprehension more greatly than formal schemata. On the whole, the familiarity of the topic has a direct influence on readers' comprehension. The more the reader knows about the topic, the more easily and quickly he gets the information of the text. Therefore, if one wants to be an efficient reader, he needs to try to know the knowledge about more fields and topics. Learners with more prior knowledge can better comprehend and remember more the text.

2.2.3 Procedures of Schemata

The procedures of schemata are appropriate in the sense that the students will use their experience and knowledge in active way while they are reading. According to Wright (1989), there are some ways for activating students' schemata; they are

1. Use of pictures

Wright (1989) stated pictures contribute to interest and motivation. Interest and sense are the context of the language in the teaching learning process. In addition, pictures are not just an

aspect of method but through their representation of place, object and people they are an essential part of the overall experiences. It means by using pictures it will be easier for students' to activate their background knowledge or schemata by involving their experiences.

Wright also stated there are some types of pictures. They are check chart for pictures, pictures of single objects, pictures of one person, pictures of famous person, pictures of several people, pictures of people action. Pictures of place, pictures from history, pictures with a lot of information, pictures of the news, pictures of maps and symbol and related pictures. It can be concluded that using pictures can make students interest and have motivation.

There are some ways to use of pictures set by teacher, they are considered by Raimes (1983):

- a. Showing the pictures dealing with the text that will be given.
- b. Giving some leading question dealing with the pictures to arouse the stored knowledge.
- c. Asking the students to guess the topic of the text that will be discussed.
- d. Giving the text and asking students to read it carefully.
- e. Giving some task to students that consist of some question dealing with finding of the detail of explicit information in the text.

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There are some ways to use of pictures set by students, they are:

- a. Individually work, the students write down list of the sentence based on the series of pictures frame by frame. Where as in group, each members of group make combining or linking the sentences to make continuous prose.
- b. In small group, the whole class works with the sequence of the pictures but with picture out of order. Then, they discuss which one correct picture with the topic. Next, the students write the correct story of the picture.
- c. In the group, for example there are four sequences of picture; one group is given two pictures while another receives the other two. Then, each group writes down what they think. Then, they exchange papers and read each other's. Only then they do show each other their two pictures.
- d. The students are given cards, each containing a separate sentence which describes the pictures. Then they match the sentences to part of the picture and arrange the sentence in order. The students are given a parallel picture. In group, they use the paragraph they have just assembled to write parallel paragraph about the parallel picture. Both the first picture and the sentence describing it serve as a model for the new piece of writing.

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- e. Now the students discuss the first picture and write their own description of the picture, either in groups or as a whole class activity, they read their description aloud and discuss them. Then the students write about the parallel picture, using their own writing as a model. It usually is used by advanced learner.

Talking about schemata, it cannot be separated from knowledge and experiences. It is hoped that by having the two types of background knowledge, reading comprehension can be achieved by the students successfully. In other words, the students' schemata will increase reading comprehension, and as a result, the teaching learning process can run well.

2.3 Reading Comprehension

2.3.1 Definition of Reading

Reading is a way to get information from something that was written. Reading involves the introduction of symbols that make up a language. Read and Hear is the second most common way to get information. As Brown (2004) said, "Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction". Then, according to Brown (2004) that reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction.

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Marilyn (2003) considers also,

Reading is one of the principal means of obtaining information. The information may be in printed form, such as a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.

It means that reading as the printed material that is efficient way to learn because the reader can control the flow of information in it. In conclusion, reading is an activity which must be focused to attend, get information from printed or written message or text and process of obtaining meaning through the readers and writer’s interaction.

2.3.2 Definition of Comprehension

Talking about the definition of comprehension. Here are some expert explain about it. Richard (2006) states, “Comprehension is the process by which a person understanding the meaning of written or spoken language clearly”. Next, comprehension is the ability to understand the meaning from the writer or spoken language. While, according to Oxford’s Dictionary (Hornby, 2000) “comprehension is the power of understand”. Further, according to Webster’s Dictionary (1991) “Comprehension is the act of grasping with the mind, understanding or knowledge, the capacity for understanding ideas, facts”.

Further, Nunan (2003) says “Comprehension is essential to succeed the reading, for succeeding the comprehending, the reader

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must use cognitive and metacognitive skills, and cognition can be defined as thinking and metacognitive skills”.

Then, Richard (2002) states “Comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in the mind and exploring the organization of a text are essential for good comprehension.” Thus, from those definitions; it can be concluded that comprehension is the process of ability/ power for improving knowledge or testing to understand of language (written and spoken) and comprehension is needed on reading and listening. Also, reading as the activities that students’ capacity requirement to demonstrate an understanding of the material (written or spoken form) through some type of manipulation or alternation of the material before answering a question.

2.3.3 Definition of Reading Comprehension

As have been explained above about reading and comprehension, Wainwright (2007) explains also, “The complex process which takes part of useful of good and poor ability”. In other word, reading comprehension is the ability of the reader to understand the text and comprehend the implicit and explicit meaning of the text.

Then, Harmer (2003) states “Reading comprehension is not stopping for every word, not analyzing everything that the reader or speaker includes in the text”. It means that readers are able to take in a

stream of discourse and understand the gist of it without worrying too much about the details. Next, “The main goal of reading is comprehension” (Nunan, 1999). It means people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

More, Snow (2002) states that generally the comprehension entails three elements:

1. The *reader* who doing the comprehending.
2. The *text* that to be comprehend.
3. The *activity* in which comprehension is a part.

It can be concluded that a reader can be a good reader if three elements is engaged each other. The reader has wide range capacities and abilities. The text can be extract and construct by the reader, and the reader done a related activities.

Finally, from the explanation above, the researcher concludes that in considering the reader, students include all the capacities, abilities, knowledge, and experiences that a person bring to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, students include the purposes, the processes, and consequences associated with the act of reading. Additionally, reading comprehension is the ability to understand the written material. So that, readers must be able to remember and

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understand about the text, because reading not just saying the words but reading is a process of getting information. Readers also must be able to get the information from what they reads, to get the comprehension the reader must be able to combine the text, fluency, and strategies.

2.3.4 Kinds of Reading

Most researchers like to make difference between extensive and intensive reading. Whereas the former suggest reading at extensive often for pleasure and in a leisurely way, the intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to pleasure as to the achievement of a study goal. There are 2 kinds of reading that will be explained as follows:

1. Extensive Reading

Extensive reading is the best possible way for students to develop automatically-that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading programmer is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure- the main of this activity Catherine Snow (2002). Extensive reading is for leisure reading.

The reading activity like survey reading and skimming, are sometimes grouped together and called *extensive reading*

Geoffrey (1980). The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant as is the case for example with newspaper reports. Students read on several ways like just read the first sentence on each paragraphs, find the main idea, and read the conclusion.

2. Intensive Reading

Intensive reading used to gain a deep understanding of the text, which is important for reader. Intensive reading is usually accompanied by study activity. It refers to detail focus on the contraction of reading which takes place usually (but not always) in classroom. The students look at extract for magazine, poem, internet website, and so on, Geoffrey (1980). The remaining two kinds of reading activity such as content study reading and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and through understanding. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and

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of the linguistic means that he employs to achieve his ends, Geoffrey (1980). Intensive reading needs the deep comprehending on the text.

Based on the both of kinds of Reading, researcher concludes that the different between extensive and intensive reading is about meaning and structure of the text. Extensive reading has the goal for pleasure. It is just looking the specific information on the text. It means that reader take the meaning from the text. It is frequently take place for develop students' language. In other side, intensive reading should take the grammatical and structural. It needs for knowing the intonation, vocabulary, stressing for gaining the deep understanding of the text. So, reading recount text by using context clues is included intensive reading. It caused read a recount text by using context clues would find the information about character, setting, and coda on the story.

2.3.5 The Goals of Reading

The main goals of reading are to get and find information include content and meaning of the text based on the purpose. Tarigan (2005) stated that there are some goals of reading such as:

1. Reading is for identifying important information.
2. Reading is for main ideas.

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3. Reading is for finding the specific information.
4. Reading is for underlining the important information.
5. Reading is to classify the difficult word.
6. Reading is to evaluate.
7. Reading is to compare or contrast.

In this research, the purpose of reading is identifying important information, finding specific information, and to evaluate reading. It have talked above that comprehension is ability to construct the language to take the information from the text. While, according to Jeremy Harmer, there are several purposes of reading. He said that the purpose of reading is different in the way. It saw what kind of text will be read. Next, there are the purposes or the reason for reading by (Harmer: 2000):

1. Instrumental: a large amount of the reading takes place because it will help us to achieve some clear aim. Thus, for example, we read the road sign so that we know where to go. We read the instructions on the ticket because we need to know how to operate it.
2. Pleasurable: the people read magazine or spend hours buried in the Sunday paper, other go to poetry readings, read illustrated cartoon or photo-story.
3. For General Understanding: good reader is able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer includes the text. It can use skimming.
4. For specific information: in contrast to reading for gist, we frequently go to written text because we want specific detail. Reading in this skill is frequently referred to as scanning.

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5. For detail information: sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures, it happens when someone gives us the address and telephone number and we write down all the detail.
6. Interpreting text: reader is able to see beyond the literal meaning of word on the passage, using a variety of clues to understand what writer implying. Successful interpreting in this kind depends to a large extent on share schemata.

Finally, the purpose or reason for reading should be influenced how and what for readers read a piece of material. Different situations require different goal. For example, readers may not need to recall every fact when leisurely read an article in the newspaper, but they need a high level of comprehension when read a contract that we plan to sign. When reading course assignment their purpose may vary as well. They might read a psychology assignment very closely in preparation for an objective exam. Comprehension can range from the careful, close attention to a very brief, quick reading for only main idea.

2.3.6 The Level of Reading Comprehension

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure and then situation in which language used. In other word, comprehension is the combination of knowledge among structure, vocabulary and the situation on largely comprehension, because the same structure or

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vocabulary on the combination of them might have the different meaning situation. Next, Smith in Wayne Otto (1995) said that there are four level of comprehension, they areas follows:

1. Literal Comprehension
Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.
2. Interpretation
Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretive level, reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.
3. Critical Reading
When individuals read critically, they evaluate what is read. That is, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity or worth.
4. Creative Reading
Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the authors' ideas to form new concepts or to expand old ones. Through creative reading the reader creates something new an idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

2.3.7 Reading Evaluation

In describing the students' reading comprehension means how far they understand what they are reading, it is necessary to know how far their ability or comprehension about the lesson they read and learnt, to know their comprehension the teacher gives the test to the students, because testing is tool to measure. There

are some techniques to make reading test based on Davis (2000), they are: multiple choice, true – false, conclusion, clozed procedure, matching test and essay tests. The detailed as follows:

1. Multiple choice

Hughes (1989) explains that a multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem enumerated. Then, Multiple - choice items can be used to measure both simple knowledge and complex concepts. Since students can answer multiple - choice questions quickly, the teacher can assess their mastery of many topics on a fifty - minute exam. In addition, the items can be easily and reliably scored.

