

**THE USE OF CONTEXT CLUE TECHNIQUE TO IMPROVE STUDENTS
READING COMPREHENSION**



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ABSTRAK

ARNILA : penggunaan tehnik petunjuk konteks untuk meningkatkan pemahaman membaca siswa. **Skripsi. Majene : fakultas keguruan dan ilmu pendidikan, Universitas Sulawesi barat, 2024.**

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dengan menggunakan tehnik petunjuk konteks. Penelitian ini merupakan penelitian eksperimen dengan menggunakan desain quasi eksperimental. Populasi pada penelitian ini adalah seluruh kelas Sembilan dari MTs negeri 1 Toli-toli yang terdiri dari lima kelas, peneliti menggunakan kelas IX dzulhijjah sebagai kelas eksperimen dan kelas IX syawal sebagai kelas control. Pada kelas eksperimen peneliti mengajar dengan menggunakan tehnik petunjuk konteks sedangkan pada kelas control peneliti mengajar dengan menggunakan metode konvensional. dalam mengumpulkan data peneliti menggunakan test dan questioner. Tes terdiri dari pre-test and post-test. selanjutnya peneliti kemudian menganalisis data menggunakan bantuan aplikasi IBM spss versi 23. Berdasarkan hasil perhitungan statistic pre-test dan post-test dari kelas eksperimen dapat dilihat bahwa nilai mean pre-test dari kelas eksperimen adalah 29.30 dan hasil post-test adalah 58.40, sedangkan nilai median dari pre-test adalah 26.00 dan post- test 60.00, sedangkan hasil dari independent T-test diperoleh sig (2 tailed) $0,00 < 0,05$. Sehingga dapat disimpulkan bahwa alternative hipotesis (H_a) diterima dan null hipotesis (H_0) ditolak. Pembahasan kedua adalah tentang tanggapan siswa terhadap penggunaan tehnik petunjuk konteks dalam pengajaran bahasa inggris khususnya teks prosedur. Hasilnya menunjukkan bahwa mayoritas siswa memberikan respon yang sangat positif terhadap hamper seluruh aspek yang ditanyakan dalam daftar pertanyaan.

Kata kunci: tehnik petunjuk konteks, kemampuan membaca

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the key to someone's progress, by reading someone can get various kinds of information and new knowledge that can be useful for his life. In this day, information can be found easily. Both in electronic and print media such as: the internet, journals, articles, and newspaper. It means that every person must be able to read from various sources to get more information in each field of study. One of the language skills that all students must have is reading, because reading can affect students' productive skills like speaking and writing. Moreover, reading can also improve students' knowledge, increase the number of vocabulary, increase creativity, help solve problems and reduce stress.

Talking about reading clearly cannot be separated from comprehension. Because the main purpose of reading is to understand the text. In every reading activity, students are expected to be able to understand or gain understanding from what they read. Reading without understanding can be said to be useless, because understanding the reading allows the reader to obtain information and be able to restate something in his own way about the knowledge that has been received.

Reading comprehension ability is not an ability that is naturally owned by a student. This ability is born from a process that requires activity thinking so it must be trained intensively. In practice this process is seen as complex so that is not impossible for reading comprehension learning to have obstacles and problems when implementing it. Unfortunately, there are still many students still do not realize the importance of reading, and have difficulty in understanding the meaning of words, their lack vocabularies, finding the main idea, finding the general and specific information from the text and understanding reading passage/text. Understanding the text is the main goal in reading. Reading without knowledge seems unless. The purpose of reading is to understand the meaning of

a series of word, sentences, paragraphs that form two parts. The meaning obtained can allow the reader to learn what the author meant. These difficulties can be caused by several factors such as background knowledge, interests, attitudes and teachers. It is known that appropriate techniques and strategies can help teachers and students in the teaching process. In this case, the researcher tries to use context clues technique in class especially in teaching reading comprehension of procedure text.

Context clues technique are clues an author gives to help define difficult or unusual words in a book. The clue may appear in the same sentence as the referenced word or may follow the next sentence. Since most of our vocabulary is acquired through reading, it is important for us to be able to recognize and utilize context clues. According to Reardon in Khaefiatunnisa (2015) Context clues technique are information in the text, which can be used to help infer the meaning of unknown vocabulary words in the text. Context clues information are words, pictures, graphs, tables, and side notes, all of them which may be included in the text. Context clues can be clear and direct reader easily understand the meaning of words. Clear context clues will provide information about the definition or synonym of a word.

According to Erliyanti S.Pd as one of the English teachers at MTs Negeri 1 Toli-Toli who has interviewed by the researcher, she said that there are several student problems that she often encountered in teaching English, especially in reading comprehension, namely the lack of vocabulary possessed by students, difficulty find the main idea in text, it is difficult to understand the questions in the text, and the lack of motivation from the surrounding environment to learn English. The reason researcher chooses the place of this research because the researcher is before conducting the research, the researcher made observations at this school by conducting interviews with the English teacher at the school.

Based on the research background above, the researcher conducted experimental research with the title “The use of context clues technique to improve students’ reading comprehension” in class IX MTs Negeri 1 Toli-Toli Academic year 2023/2024.

B. Problem Identification

Based on the background of the problem above, the researcher found some problem that can identified in this research as follow:

1. There are still many students have difficulty understand the meaning of the words, finding the mind idea.
2. Some students have problems in comprehending the text because they have low vocabulary mastery

C. Problem Limitation and Formulation

1. Problem Limitation

From the identification of the problem, the researcher focused on using context clues technique to improve students reading comprehension on procedure text.