So, the researcher concludes that multiple choices are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list of alternative.

2. True - false

Hughes (1999) explains also;

“Because guessing will produce the correct answer half the time, true-false tests are likely to produce high scores. Place true - false items in a separate section, not interspersed with other types of items. Some faculty adds an “explain” column in

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which students write a sentence or two justifying their response”.

So, true-false has 2 section of true-false, first, students must read the text first, then, place true - false items in a separate section, not interspersed with other types of items or this true-false is said by justifying the response.

3. Cloze procedure

Cloze procedure test seem to offer the students the ideal indirect but integrative testing item. They can be prepared quickly and if the claims made for them are true, they are an extremely cost effective way of finding out about a testee’s overall knowledge. Hughes (1992) “Cloze, in its purest form, is the deletion of every certain word in a text (somewhere between every fifth or tenth word)”.

So, Because the procedure is random, it avoids test designer failings. This test is useful for reading test, because after they read, the students have to fill the cloze tests or the missing word that the teacher provide.

4. Matching tests

Gross (2003) states that the matching format is an effective way to test students’ recognition of the relationships between words and definitions, events and dates, categories and examples, and so on. So, matching test is the

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students match the words and definitions, events and dates, categories and examples, and so on after the students read a text.

5. Conclusion

One of the reading evaluation that is used by the teacher is conclusion. Gross (2003) “Conclusion is choosing the best summary of the paragraph of the whole text”. so, it is used for analyzing the reading score of the students by asking them by reading first than summarizing or conclusion of what the text tells about.

6. Essay tests

Essay tests require students to organize, integrate, and interpret material, and to express themselves. In Barbara Gross book (2003), “Tools for Teaching”;

“Research indicates that students study more efficiently for essay exams than for multiple - choice tests: students preparing for essay tests focus on broad issues, general concepts, and interrelationships rather than on specific details, and this approach results in some what better test performance on all types of exam questions. Essay tests also give instructors an opportunity to comment on students’ progress, the quality of their thinking, the depth of their understanding, and the difficulties they are having. However, because essay tests pose only a few questions, their content validity may be low”.

In addition, the reliability of essay tests can be compromised by subjectivity or inconsistencies in grading. A

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variation of an essay test asks students to correct sample essay answers. One faculty member uses the following technique: Two weeks before the exam, he distributes ten to twelve essay questions, which he discusses with students in class. For the exam, he selects four of the questions and prepares well - written but intellectually flawed answers for the students to edit, correct, expand, and refute. The sample essays contain common misunderstandings, correct but incomplete responses, and illogical inferences.

7. Short - answer tests

Barbara Gross explains, Short - answer questions can call for one or two sentences or a long paragraph. Short - answer tests are easier to write than multiple - choice tests, but they take longer to score. In conclusion, short - answer questions is more than one questions that must be answered by the researcher after reading long paragraph and the teacher take longer time to score of short - answer questions.

Here, the researcher wants to describe students' reading comprehension of English Educational Department of IAIN Padangsidimpuan by using multiple choice test only. It is based on Barbara Gross Davis' suggestion that multiple choices test is suitable to use in reading test.

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2. Genre Based Language Teaching

2.4.1 Understanding Genre

By learning the genre, students not only can use English sentences, but also can organize the text. Here is the more consideration of that statement to begin, the word genre comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text. According to Cooper, genre means a type or category of text. It means that genre is kinds of text. Hyland defines genre is a group of texts that is used to represent the meaning of the situation that has been caught by the writer. It can be said that genre is text that writer wants to deliver its purpose.

Genre means written text that is grouped together under the category based on their shared communicative purpose and formal textual features such as generic structure and language features. It is in line with Hyland that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.

In the context of education, Kress in Knapp and Watkins outlines a common agenda for genre theory as follows: a. That forms of text (genres) are the result of processes of social production; b. that, given the relative stability of social structures, forms of text produced in and by specific social institutions, that is, the resultant genres, will attain a certain degree of stability and persistence over time; c. that consequently, texts in their generic form are not produced each time by all individual (or individuals) expressing an inner meaning, but are, rather, the effects of the action of individual social agents acting both within the bounds of their social history and the constraints of particular contexts, and with a knowledge of existing generic types; d. that, given the social provenance of genres, different genres ‘have’, convey and give access to different degrees and kinds of social power; e. that genres have specifiable linguistic characteristics which are neither fully determined or largely under the control of individual speakers or writers; f. that knowledge of the characteristics of texts and of their social place and power can and should form a part of any curriculum, whether in one subject area, or ‘across the curriculum’.

Another view comes from the genre-based approach. Genre based approach as known now that as called as genre based language teaching as the first said can be defined as instructing students to read and write by using different genre texts, which were written for purposes other than for teaching reading within an English as a

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second/foreign language (ESL/EFL) context. In the case of this research, the emphasis is on reading; hence, this pedagogy considers reading as “a process with guidance through interaction, as the medium for acquiring control of genres, with a marginal to the central goal of learning to write for assessment.” (Martin, 1999).

As Swales (1990) states in his definition of genre: “A genre comprises a class of communicative events, which share some set of communicative purposes. These purposes are recognized by the expert members of the discourse community, and thereby constitute the rationale for the genre”.

Specifically regarding the area of TEFL (teaching English as a foreign language), the approaches based on genre have not been a common practice. However, “there have been attempts to classify texts for reading purposes by appealing to a certain pragmatic or communicative function” Baten & Cornu (1984), suggesting a classification of texts according to their functional properties. Another aspect suggested by Byram (2004), in relation to reading comprehension within TEFL, is the identification of the textual structure. It has been considered that the influence of genre on text processing and comprehension, in which it is analysed how prior knowledge and familiarity with content and language may influence the comprehension of different genres, since it seems to influence the

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identification of the textual structure by allowing learners to anticipate the kind of information each text may contain.

This approach involves reading tasks of recognizing, predicting, and recalling patterns at each stratum of graphology, lexicon, grammar, and discourse. The methodology that has been developed to teach reading within the genre-based approach, and that this research considers the most appropriate to do so, is known as “learning to read: Reading to learn”, moving the learner through a scaffolding interaction cycle of “prepare, task, and elaborate” (Rose, 2004).

In short, genre is type of written text that is organized by its own feature. The features are communicative purpose, generic structure and language feature. Different genre gives different social power.

2.4.2 Text Genres

Text types or genres said by Fathur (2016) that text types are idealized norms of distinctive text structuring. It means that text types are different text structuring that has accepted standard of rules. Anderson and Anderson in Nazhirin Paper (2013) say that there are some text types (genres) used in the school even in uiversity. They are spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, explanation, review, and discussion.

1. Procedure Text

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Procedure text is a text that tells the reader or listener how to do something. Reader or listener are able to get instructions for making something, doing something, and getting somewhere from the procedure text. The social function of this text is to describe how something is accomplished through a sequence of actions or steps Gerot (1995). It is to tell someone what to do or how to do it; this can be achieved through a range of textual forms Knapp & Walkins (2005).

The structure that constructs this text is Knapp & Walkins (2005):

- a. Goal. It is the introductory statement or title of the text. Example: How to Make Fried Rice.
- b. Materials. They are things that needed to complete the goal. They are set of ingredients or the materials required. They may not include in some procedural texts, such as directions of using appliance.
- c. Steps. They are the way to achieve the goal. The steps may be accompanied by illustrations or diagrams to assist the reader with the task at hand.

Procedure text also has different language features from other text such as the sentence begin with the verb and stated as command, time words or number that show the order for carrying out the procedure, adverbs to describe how the action should be

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performed, and precise terms and technical language. Knapp and Watkins add the language features of procedure text are (Knapp & Walkins (2005) :

- a. Using action verbs. Verbs are in the simple present tense and also stated as imperatives. Example: Take two slices of bread.
- b. Using adverbs. Example: Add the remaining ingredients slowly.
- c. Using temporal connectives. We can also use numbering to indicate sequence. Example: First, melt the butter.
- d. Using conditional connectives. Example: If you mix the ingredients carefully, there won't be any lumps.
- e. Using modality, Gerot (1995). Example: You must stir it until it's mixed.

2. Descriptive Text

A text can be known from the content and the purpose of the story that describes the subject features. In this case, the text tells the readers a picture of someone or something in words Langan (2000). The social function of descriptive text is to describe a particular person, place or thing. The structure that constructs this text is by Gerot (1995):

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- a. Identification. It is opening paragraph that introduce the subject. It identifies phenomenon to be described.
- b. Description. It describes features of subject. It describes parts, qualities and characteristics of the subject. This text also has language features which consist of the use of present tense, adjective to describe the feature of the subject and topic sentence to begin paragraphs and organize the various aspects of the description.

Language features that contain in this text are (Knapp & Walkins (2005) :

- a. It focuses on describing specific participants.
Example: Borobudur Temple
- b. It uses present tense. Example: Borobudur is located near Magelang.
- c. It uses relational verbs (is, are, has, have). Example:
Turtles do not have teeth; they have a sharp beak instead.
- d. It uses action verbs. Example: The queen ant lays the eggs.
- e. It uses adjectives and compound adjectives. Example:
He has a cool hairstyle.

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f. It uses adverbs. Example: He could think clearly.

3. Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they occurred. The social function of recount text is to retell events for the purpose of informing or entertaining, Gerot (1995). It tells the readers about the past events or past experiences of the writers. Then, Gerot adds that the structure that constructs this text is:

- a. Orientation. It provides the setting and introduces participants (who, when, where).
- b. Sequence of Events. It tells what happened in time sequences.
- c. Re-orientation (optional) it is closure the events or summary of the events.

The language features of recount text are, Gerot (1995):

- a. It focuses on specific participants. Example: I went to Jakarta with my family.
- b. It is written in past tense. Example: We visited our relatives there.
- c. It focuses on temporal connectives. Example: We then looked at some gamesand equipment.

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- d. It uses circumstances of time and place. Example:
In the first day, my uncle took me to Taman Mini Indonesia Indah.
- e. It uses action verbs and mental verbs. For example:
My family and I went to Jakarta to visit our grandma.

4. Report Text

Report text is a text that reports information about a subject. It describes an entire class of things, whether natural or made: mammals, the planets, rocks, plants, and computers, countries of the region, transport, and so on. The social function of this text is to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment, Gerot (1995). It describes facts about the subjects.

Gerot also describes about the structure that constructs this text is:

- a. General Classification. It tells what the phenomenon under discussion is.
- b. Description. It tells what the phenomenon under discussion is like in term of parts (and their function), qualities, habits or behaviours (if living) and uses (if non-natural).

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The language features of report text are Knapp & Walkins (2005):

- a. It focuses on describing generic participants. Example: Whales
 - b. It uses present tense. Example: Whales breathe air but cannot survive on land.
 - c. Relational processes are used. Example: Some species are very large.
 - d. It has no temporal sequences.
 - e. Action verbs are used. Example: The queen ant lays the eggs.
 - f. Adjectives and compound adjectives are used. Example: The skin is smooth.
 - g. Adverbs are used. Example: He could think clearly.
5. Narrative Text

A popular genre that commonly entertains readers and has power to change social opinion and attitudes is narrative. It means readers can find the narrative text in such science fiction book, historical fiction, and fairytales that use narrative to raise topical social issue and present their complexities. The social function of this text is to amuse, entertain and deal with actual or vicarious experience in different ways: Narratives deal with problematic



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events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Gerot, 1995).

Then, Gerot also lists the structure that constructs this text is:

- a. Orientation. It is sets of the scene and introduces the participants.
- b. Complication. In this part, a crisis arises.
- c. Resolution. In this part, the crisis is resolved for better or worse.
- d. Re-orientation. It is an optional closure of event.

The language features of narrative text by Knapp & Walkins (2005):

- a. It focuses on specific and usually individualized participants. Example: Snow White, Beauty and the Beast, Cinderella.
- b. It uses behavioural and verbal processes. Example: Then Snow White woke up. The dwarfs said, 'What is your name?'
- c. It focuses on temporal conjunctions and temporal circumstances. Example: The next morning she ran away into the woods.
- d. It is written in past tense unless quoting direct speech. For example: 'You should go on a diet', said Clarabelle.

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- e. It often uses rhythm and repetition. Example: Riding.
Riding. The boy went riding across the jungle.
- f. It plays with sentence structure. Often sentences comprising one word or a short phrase are used to create poignant effects. For example: Anger, Silence. As the vengeful brother prowls the streets.

6. Explanation Text

Explanation is a fundamental language function for understanding the world and how it operates. Explanation tells how and why things occur in scientific and technical fields. Explanation is used across the curriculum; however, it tends to be predominant as written texts in science, technology and social science subjects, (Knapp & Walkins: 2005). The social function of explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Gerot again tells that the structure that constructs this text is:

- a. General statement to position the reader.
- b. Sequenced explanation of why or how something occurs.

According to Knapp & Walkins (2005), the language features of explanation text are

- a. It focuses on generic and non-human participants.

Example: Life-Cycle of Bees

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- b. It uses verbs in the present tense unless, the class of things no longer exists. Example: The vocal cords cause the air stream to vibrate.
- c. It uses action verbs. Example: The vocal cords open and close rapidly.
- d. It uses temporal and causal circumstances and conjunctions. Example: During speech, we continually alter the shape of the vocal tract by moving the tongue and lips, etc.
- e. It will sometimes make use of modality. Example: The air stream must vibrate rapidly.
- f. Pronominal reference is also an important feature of explanation. Example: When the Earth orbits around the sun, it is tilted on an axis.

7. Discussion Text

Discussion is used to look at more than one side of an issue. Discussion allows us to explore various perspectives before coming to an informed decision. The social function of this text is to present (at least) two points of view about an issue, (Gerot, 1995). Gerot gives additional information about the structure that constructs this text is:

- a. Issue. It contains statement and preview of the issue.

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- b. Arguments for and against. This part presents different points of view. It contains point and elaboration.
- c. Recommendations or conclusion. A conclusion must be arrived at based on the evidence presented.

Knapp and Walkins try to give additional information about the features of the discussion. The language features of discussion text are:

- a. It focuses on generic human and generic non-human participants. Example: Gene Splicing, Junk Food, Full Day School.
- b. It uses mental verbs when expressing opinions. Example: I think we should protect our environment.
- c. Connectives are used to maintain logical relations and to link points. Example: They die because the oil stops them from breathing.
- d. Modality is used in arguing to position the writer and reader. It can be expressed in a number of ways. Example: You should put rubbish in the bin.

8. Analytical Exposition Text

Exposition is used to argue a case for or against a particular position or point of view. The social function of this

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text is to persuade the reader or listener that something is the case.

Gerot (1995) states the structure that constructs the text are:

- a. Thesis. It contains position and preview. The writer introduces topic and indicates writer's opinion. The writer also outlines the main arguments to be presented.
- b. Argument. It contains point and elaboration. The writer restates main argument outlined in preview and develops and supports each point/argument. In the elaboration the argument is supported by evidence.
- c. Reiteration. It restates writer's position more forcefully.

The language features of analytical exposition text are Knapp & Walkins (2005):

- a. It focuses on generic human and non-human participants. Example: Three Levels of Government, Transporting Oil, and School.
- b. It uses mental verbs. Example: I think we should protect our environment.
- c. It uses connectives. Example: Therefore we should change the Australian flag.
- d. Modality is used. Example: I think they could sing well.

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9. News Item

News Item is the text that contains information or facts about events. The social function of this text is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important, (Gerot: 1995). Gerot then makes the structure that constructs this text is:

- a. Newsworthy event. It recounts the event in summary form.
- b. Background of event. It elaborates what happened, to whom, and in what circumstances.
- c. Sources. They are comments by participants in witnesses and authorities expert on the event.

Gerot (1995) again adds the language features of news item are:

- a. There is short, telegraphic information about story captioned in headline. Headline is the sort of 'title' above newspaper articles. Example: Town 'Contaminated'
- b. It uses action verbs. Example: Twenty-one people were killed in the accident.
- c. It uses verbal processes or saying verbs in sources. Example: "Marsono said he then ordered prison

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warden, Sugiharyatmo to ban the actress from visiting Tom.

- d. It focuses on circumstances. Example: The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town.

10. Anecdote Text

Anecdote is used to share with others an account of an unusual or amusing incident. According to Gerot (1995), The structure that construct with the text:

- a. Abstract. It signals the retelling of an unusual incident.
- b. Orientation. It sets the scene.
- c. Crisis. It provides details of the unusual incident
- d. Reaction. It is the reaction to crises.
- e. Coda (optional). It is reflection on or evaluation of the incident.

Gerot puts the language features of this text are:

- a. It uses exclamations, rhetorical questions and intensifiers (really, very, quite, etc.) to point up the significant of the events.
- b. It uses action verbs to tell what happened.
- c. It uses temporal conjunction.

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11. Reviews

Reviews are used to critique an art work, event for public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets (Knapp & Walkins, 2005). They give some lists of the structure that constructs this text is:

- a. Orientation. It places the work in its general and particular context.
- b. Interpretive recount. It summaries the plot and/or provides an account of how the reviewed rendition of the work came into being. (Optional, but if present, often recursive).
- c. Evaluation. It provides an evaluation of the work and/or its performance or production. (Usually recursive).
- d. Evaluative summation. It provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole (optional).

The language features of review according to Gerot (1995):

- a. It focuses on particular participants. Example:
Habibi and Ainun Novel.
- b. Direct expression of opinion through use of attitudinal lexis.

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- c. It uses of elaborating and extending clause and group complexes to package the information.

12. Spoof

Spoof is like a recount, but the ending is usually funny. The social function of this text is to retell an event with a humorous twist. The structure that constructs this text is listed by Gerot then:

- a. Orientation. It provides sets of the scene.
- b. Event(s). It tells what happened.
- c. Twist. It provides the ‘punchline’.

The language features of review are:

- a. It focuses on individual participants. For example: The Policeman
- b. It uses action verbs. For example: The policeman was rather surprised and walked up to the man.
- c. It uses circumstances of time and place. For example: Today, I’m taking him to the movies.
- d. It uses past tense. For example: He took him to a policeman.

2.4.3 Implementing Genre Based Language Teaching

The following description of how a genre based language teaching is implemented:

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- a. Building Knowledge of the field: In the first cycle, teacher and students start from the first stage called Building knowledge of the Fields (BKOF) where they build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on. All of these are geared around the types of spoken texts and topics they are going to deal with at the second stage.
- b. Modelling of Text: Students listen to statements of recount texts that are geared around a certain communicative purpose. For example, if students are expected to produce procedural texts, are developed with one main communicative purpose, that is giving instruction or direction. In short, at the second stage, students listen and respond to various texts with similar communicative purposes.
- c. Joint Construction of Text: At this stage, students try to develop recount texts with their peers and with the help from the teachers.
- d. Independent Construction of the Text: At this stage, students are expected to be able to read what they have talked about. Here students develop reading skills, followed by joint construction in writing texts.

2. Recount Text

2.4.1 Definition of Recount Text

As Linda Gerot and Peter Wignell (1994) said, “Recount is to retell event for the purpose of informing or entertaining”. It is a

process to express opinions, ideas, feeling that are experienced at the last time by aiming to inform the readers. Otong Setiawan Djuharie (2008) said that recount text is a kind of text which contains the sentences to inform event, occurrence or activity that falls on someone, or series experience.

This opinion means recount text can be in written form and developed in composition form. Recount text is a part of writing which consists of sentences which join together perfectly and also refers to an experience. From recount text; the readers can understand the meaning that is presented in it. It is clear that recount text has a function to make easy the readers so that they are entertained.

Furthermore, Pardiyono (2007) “Simply Recount Text can be as one of the text that is made by aiming to give the information about the last activities to get to be paid attention and known “ Rhetorical Structure “ for the kind of the text, they are :

1. Making orientation that is a text of element that contains topic or things which will be given information to the readers.
2. Making records of events.
3. Making re – orientation”.

From this definition, it can be known that recount text is a process of events that happened at one specific time in the past to

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express stories, ideas, feelings, and made in written composition form by aiming to entertain the readers.

Moreover, According to Cavangh (1998) Recount is retelling of past events. They are usually written as a series of events in the order in which they happen. In addition, such cited in Department for Education and Child Development, (2012) state that the recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Based on the explanation above it can be concluded that therecount is a text that retells of past even and experience for the purpose of informing, entertaining or reflecting.

2.4.2 Generic Structure of Recount Text

In recount text, it also has generic structure and language feature same with the type of writing such Narrative text, procedure text, descriptive text, report text and etc. In recount text, there is no complication among the participants and that differentiates from narrative. According to Cavangh (1998) there are 3 generic structures of recount text.

1. Orientation: The first stage tells us about who, what, where, and when, to help the reader place the events in time and place.
2. Sequence of Events: This is the retelling of the events in sequence, which is organized in time.

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3. Reorientation: This is only used in literary recounts to ‘round off’ the sequence of events.

Based on the explanation from expert above, it can be concluded that there are some generic structure in recount text. They are orientation, sequence of events, and re-orientation. Firstly, orientation is talking about provides the reader with the background information to help the reader understand about the text such as who, where, when and etc. Secondly, retelling of the event in chronological order. Thirdly, reorientation is a summary statement or evaluative comment.

2.4.3 Language Features

In recount text has a language features, it same with another text where Language features is talking about to complete the rules in the story. According to Cavangh (1998) there are some language features in recount text as follow:

1. Descriptive language
2. Past tense
3. Time word to connect events
4. Words which tell us where, when, with, who, how.

Based on those explanations above it can be concluded that there are some language features; descriptive language, past tense, adverb of time and place.

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2.4.4 The Example of Recount Text

Our trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home. That was very pleasant moment with my family that I ever got.

From the example of recount text above, the first paragraph is orientation, second and third paragraph is events and the last paragraph is re-orientation.

Related Studies

The research is about context clues in reading comprehension of recount text reserach is not as beginner, but there are the researchers had done the research before. They are as follows:

The first is that entitles "The Effectiveness of Using Context Clues Strategy on Reading Comprehension of the First Year Students at SMA Muhammadiyah 1 Pekanbaru" written by Dita Herinovita, Syofia Delfi, Rumiri Aruan is taken from file:///C:/Users/Acer/Downloads/8603-16597-1-SM.pdf. It is known that First, the ability of the first year students of SMA

Muhammadiyah 1 Pekanbaru in reading comprehension was not good enough, as reflected in the result of the pretest 71.17. Then the treatment was given for 6 meetings and the results of their ability in the post-test increased by 12.83 and became 84.00. Second, it was found that the value of ttest was 7.64 and t table was 2.05 (5%) and 2.77 (1%). Therefore, because calculated ttest was higher than the t-table, the Alternative hypothesis was accepted and Null 7 hypothesis was rejected. Third, because alternative hypothesis was accepted, it can be concluded that the effect of using context clue strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 significantly.

The second, the title is “Teaching and Learning Reading Comprehension in Recount Textby Using PQ4R Strategy at the Eighth Grade of the FirstSemester of SMPN 22 Taman Sari Pesawaranin the Academic Year of2019/2020” is studied by Andere Santosa (2019).This research showed thatThe first, there were some steps in teaching reading comprehension by using the PQ4R Strategy thatwere skipped by the teacher. The second, the problems faced by the teacher werethe teacher had difficulty in choosing the teaching materials, modifying theexercise for the students, stimulating the students, giving feedback, and managethe time. Third, the problems by the students were students had lack vocabularymastery, the habit of slow reading, decode words, making an inference, workingmemory and problem to follow the teacher’s direction.

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The third, Siti Aisyah, Kurniasih, Fitri Awaliyatush Sholihah (2020) writes “The Use of Student Team Achievement Division (STAD) Technique to Improve Students’ Reading Comprehension on Eighth Grade of SMP Al-Hidayah Malang”. Based on the result of the application of STAD techniques at the eighth grade student of SMP Al-Hidayah Malang, the researcher concludes STAD techniques can improve students' reading comprehension. In the preliminary test, the students got the standard minimum score only 9 students 34%. After using the technique the students got the standard minimum score 21 students 80%. So, it met the criteria of success of the study. Besides, the result of the field notes showed that the students were more active in the teaching and learning process; it could be seen from the improvement of the students’ score after the implementation of classroom using STAD technique. Besides, the result of the field notes showed that students had good involvement in joining the lesson. First, the students’ response and seriousness were good since they were interested and relaxed in doing the task. Second, the condition of the class was better than before because the students were more active. Finally, students did their test seriously and individually.

The fourth, previous study is “The Correlation Between Context Clues Strategy and Reading Comprehension Ability at the Second Semester English Separtment Stusents of Universitas Negeri Padang” conducted by Melia Putri, et.al (2019): This research aimed to find out the correlation between context clues strategy and reading comprehension ability at the

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second semester english department students of Universitas Negeri Padang. This research is descriptive quantitative research. The sample of this research is 39 students selected by simple random sampling. The instrument used in this research was context clues and reading comprehension test. The test consisted of 25 items multiple choices. The research data were in the form of interpretations of students' context clues and reading comprehension test results. Based on data analysis, it was found that there is significant correlation between students' context clues strategy and reading comprehension ability. It was proved by the students' ability in context clues in general is average by the mean 63.17. The students had difficulties in synonym context clues with percentage 53.84%. The students reading comprehension ability in general is good. It was proved by the mean 66,66. The students had difficulties in finding the fact of the passage and understanding vocabulary with percentage 62.39%. Furthermore, based on the result of analysis, it was found that there is significance correlation in strong category between contexts clues strategy and reading comprehension ability with r_{xy} is 0.82.

The next, previous study is conducted by Radiah (2020) entitled "The Correlation between Schemata (Grammatical, Vocabulary & Sociocultural Knowledge) And Reading Comprehension of Students in English as a Foreign Language". This research aims to find out the influence of grammatical, vocabulary, and sociocultural knowledge in the students' reading comprehension and the correlation among the students' schemata

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knowledge about the grammatical, vocabulary and sociocultural knowledge in influencing the reading comprehension. The present research was performed using Mixed Method Research by focusing on the Sequential Explanatory Design or two-phase design. The Quantitative Method phase used Correlational Research, mean while in Qualitative Method used open-ended questionnaires, and the data are analyzed by Miles and Huberman Models. The research population is the Sixth Semester Students at the English Education Department of Teacher Training Faculty of the Muhammadiyah University of Makassar; the sample was 40 students selected by Purposive and Simple Random Sampling Technique. Regression data analysis showed that vocabulary and grammatical knowledge significantly influence the students' reading comprehension, but neither does sociocultural. The correlation analysis showed that (1) there is a correlation between grammatical and vocabulary knowledge toward students' reading comprehension; (2) there is a low correlation between sociocultural and vocabulary knowledge but no correlation with grammatical knowledge in comprehending the reading texts. These results are strengthened by the qualitative data analysis that showed the significant influence and correlation of vocabulary and grammatical knowledge toward students' reading comprehension. This may be confirmed that current research findings account for as the research gap reinforcing that the EFL students could not utilize their sociocultural knowledge to a greater extent in comprehending the English reading texts due to their reliance on their

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grammatical and vocabulary knowledge. This implies that the formal and the content schemata do not significantly correlate each other in influencing the EFL students' reading comprehension. Therefore, the EFL students' good sociocultural knowledge must be supported by good grammatical and vocabulary knowledge in comprehending the English reading texts.

The last, Nooriyyah Noorunnisa (2011), the study is about “The Effect Of Using Contextual Clue Analysis To Infer Word Meanings On Students’ Reading Comprehension Ability In Sma Negeri 4 Yogyakarta”. This experimental research study is intended to find out whether there is any significant difference in terms of reading comprehension improvements between the students who are taught by using contextual clue analysis to infer word meanings and the students who are not taught by using contextual clue analysis to infer word meanings in SMA Negeri 4 Yogyakarta.

This study involved 66 students of Grade X in SMA Negeri 4 Yogyakarta as the subjects of the study. There were 32 students in Class X B and 34 students in Class XD. Class XD was chosen as the experimental group while class XB is the control group. The experimental group was given contextual clue to infer word meanings as a reading strategy in the treatment whereas the control group was not taught by the strategy. The data of the pre-test and post-test of both groups were analyzed by applying descriptive and inferential analysis. The test was used to know whether the hypothesis was accepted or not.

The results of the data analysis are presented in the following items. First, the mean score gained by the experimental group in the post-test (80.82) is higher

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than the mean score gained by the control group (74.97). Second, there is a significance difference between both groups proved by the t-test analysis result. The value of t-observed of the test (t_0) is 2.817 and the value of t-critical in the table (t_t) is 1.998. The is higher than so the data of this research is considered to have a significance difference. Therefore the hypothesis of this research “there is a significant difference in students’ reading comprehension ability between those who are taught by using contextual clues analysis to infer word meanings and those who are not” is accepted. This means contextual clue analysis to infer word meanings is believed to be an effective strategy to improve students’ reading comprehension ability.

2.6 Operational Concepts

The operational concept is a concept that is used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out this study, it is necessary to determine clearly the variables which will be investigated in this study. There are three variables in this study; Teaching Strategies: context clues and schemata and Reading comprehension. . The independent variables are (X1) Teaching Strategies of context clues and (X2) Teaching Strategies of schemata. While, dependent variable is reading comprehension or (Y).

The operational concepts can be seen in the chart below:

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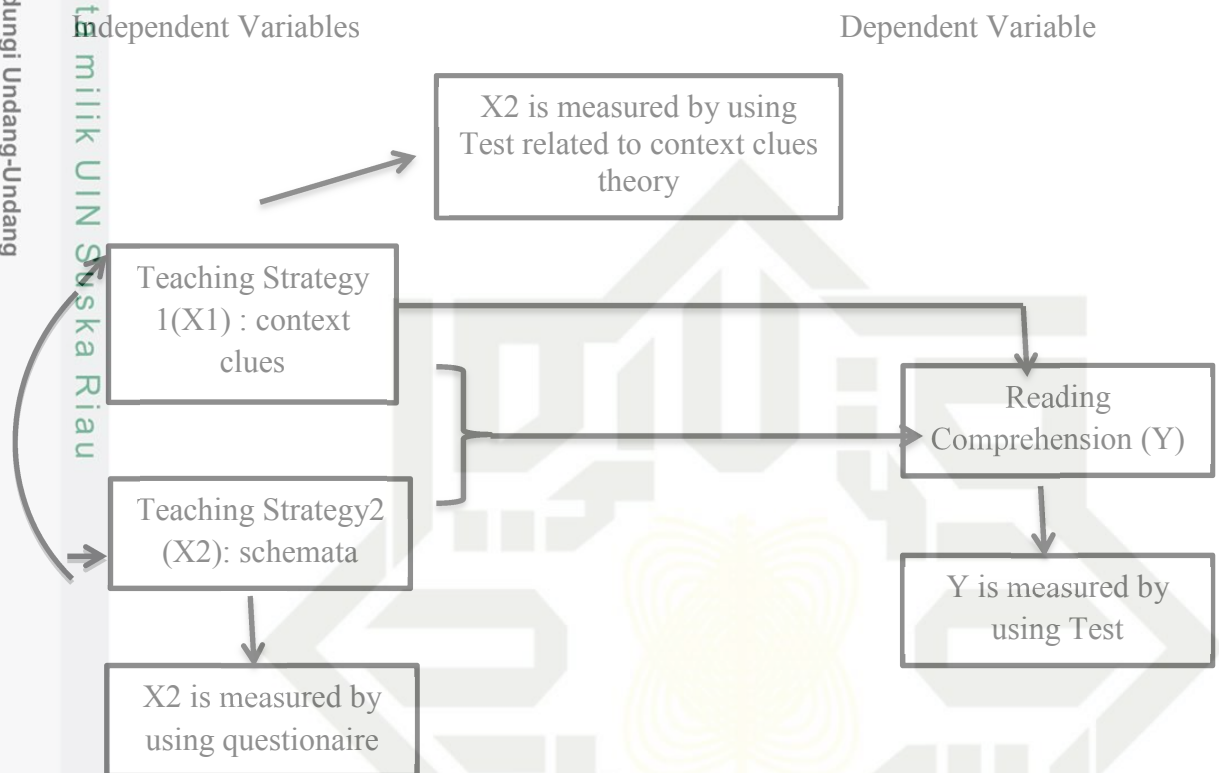
1. Diararang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Diagram 1 The Diagram of Variables

The diagrams about specifically variables, these are:



Assumptions and Hypotheses

Talking about assumptions and hypotheses, it is meant by the researcher's thinking and expectation outcomes of the research related to this research. Before the researcher undertake their experimental investigation, Creswell (2008) states that there are two types of hypotheses that must be formed. Hypotheses are formulated to draw a connection between three variables. The two hypotheses are null hypothesis (Ho) and alternative hypothesis (Ha). The hypotheses in this study are described as follows:

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1. Ho: There is no a significant contribution between the use of context clues towards reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan
 Ha1: There is a significant contribution between the use of context clues towards reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan
2. Ho: There is no a significant contribution between the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan.
 Ha2 :There is a significant contribution between the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan.
3. Ho: There is no a significant contribution between the use of context clues and the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan
 Ha3: There is a significant contribution between the use of context clues and the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidempuan

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting the research, the researcher chooses a correlational research. Gay and Airasian (2000) say that correlation research attempts to determine whether, and to what degree, a relationship exists between two or more variables. The objective of this research is to establish the relationship between the variables. The correlation method is used in this research since it is intended to the correlation between the variables (Arikunto, 2007). Correlation research designs are quantitative designs in which investigators employ a statistical correlation technique to define and assess the degree of association (related) between two or more variables or sets of a score, (Creswell, 2012).

According to Urdan (2005), correlation study simply means that variation in the scores on one variable correspond with variation in the scores on the second variable. Furthermore, Fraenkel and Wallen (2009) stated correlation research is the relationship of two variables or more are studied without any attempt to influence them. The purpose of correlational research is to collect data in order to determine the degree to which two or more variables are connected. The purpose of this study is to determine the relationship between two or more variables that are directly linked to statistical data. Correlational study looks into the components that go into developing a theoretical model and explaining the correlation that result. The

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purpose of a correctional research is to determine relationships between variables or to use these relationships to make predictions (Gay and Airasian, 2000). Therefore, a correlational research requires collection of data in order to measure and determine whether any significant relationship exists between the two or more quantifiable variables or not. Data are gathered from multiple variables and correlational statistical techniques are then applied to the data.

Correlational research is a type of non-experimental research where the researcher employs the data derived from preexisting variables. There is no manipulation of the variables in that type of research. Besides, a correlational research is useful in a wide variety of studies. The most useful applications of correlation are: (1) Assessing relationship, where correlational research method used to assesses the relationship among two or more variables in a single group of subjects. (2) Assessing consistency, where correlational research can be used to measure consistency (or lack thereof) in a wide variety of cases. (3) Prediction, where correlation can be predicted, for instance: if you find two variables are correlated, you can use one variable to predict the other (Ary *et.al*, 2006).

Thus, this research consists of three variables: they are teaching strategies; context clues and schemata and reading comprehension. The independent variables are teaching strategies; context clues and schemata, while dependent variable is reading comprehension. But, in this research the researcher uses moderating variable for the independent variables. Because in the first independent variable (teaching strategies) is represented by the

interaction effect between the dependent variable (reading comprehension). So, reading comprehension achievement is as moderating variable. According to Baron and Kenny (1986), in correlation studies, the moderating variable is defined as a third variable that affects the correlation between two variables x and y . A statistically significant moderating variable can amplify or weaken the correlation between x and y .

Furthermore, Sugiyono (2015) said the moderating variables are: “The influencing variables (strengthening and weakening) the relationship between the independent variables and the dependent variable. This variable too is called the second independent variable.

3.2 Place and Time of the Research

The researcher will apply the research of fourth semester students English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. IAIN Padangsidimpuan is adressed at Jl. H. T. Rizal Nurdin Km.4,5 Sihitang, Southeast Padangsidimpuan, Padangsidimpuan town, North Sumatera. Then, the object of research is the semester 4 English Education Department students or said by TBI students in Bahasa/ Indonesian Language (Tadris Bahasa Inggris) at Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan 2021/2022 Academic years. In addition, this research is started from arranging proposal on October 2021 till finishing theses sooner.

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3 Population and Sample

3.3.1 Population

Population is generalization area that consists of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded (Sugiono: 1994). Then, Gay and Airasian (2000) said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable. From Sugiono and Peter's statements, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher. In this research, the researcher chooses the students as the population of the entire of the semester 4 English Education Department students or said by TBI students in Bahasa/ Indonesian Language (Tadris Bahasa Inggris) at Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan 2021/2022 Academic years. The table shown as follows:

Table III.1

The Population of the fourth semester of TBI

No	Class	Total of Students
1	TBI-1	31
2	TBI-2	33
3	TBI-3	31
TOTAL		95

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3.3.2 Sample

The sample is part of the population's quantity and characteristic (Sugiyono, 1999). In order to minimize the number of the population, the sample of the study needs to be taken. Darmadi (2014) states that sample is a part of number and characteristic that belong to the population. The numbers of participants in TBI classes at fourth semester were 95, bringing the total number of samples from 95 students. According to Kraijcei and Morgan tables in Sugiyono (1999) that is, if there is a population of 95 students, then the sample is 76 students. While the techniques for sampling of both classes were used in a proportional sampling technique provided by Sugiyono (1999) with a proportional sampling technique where sample based on comparison:

$$n_i = \frac{N_{i.n}}{N}$$

Where:

n_i = Number of samples by group

u = Total number of samples

N_i = Number of population by group

U = Total population count.

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Based on description above, the number of samples that were obtained from the total samples classes: TBI Class 1 $= (31 \times 76) / 95 = 25$ students. So, the total sample of the TBI class was 25 students. TBI Class 2 $= (32 \times 76) / 95 = 26$ students. So, the total number of samples from the TBI class was 26 students. TBI Class 3 $= (31 \times 76) / 95 = 25$ students. So, the total sample of the TBI class was 25 students. While the sampling technique of each class is conducted randomly.

3.4 Reliability

Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Cresswell (2009), reliability refers to whether scores items on an instrument are internally consistent, stable over time and whether there was consistency in administration test and scoring. Furthermore, Brown (2003) states that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where :

r_{11} : Reliabilities of instrument

k : Number of questionnaire items

$\sum \sigma_b^2$: The sum of item variance

σ_t^2 : Total of variance

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The formula of questionnaire of variance

$$\sum \sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n}$$

The formula of total variance questionnaire

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{n}}{n}$$

To count the level of reliability of test, the researcher used the scale Sugiyono (2013) as follows:

Tabel III.2. The Scale of Reliability Level

No	Reliability Index	Classification
1	0,00 - 0,199	Strongly waek
2	0,20 - 0,399	Weak
3	0,40 - 0,599	Moderate
4	0,60 - 0,799	High
5	0,80 - 1,000	Srtongly High

Then the result of the reliability instrument was correlated to the level of reliability of test, so that will be found the level of classification.

1. Schemata strategy

Based on the result of schemata strategy questionnaire reliability of try out, r_{count} was 0,880. It was consultated with product moment value with $N = 30$ by significant 5%, the result of r_{table} were 0,444. Thus, the score $> r_{\text{table}}$

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(0,880>0,444) which indicated the reliability of teaching strategies questionnaire distributed to the students was strongly high reliable because the value was > 0.80 It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix2)

2. Context clues

Based on the result of context clues test reliability of try out, r_{count} was 0,869. It was consulted with product moment value with $N = 30$ by significant 5%, the result of r_{table} were 0,444. Thus, the score $> r_{\text{table}}$ (0,869>0,444) which indicated the reliability of students' reading interest questionnaire distributed to the students was strongly high reliable because the value was > 0.80 It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix 1)

3. Reading Comprehension

Based on the test result of reading comprehension reliability of try out, r_{count} was 0,862. it was consulted with product moment value with $N = 30$ by significant 5%, the result of r_{table} was 0,444. Thus, the score $> r_{\text{table}}$ (0,862>0,444) which indicated the reliability of students' reading comprehension test distributed to the students was strongly high reliable because the value was > 0.80 It meant the test was reliable and acceptable to be used as the instrument of data collection. (See appendix3)

3. Validity

A device to measure data must be valid in order to process of collecting data will be easier if the data are valid. So it is called validity.

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According to Creswell (2008) stated that validity was individual scores from an instrument make sense, meaningful, enable as the researcher to draw a good conclusion from the sample you are studying to the population. It can be concluded that validity is a way to know the result of suitable or not a questionnaire. Here the researcher examined the validity of instrument using the item analysis system and put them into the formula of correlation product moment by Pearson as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- r_{xy} : Correlation coefficient between X and Y
- N : The total number of respondents
- $\sum X$: Scores of each items
- $\sum X^2$: The total of squared X scores
- $\sum Y$: The total of Y scores
- $\sum Y^2$: The total of squared Y scores
- $\sum XY$: The total of the product of paired scores

Then, variable that was correlated to respondents' answer of each item and was correlated with the total score of all items that was obtained by every respondent. Then r_{xy} of each item was consulted with the table-value of r product moment with significances of (α) 5% (Arikunto, 1992). An item was

considered valid if the value of r was obtained is higher than the value of r table and vice versa.

1. Schemata strategy

Based the the result of questionnaire of schemata strategy in reading validity of try out, the try-out of schemata strategy consisting of 25 items were valid. Thus, 25 valid items were used as schemata strategy questionnaire. From the result of questionnaire number 1, the result of $r_{xycount} > r_{xytable}$ ($0,508 > 0,361$), thus questionnaire number 1 was valid. (See appendix 5).

2. Context clues

Based the the result of context clues test in reading validity of try out, the try-out of context clues consisting of 20 items was found that there was no invalid items. Thus, 20 valid items were used as students' context clues test. From the result of questionnaire number 1, the result of $r_{xycount} > r_{xytable}$ ($0,727 > 0,349$), thus questionnaire number 1 was valid. (See appendix 4).

3. Reading Comprehension

In try-out of reading comprehension instrument validity to 20 items, all items were valid. From the result of test number 1, the result of $r_{xycount} > r_{xytable}$ ($0,739 > 0,349$), thus test number 1 was valid. (See appendix). Thus, the researcher took all 20 valid items of test as the instrument. (See appendix 6).

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3 DATA COLLECTION TECHNIQUE

3.6.1 Instrument

The researcher must have the instrument in this research, because a good instrument can go guarantee for taking the valid data. A good research is a research which has guarantee for taking the valid data. To get the data in this research, the researcher will use the instruments and the instruments are test and questionnaire. The instrument for examining the strategies of the students are the questionnaires and test. Then, the instrument for examining the students' reading comprehension is test.

1. Questionnaire

Questionnaire is a simply "tool" to collect and record information about particular issue of interest. According to Riduan (2005), Questionnaire is a list of questions is given to every student, in order to give the respond that is appropriate to user's will. It is mainly made up of a list of question, but should also include clear instruction and space for answer or administrative details.

According to Cohen et al (2007) questionnaire; is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the reseracher, and often being comparatively straightforward to analyze. Through questionnaire, the collected data can be processed quickly.

The questionnaire has used to investigate the use of schemata on students' reading comprehension, and it has given to the students. The reason why choosing the questionnaire as the instrument because the questionnaire is a way to make students easier knowing the compliable of their knowledge on schemata. Questionnaire is as widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyse (Cohen et al., 2007).

The questionnaire has been through a likert scale. Nemoto & Beglar (2014) state that a likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue. Likert scale is five options, they are strongly agreed, agree, moderate, disagree and strongly disagree. In this research the researcher provides 25 statements related to teaching strategy of schemata.

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Table III.3**The Blue Print of Schemata**

No	Indicators	Number of Item	Score	Total Score
1	Identify linguistic schemata of text (idioms)	4, 13, 14, 19, 25	4	4x5
2	Identify formal schemata of text. (text organization)	1, 3, 5, 9, 21	4	4x5
3	Identify content schemata of text (grammar)	2, 7, 8, 20, 22	4	4x5
4	Identify content schemata of text (vocabulary)	10, 11, 16, 18, 23	4	4x5
5	Identify content schemata of text (topic familiarity)	6, 12, 15, 17, 24	4	4x5
Total				100

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2. Test

The test is from the students themselves. Brown (2004) defines that test a method of measuring a person's ability; knowledge or performance in a given domain. There are 2 tests of this study. They are context clues test and reading comprehension test. Then, the test is used for analyzing the students' comprehension of context clues of recount text and the students' comprehension in order to know the students' score objectively and measured learning out come directly. Next, the multiple choice test is to choose A, B, C, and D about students' ability in reading comprehension of recount text. The researcher uses reading test, which is 20 items of multiple choices.

Then, the indicators of students' test in reading comprehension of recount text using context clues can be seen as table below:

Table III.4**The Blue Print of Reading Recount Text Using Context Clues**

No	Types of Test	Indicators	Number of Item	Score	Total Score
1	Multiple choices test	Definition	1, 5, 10, 11	4	4x5
2		Synonym	8, 12, 17, 2	4	4x5
3		Antonym	3, 8, 13, 18	4	4x5
4		Example	4, 9, 14, 19	4	4x5

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5	Inference	16, 20, 15, 6	4	4x5
Total				100

While, the indicators of students' test in reading comprehension can be seen as table below:

Table III. 5
The Blue Print of Reading Comprehension

No	Types of Test	Indicators	Number of Item	Score	Total Score
1	Multiple choices test	Identify generic structure/ characteristic of text	5, 9, 13, 14,	4	4x5
2		Identify topic sentence of text.	1, 3, 15, 17	4	4x5
3		Identify main idea from text	6, 8, 20	4	4x5
4		Analyze vocabulary in context of text	10, 11, 16, 7, 18	4	4x5
5		Identify conclusion of the text	2, 4, 12, 20	4	4x5
Total					100

Data Analysis Techniques

After collecting the data, the researcher analyzed the data by quantitative data; it is presented in statistic formula. Data is analyzed by statistical analysis. In order to find whether there was a significant correlation or not, the data analyzed by using SPSS 20. The researcher used the score of questionnaire of variables X1 and X2 and test score of variable Y. In analyzing the data, multiple regression was used.

Moreover, Abdullah and Sutanto (2015) state that simple linear regression is a method to know how a variable (X, independent variable) tell the value of other variables (Y, dependent variable). Multiple regressions are an extension of simple linear regression. It is used when we want to predict the value of variable based on the value of two or more other variables. Furthermore, Gay and Airasian (2000) state that multiple regression is equation uses variables that are known to individually predict (correlate with) the criterion to make a more accurate prediction about a criterion variable. Use of multiple regressions is increasing, primarily because of its versatility and precision. It can be used with data representing any scale of measurement, and can be used to analyze the results of experimental and causal-comparative, as well as correlational studies.

Furthermore about multiple regression, it is a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. The objective of multiple regression analysis is to use the independent variables whose values are

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known to predict the value of the single dependent value. Each predictor value is weighed, the weights denoting their relative contribution to the overall prediction. This study adopts multiple regression analysis when the researcher looks at the relationship among multiple variable (the independent or explanatory variables) may predict scores on another variables (the dependent or response variable) (Larson-Hall, 2010). The data collection method will be used for this study are test. The data was counted by using SPSS. The multiple regression runs to measure the degree of relationship among variables. The result would help to understand which of the variables are more effective in improving the candidates reading comprehension.

More, the researcher collected the data by finding out on the field of the research. The hypothesis test used simple multiple linear regressions. In this research, the overall analysis was carried out by a computer program of SPSS version 20 for windows.

So here, multiple regression was used to investigate the correlation of the students' use of context clues towards reading comprehension. To find out whether or not there is correlation between the students' use of context clues towards reading comprehension. It can be seen from significant (sig.) value. If the sig. value is lower than 0.05, it means the students' use of context clues correlates on reading comprehension. If the sig. value is higher than 0.05, it means the students' use of context clues does not correlate on reading comprehension.

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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5. Conclusion

Based on the analysis displayed at chapter IV, finally the researcher made conclusion of the research about “The Correlation between Context Clues and Schemata towards Students’ Reading Comprehension at the Fourth Semester English Education Department IAIN Padangsidimpuan”. The data of this study had answered the research questions. Firstly, from the research finding, The correlational analysis between the students’ use of context clues and reading comprehension by using simple linear regression formula in SPSS 20 proves that sig. value was at significance level. Thus, the alternative hypothesis one is accepted and null hypothesis one is rejected. It was seen from the significance value 0.00 that was smaller than 0.05. It means that there is a significant correlation between the use of context clues towards reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan.

Secondly, based on the result of the research finding, the correlational analysis between the students’ use of schemata and reading comprehension by using Simple linear regression formula in SPSS 20 proves that sig. value was at significance level. It can be seen from the significance value 0.00 which was smaller than 0.05. Thus, the alternative hypothesis two is accepted and null hypothesis two is rejected. It means there is a significant correlation between the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan.

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Lastly, for the third hypothesis, the correlational analysis between the students' use of context clues and the students' use of schemata towards reading comprehension by multiple regression formula in SPSS 20 proves that sig. value was in significance level. It also can be seen that the significance value was 0.03 which was smaller than 0.05. Thus, the alternative hypothesis three is accepted and null hypothesis three is rejected. It means that there is a significant correlation between the use of context clues and the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan.

In summary, the study findings had answered all research questions (RQ 1, RQ 2, and RQ 3). The students' use of context clues gave significant correlation to reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan. Next, the students's use of schemata towards reading comprehension gave significant correlation to reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan. Then, between the students' use of context clues and the students' use of schemata also gave significant correlation to reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan.

5. Implication of the Research

Based on the research finding, it can be known that there is a significant correlation between the students' use of context clues and the students' use of schemata towards reading comprehension. It implied that the use of context clues

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and the use of schemata are important variables in giving a contribution to their reading comprehension.

However, the researcher presents some points of the implication of what has been discussed which is to improve the reading comprehension. Teachers often ask students to use context clues to figure out a word's meaning. That makes it is one job as teachers to formally teach how students use them. In doing so, students become armed with an inventory of ways (such as reading response questions) to access unknown words to help gain a deeper meaning of the text. Without awareness of the types of context clues, students are at a disadvantage to decipher meanings for themselves. Teaching this skill supports self-agency so students can define unfamiliar words independently. The point is not that students memorize each type of context clue. It is more that students come to understand that teachers give hints in all kinds of ways to help readers figure out what words mean so they are alert to these devices.

Besides that, by the development of schema strategy, more and more scholars apply it to reading comprehension, and they further study the relationship between schema and reading comprehension. The presentation of schema theory greatly improves the speed and quality of reading. It helps students build their own reading knowledge framework from all aspects, and also facilitates the future application of students in other areas. In conclusion, the application of schema theory will change the traditional concept of English teachers and students in English reading comprehension, bring new ideas and new methods for English reading comprehension teaching, and provide a theoretical and practical basis for

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teachers to explore English reading comprehension teaching mode for different levels of English proficiency of students.

5. Recommendation

Based on the data analysis conducted in the chapter IV and the conclusion of this research found that there is a significant correlation between the use of context clues and the use of schemata towards reading comprehension at the fourth semester English Education Department IAIN Padangsidimpuan. There are some recommendations are provided in order to improve the students' reading comprehension. The recommendations are as follows: Firstly, before implementing context clue strategy, the teacher should explain about the steps if this strategy clearly so the students would not be confuse about what to do with this strategy. Additionally, to explore the benefits of this strategy, it is best used by the students for sustainable learning process. Students can make this strategy as the part of their learning habit especially for reading comprehension.

Secondly, the students are recommended that it would be better for the students to know that interest in reading and belief in ability are absolutely indispensable; students are expected to increase reading interest for supporting their learning eventhough they have the lesson on e-learning classes. All students should be motivated in reading and have ability to accomplish specific tasks that given by the teacher on e-learning classes and submit it on time. So, they can develop their learning through reading comprehension task. Moreover, the students also need to find out the supplementary material by using the internet to make the students more easy to practise and apply their reading comprehension.

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Thirdly, the researcher realizes that the results of the research are far from being perfect; therefore, the researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study maybe with different topics. This is very important because more studies are conducted with a various topic, it is very likely that the quality of teaching is improving. This research recommends for conducting further research in the form of correlational research in order to find out other variables that are better to correlate reading strategy. It is suggested that the next research would take longer time and wide range of sample in order to give better result of the research.

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APPENDIX 5

QUESTIONNAIRE FOR SCHEMATA STRATEGY

The purpose of this questionnaire is to investigate teachers' strategy of context clues. It is for research purposes only. All data will be aggregated and will not be used to evaluate you, your grade, or your teacher. There are 25 questions. All items are closed-ended questions that ask about each student's personal data where they have to put ticks in boxes. The questions are in the form of Likert-Scale with five options:

- (1) Strongly Disagree (SD),
- (2) Disagree (D),
- (3) Moderate (M),
- (4) Agree (A), and
- (5) Strongly Agree (SA).

Class:

Gender:

No	STATEMENTS	SD 1	D 2	M 3	A 4	SA 5
1	I really enjoy reading using schemata especially to understand the organization of the text					
2	I think using schemata is difficult to know the tenses of the text					
3	My teacher try to help me to know the genre of the text					
4	My teacher always uses schemata in teaching idioms					
5	My teacher always uses new strategy in teaching reading, one of the strategy is schemata strategy					
6	I feel anxious if someone asks me something in reading class using schemata					
7	It is easier for me to understand the grammar of the					

7	text after getting teacher's explanation using schemata strategy in reading comprehension class				
8	The teacher always helps the students to be easy to understand the tenses about the text				
9	I can increase my vocabularies after joining schemata strategy in reading comprehension class				
10	I think using schemata strategy in reading comprehension class is effective learning especially to enrich the vocabularies from the text				
11	I really hate using schemata strategy in increasing vocabularies because it's difficult to understand the lesson				
12	I think using schemata strategy in reading comprehension class is important, because we can know the familiarity topic from the text				
13	I really like using schemata strategy in reading comprehension to understand the idioms				
14	I feel sleepy when the teacher ask me to understand idioms				
15	I try to search the teacher's source in teaching reading				
16	I always have a good idea when my teacher gives the guessing game on using schemata strategy in reading comprehension class				
17	My teacher starts the lesson by using game or warm-up in using schemata strategy in reading comprehension class				

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18	I like discussing in using schemata strategy in reading comprehension class to increase my vocabulary				
19	My teacher gives much homework after joining schemata strategy in understanding idioms from the text				
20	I like understanding the grammar in using schemata strategy in reading comprehension class				
21	The teacher checks the students' task after joining schemata strategy in reading comprehension class				
22	The teacher asks the students' to find the text				
23	The teacher asks the students to read the text to do the task				
24	The teacher gives the clue of the text what we want to read				
25	The idioms are easy to understand using schemata strategy				

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APPENDIX 3

READING COMPREHENSION TEST OF RECOUNT TEXT USING CONTEXT CLUES

NAME:

CLASS:

READING COMPREHENSION OF RECOUNT TEXT TEST

Instructions:

1. Write down your name and your class on the paper.
2. Please read text carefully.
3. Cross (X) the best answer that you choose.
4. The time given is 50 minutes.
5. There are 25 questions and please answer the question correctly.
6. This test is used for a research purpose only.

Read the following text to answer question 1-5:

Vocation to London

Mr. Richard's family was on vocation. They are Mr. And Mrs Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. For instance, the room had its own bathroom and toilet. Instead of keys for the room, they inserted a key –card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they very happy.

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1. Mr Richard's family was on *vacation*. The italic word has the same meaning with?
 - A. Beach
 - B. Holiday
 - C. Picnic.
 - D. Camping.
2. Why was the hotel a well-known four-star hotel?
 - A. Because for instance, the room had its own bathroom and toilet, akey – card to open the door, a restaurant serving Asian and European food and had variety of food.
 - B. Because for instance, the room did have its own bathroom and toilet, a door man key –card to open the door, a restaurant serving Asian and European food and had variety of food.
 - C. Because for instance, the room had its own bathroom and toilet, akey – card to open the door, a restaurant serving Indian and Turkish food and had variety of food.
 - D. Because for instance, the room had its own bathroom and toilet, akey – card to open the door, a restaurant serving Asian and European food and had variety of food.
3. The word *friendly* in paragraph two has the different meaning with?
 - A. Impolite.
 - B. Arrogant
 - C. Polite.
 - D. Humble
4. Mention the example of the fourteen days tour of Mr.Richard's family!
 - A. The fourteen days tour includes travel. They also included tours around London and New York.
 - B. The fourteen days tour includes accommodation. They also included tours around London and UK.
 - C. The fourteen days tour includes travel and accommodation. They also included tours around London.
 - D. The fourteen days tour includes travel, accommodation, and souverbirs. They also included tours around London.
5. “.....This includes travel and accommodation.”. The underlined word refers to.....
 - A. Fourteen days tour
 - B. Mr. Richard's family
 - C. Two sons
 - D. TheBritish Embassy

Read the following text to answer question 6-10:

Last year, Tanya and her family went on a really strage holiday.



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They stayed in an ice hotel in Sweden. They flew to Stockholm, after that they went by train to Jukkasjärvi, in the north. They watched some people building the hotel with blocks of ice. They stayed for two nights at this unusual hotel. The temperature was minus five degrees centigrade in their bedroom, but they didn't feel cold. The hotel gave them really warm sleeping bags. In the morning a waiter brought them a hot drink.

It was snowing when they left, and the hotel looked beautiful. They loved their holiday. It was really unusual.

7. How was the situation in Tanya's bedroom?
 - A. Cold
 - B. Hot
 - C. Not too cold
 - D. Not too hot
8. ".....The hotel gave them really **warm** sleeping bags". The underlined and bold word is same as
 - A. Cold
 - B. Uncomfortable
 - C. Cozy
 - D. Very hot
9. Why didn't Tanya and her family feel cold?
 - A. Because the hotel had the hot AC.
 - B. Because the hotel gave them really warm blanket.
 - C. Because the hotel gave them really warm bedsheet.
 - D. Because the hotel gave them really warm sleeping bags.
10. ".....**It** was really unusual." "**It**" is referred to
 - A. Their Holiday
 - B. Her family
 - C. Tanya and her family
 - D. Tanya

Read the following text to answer question 11-15:

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was really fresh. My dad called me from the yard. He said something about 'banana'. I walked to where he stood looking at one of my banana trees. I saw some of them are already yellow. What a great view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this new house for about six months. Here, we have some yard besides the house with banana and guava trees.


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After that I watered the vertical garden and pulled off the wild grass. I also collected the old leaves and realized that the yard looked nicer and cleaner after that. Finally, I picked 2 ripe guavas. Hmm, they smelt nice. I took a shower and had breakfast with my parents right after that. It was a fine Sunday morning. I felt a stronger bond by doing by gardening together with my father.

11. What is the purpose of the text above?
 - A. A description about the writer garden.
 - B. Retelling the writer past experience when he was gardening with his father.
 - C. To tell procedures of gardening behind house.
 - D. To provide other want to gardening with their family.
12. The words *had breakfast* on the last paragraph has the same meaning with?
 - A. Past
 - B. think
 - C. drink
 - D. eat
13. What is generic structure of this text?
 - A. Orientation- Event- Reorientation
 - B. Description- Identification
 - C. Conclusion- Introduction
 - D. Materials- Procedures- Steps
14. The first paragraph is about?
 - A. The family had a breakfast together.
 - B. The writer watered the plants and cleared the yard.
 - C. The writer found that some of the bananas were ripe.
 - D. The father and son were busy to harvest the bananas tree.
15. Why did the yard look nicer and cleaner?
 - A. It was full of beautiful flowers.
 - B. They had cut off all banana trees.
 - C. The writer has watered the banana trees.
 - D. He collected old leaves and pulled off the wild grass.

Read the following text to answer question 16-20:

My sister really wanted to go the beach after having her final semester test. So as soon as the test finished, I took her to Maron Beach in Semarang.

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Early in the morning, we prepared everything. Since we wanted to have a picnic, we brought swimming suits and beach ball, too. When everything was already, we went to the beach by motorcycle. It took about 25 minutes to get there.

Arriving at the beach, we bought tickets and went into the beach through the entrance gate. There were a lot of people at the beach. We changed our clothes and joined some people playing in the water. We screamed whenever the wave hit to our body. It was really exciting. After that, we had a picnic lunch while enjoying the wide sea in front of us. In the middle of the day, it was getting hot. We decide to take a rest under a coconut tree, enjoying the beach scenery. In the afternoon, we played beach volleyball with other visitors. When it was getting dark, we decided to go home.

It was really a wonderful day. We spent all day long at the beach. We felt tired but happy.

16. Which is paragraph that include in event?
 - A. Paragraph 1
 - B. Paragraph 1 and 2
 - C. Paragraph 2, 3 and 4
 - D. Paragraph 5
17. Paragraph 3 tells about?
 - A. The writer with her sister and her cousin enjoyed the activities at the beach.
 - B. The writer prepared everything she needed to go to the beach.
 - C. The writer and her sister had picnic at the beach.
 - D. The wave at the beach made the writer happy.
18. Why did the writer write the text?
 - A. To tell writer's experience to Maron Beach in Semarang.
 - B. To tell the readers about the writer's sister final semester test.
 - C. To tell the readers about Semarang.
 - D. To tell the readers about beach volleyball.
19. "There a lot of people at the beach". Which one is correct to be to complete the sentence?
 - A. Be
 - B. Is
 - C. Were
 - D. Was.
20. What made the visitors of the beach scream?
 - A. The wide sea.

- B. The hitting wave.
- C. The beach scenery.
- D. The exciting picnic.



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APPENDIX 4

ANSWER OF THE TEST



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 1. A
 2. B
 3. C
 4. D
 5. A
 6. B
 7. C
 8. D
 9. A
 10. B
 11. C
 12. A
 13. B
 14. C
 15. D
 16. D
 17. A
 18. B
 19. C
 20. D

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APPENDIX 1

READING COMPREHENSION TEST

Name :

Class :

Instruction:

Read the text carefully and answer the question below. Each one is follow by several question about it. Choose the one best answer, A, B, C, or D to each question. Give mark (x) on the best answer.

The following text is for question 1-2:

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

1. The communicative purpose of this text is.....
 - 7.1 to describe a particular animal
 - 7.2 to share an amusing incident with others
 - 7.3 to present two points of view about an issue
 - 7.4 to inform the readers about the beauty of Dolgy
2. Which statement is suitable to the text?
 - A. The dog and rabbit do not fight because the dog is not biting
 - B. Dolgy is a gentle animal
 - C. Dolgy eats milk and meat every morning
 - D. The dog does not like bone but the rabbit likes bone
 - E. Both of dog and rabbit are cruel animal

The following text is for question 3-4:

Paris

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world. Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be



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women by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower. Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

3. What is the communicative purpose of the text?
 - A. to present two points of views about Paris
 - B. to explain Paris, the capital city of France
 - C. to describe Paris
 - D. to retell Paris, the capital of France
4. Which statement is suitable to the text?
 - A. There is only one famous place in Paris
 - B. Paris is a central industries city in the world
 - C. Eiffel tower is the most famous landmark in Paris
 - D. The city of Paris named from Greek language

The following text is for question 5-8:

Natural Bridge National Park

Natural Bridge National Park is lush tropical rainforest. It is located 120 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural "arch" and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

5. The text above is in form of.....
 - A. hortatory exposition
 - B. narrative
 - C. description
 - D. report
6. What is the communicative purpose of the text?
 - A. to present two points of views about natural bridge national park

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- B. to explain the bridge national park
- C. to describe the bridge national park
- D. to retell the bridge national park

7. Where is the natural bridge national park located?

- A. 110 kilometers from South of Brisbane
- B. 110 kilometers from Pacific Highway
- C. 110 kilometers from Numinbah Valley
- D. 110 kilometers from Lamington National Park

8. Which statement is suitable to the text?

- A. The tourists are permitted to swimming in the rock pool
- B. The tourists are not permitted to swimming in the rock pool
- C. The tourists are permitted to camping overnight
- D. The park location is 100 Kilometers from south Brisbane

The following text is for question 9-10:

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city. Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center. And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok the business district and main shopping areas are mere minutes away. From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

9. The type of text above is a/an.....

- A. Report
- B. Recount
- C. Anecdote
- D. Descriptive

10. "There is a breathtaking view of all the exotic hustle and bustle of the fable".

What does the underline word mean?

- A. A stories are really happened in the past
- B. A stories are told about description of things
- C. A stories are talked about history

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D. A stories are not happened truthly

The following text is for question 11-13:

One of the famous city in Italy is Venice. It get its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.

As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.

When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoy.

11. "The pirates became the hugest problem". What does the underlined word mean?
 - A. Widest
 - B. Biggest
 - C. Smallest
 - D. most difficult
12. What is the main function of canal in venice?
 - A. canal is used for tourism activities
 - B. canal is used for fishing on the night
 - C. canal is used for rafting on the weekend
 - D. canal is used for transportation throughout the city
13. Which sentence is identification structure?
 - A. venice has been established...
 - B. as venice gradually developed...
 - C. when we think of venge...
 - D. one of the famous city in italy...

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The following text is for question 14-15:

I have some head covers. They are head cover, cap, and peci. I like my peci very much. Do you know what is peci? I am going to tell you now.

There are some terms or names for this kind of head cover. My father call it “songkok” but some of my friends call it “kopiah”. I myself prefer to call this head cove “peci”

Peci can produced in various colours. They may be sold in green, yellow, and brown colour. I do not like bright colour. So I bought my peci in dark colour. It is black.

My peci is number 8in size. It has 7 cm in height. My black peci is made of a stiffened, black velvet-like fabric and fold flat. So it is truely dark, truely black. My black peci has the shape of a truncated cone with embroidered felt in its sides.

I always wear my black peci every day. Just like people in Brunei, Malaysia, Singapore, the southern Philippine and southern Thailand, I also wear the black peci in formal situations such as as wedding feasts, funerals, and festive occasions.

Recently I have known why this black head cover is named peci. The word of “peci” might be derived from the Dutch word “petje” which has meaning of “small hat”.

14. what is the identification sentence from the text?
 - A. There are some terms or names for this kind of head cover.
 - B. My father call it “songkok”
 - C. I have some head covers.
 - D. I always wear my black peci every day.
15. Which statement is suitable to the text?
 - A. the writer only wear peci in formal situations
 - B. the writer has two peci
 - C. the writer prefer to wear the bright colourpeci.
 - D. the writer wear peci everyday

The following text is for question 16-17:

Mojokerto is breathtaking. On the left side, it is seen a very high cliffs and on the right side we can see a large rock that seems ready to keep the crash of waves that come any time. The number of tourists who always visit this Mojopahit Beach makes this beach never quiet of visitors.

In this Mojopahit beach, we can play sand and feel the breeze of the fresh sea breeze. We can also ride a horse or a kind of carriage called andong that can take us to the coral reef area which is very beautiful. In the early evening, we can see the sunset. This moment is a very special moment as we can see the sun that seems entering the sea water.


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16. "Mojokerto is breathtaking". The underlined word similar to...

- A. Simple
- B. Good
- C. Queer
- D. Amazing

17. Which statement is suitable to the text?

- A. The beach is always quiet
- B. A lot of people always visit beach
- C. No body can see the sunset from the beach
- D. The visitors can ride a camel

The following text is for question 18:

I have a new bag. Its colour is soft green. I always bring it when i go to school. It is made of strong fabric.

There are some parts of my bag. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the bag. I keep a bottle of water in this pocket. I love my bag.

18. "It is made of strong fabric". The underlined word is similar to?

- A. Rubber
- B. Feather
- C. Cloth
- D. Iron

The following text is for question 19-20:

Song Joong-ki is my favorite actor. He is a South Korean actor and emcee. He has such a very handsome face. He is so famous in Indonesia.

Song Joong-ki was born on September 19th, 1985 at Daejeon, South Korea. He is about 65 kg (Weight), and 178 cm (Height). His blood type is "A". He has a pointed nose and bright skin.

Song Joong-ki is very popular as one of the original cast members in a variety show entitled "Running Man". This variety show has so many fans in Indonesia that Song gets his popularity easily in Indonesia. His funny character in the variety show makes him so lovable. Almost every young girl in Indonesia idolizes him so much.

19. What is the text describing about?

- A. The text is describing about Korean people.
- B. The text is describing about romantic film
- C. The text is describing about Song Joong Ki.
- D. The text is describing about funny man

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2. When was Song Joong Ki born?
- He was born on September 17th 1985
 - He was born on September 18th 1985
 - He was born on September 19th 1985
 - He was born on September 20th 1985

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APPENDIX 2

KEY ANSWER OF READING COMPREHENSION

A B C C C C B A D D B D D C D D B C C C

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Test Date : 04-06-2022
Expired Date : 04-06-2024

achieved the following scores:

Listening Comprehension	: 46
Structure and Written Expression	: 47
Reading Comprehension	: 45
Total	: 460

HOMIE ENGLISH
Robi Kurmiawan, M. A.
Homie English Director

Izin No: 3708.06/DPMPTSP/IX/2021
Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 06-06-2022



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The certificate is titled "الشهادة اختبار كفاءة اللغة العربية لغير الناطقين بها" (Certificate of Proficiency in Arabic Language for Non-Arabic Speakers). It is issued by the "الأمين العام" (General Secretary) of the "UIN SUSKA RIAU GLOBAL LANGUAGES PEKANBARU". The certificate holder is "سيد /ة Liony" with ID number "1208146801920001". The exam date is "05-06-2022" and the validity date is "05-06-2024". The scores are: "الاستماع" (Listening) 48, "القراءة" (Reading) 44, "المجموع" (Total) 457. The certificate is signed by "أدي خير الدين الماجستير" (Adi Khairuddin, Magister) and has a QR code and registration number "No. 695/GLC/VI/2022".

UIN SUSKA RIAU

STIS

Izin No: 420/BID.PAUD.PNF.2/VI/III/2017/6308
Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 06-06-2022



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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/47747
TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1239/Un.04/Ps/HM.01/05/2022 Tanggal 17 Mei 2022**, dengan ini memberikan rekomendasi kepada:

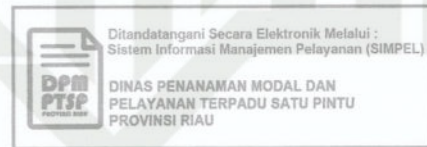
1. Nama	:	LIONY
2. NIM / KTP	:	22090122509
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	THE CORRELATION BETWEEN CONTEXT CLUES AND SCHEMATA TOWARDS STUDENTS' READING COMPREHENSION AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT IAIN PADANGSIDIMPUAN
7. Lokasi Penelitian	:	IAIN PADANGSIDIMPUAN

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 24 Mei 2022



Disampaikan :

Disampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Gubernur Sumatera Utara
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
Yang Bersangkutan



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State Islamic University of Sultan Syarif Kasim Riau

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : B-1239/Un.04/Ps/HM.01/05/2022

Pekanbaru, 17 Mei 2022

Jumlah : 1 berkas

Isi : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: LIONY
NIM	: 22090122509
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2022
Judul Tesis/Disertasi	: The Correlation Between Context Clues and Schemata Towards Students' Reading Comprehension at the fourth semester students of English Education Department IAIN Padangsidimpuan

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang
diperlukannya dari IAIN PADANGSIDIMPUAN

Waktu Penelitian: 3 Bulan (19 Mei 2022 s.d 19 Agustus 2022)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Salam,

Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

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INSTITUT AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang Padangsidempuan 22733
Telepon (0634) 22080 Faximile (0634) 22040

SURAT IZIN PENELITIAN

Nomor : 1248 /In.14/A1/B.2b/PP.00.9/6/2022

Direktor Institut Agama Islam Negeri Padangsidempuan (IAIN) Padangsidempuan dengan ini memberikan izin kepada:

Nama : **Liony**
 NIM : **22090122509**
 Program Studi : **Pendidikan Agama Islam**
 Konsentrasi : **Pendidikan Bahasa Inggris**
 Perguruan Tinggi : **Magister (S2) UIN SUSKA RIAU**

Untuk mengumpulkan data dan informasi dalam menyelesaikan Thesis dengan judul **"The Correlation Between Context Clues And Schemata Towards Students' Reading Comprehension At The Fourth Semester Students Of English Education Department IAIN Padangsidempuan"**.

Demikian Surat Izin Penelitian ini diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 06 Juni 2022
 a.n. Rektor,
 Wakil Rektor Bidang Akademik
 dan Pengembangan Lembaga








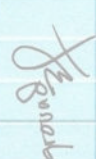
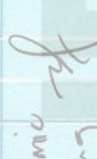
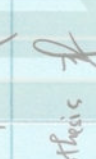

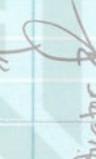
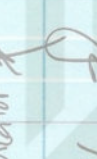
Ds. Erawadi, M.Ag
 NIP. 19720326 199803 1 002

Tembusan:
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No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co Promotor*	Keterangan
1.		Revision on RQ		
2.		Revision on ORKADINAL Concept + APA style		
3.		Revision on Academic writing style		
4.		Revision on data Presentation		
5.		Revision on Discussion and Conclusion.		
6.				

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*				
No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor*	Keterangan
		Revision Babpendahuluan		
		Revision Academic Writing		
		Revision on Hypothesis		
		Instrument		
		Revision Indikator		
		Revision Bab 4/5		

Carafan :
 *Caret yang tidak perlu

Pekanbaru,20....
 Pembimbing II / Co Promotor*

 Dr. Dodir Setiawan, M.Pd.

Pekanbaru, 14-06-2022
 Pembimbing I / Promotor*