2. Formulation

Based on the background above, the researcher can formulate the problem statement as follow:

- a. Is the implementation of context clues technique at the ninth grade at MTs Negeri 1 Toli-Toli able to improve students' reading comprehension?
- b. What are the students' responds toward the use of context clue technique to improve their reading comprehension of procedure text?

D. Research Objective

Relating of the problem statement, the researcher decided the objectives of the research is to examine:

1. To find out whether or not the teaching reading which apply context clues technique be able to improve reading comprehension of the ninth grade students at MTs Negeri 1 Toli-Toli.
2. To find out students' responds toward the use of context clue technique to improve their reading comprehension of procedure text

E. Research Benefits

1. For Students

With this research, students are expected to be able to improve reading as well as possible by using context clues technique and motivates students to learn English especially in reading comprehension.

2. For Teachers

Teachers can apply this strategy in order to improve teaching skill and improve students' reading skills, and the result of this research would be useful and contribute to developing English language teaching, especially in reading.

3. For School

This research is useful to improving the quality of education and developing it teaching English at school.

4. For Researchers

Researchers can develop their knowledge and experience in teaching reading comprehension by using context clues technique and also as a resource for other researchers who want to compile a thesis as a reference or related study.

CHAPTER II

LITERATURE REVIEW

A. Preview Related Studies

Undergraduate thesis entitled, “The Influence of Context Clues Mastery in Students Reading Comprehension of Descriptive Text at STKIP “Tapanuli Selatan” Padang Sidempuan”. By Harahap et al. (2014). The aims of this research is to identify the effectiveness of context clue on reading comprehension of descriptive text by students of English education study program in semester 3 at STKIP “Tapanuli Selatan” padangsidempuan. This research is experimental research. This research uses pre-test and post-test. The result of this research was given a good effect on students’ reading comprehension. The result of the pre-test on experimental group is not different with the controlled group. On the highest score both of the groups got the same score was 63. On the other hand, the result of post-test the data shows that there is a significant difference between experimental group and control group. On the highest score both of the groups got the difference 7 scores. In mean score, both of the groups got 4.34 scores and on the standard deviation both groups got differences 1.57.

Undergraduate thesis entitled, “the use of context clues in improving students reading ability”. By Wulandari (2017) this study aims to improve the reading ability of the third semester students of the food technology study program at the equator milestone polytechnic. This research is a class action research conducted in two cycle. In collecting data, researchers used several instruments, namely field notes and test. From the result of this study, it was found that the students’ reading ability increased from the pre-test to the progress test from the first cycle and the second cycle.

Undergraduate thesis entitled, “ the effect of using context clues strategy on reading comprehension at the first grade students of SMK Harapan Bangsa Panti.” By Nikma Khaerani and eliza (2022) based on finding three hypothesis

(H_a) were accepted. The first, the result of pre-test and the post-test scores of experimental class was found that the $t_{obtained}$ (10,31) more than t_{table} (1,960). The second, the result of the post-test score of experimental and control class were found that $t_{obtained}$ (4,21) more than the t_{table} (1, 960). It means that by using context clues strategy in teaching English gives significant effect on students reading comprehension.

Undergraduate thesis entitled, “The Use of Context Clues Strategy to Improve the Students’ Reading Comprehension Skills”. By Zuhra and Ningsih (2020) based on the result of the study that there was a significant difference between students’ reading comprehension scores on the pre-test and post-test. This can be from the results of the pre-test and post-test. The average post-test score of students’ is higher 77 of the mean score of the students’ pre-test is 33. Therefore, it can be concluded that the use of context clues strategy can improve d students’ reading comprehension skills.

Based on the explanation above the researcher decided to apply this strategy to improve students reading comprehension. It focused to apply procedure text to find out the problems of students reading comprehension. There are several differences between these study such as research design, media, research subject, and differences in the text used. In this study, the researcher used context clue technique to improve students reading comprehension of procedure text.

B. Theoretical Framework

1. Concept of Reading

a. Definition of Reading

According to Tarigan (2008) Reading is process carried out and used by readers to get the message to be conveyed by the author through the medium of words or written language. It means that reading is a process to be able to obtain information in a text to be read and then by reading also students can understand the author’s intent. When students reads they will try to understand what the

author meant, ask question and draw conclusion to get a better understand of what they read. Meanwhile, according to Grabe and Stoller in Nst (2018) reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that when a reader interacts with a printed page, their prior knowledge is combined with visual or written information resulting in their understanding of the message.

Based on the opinion above, the researcher concludes that reading is a process of associating letters, translating and understanding the meaning of the reading content. The reader understand the text if they can comprehend the text totally following the process of comprehension.

b. Purpose of Reading

Tarigan (2015) stated that the main purpose of reading is to understand the meaning of reading, including content, seeking and obtaining information. Meanwhile according to Anderson added that reading has a purpose, namely to obtain details or facts, to obtain the main idea, to find out the order or organization structure of the story, to conclude, to assess, or classify and to compare or contrast.

c. Definition of Reading Comprehension

Reading comprehension can be interpreted as a series of processes carried out by the reader to obtain information and understand the information contained in a reading text. Reading comprehension is the act of combining the information in a passage with prior knowledge to construct meaning. In addition, reading comprehension can be defined as a thought proses in which readers become aware of an idea, understand it based on their background experience, and interpret it in relation to their own needs and goals (khoiriyah in swari 2019). Moreover, Brassel, D Rasinski, T in Ananda (2019) Stated that comprehension occurs when the reader is able to respond to and understand the information presented in the text. In other words, comprehension is a person's ability to understand the context of what they read after the comprehension process. While according to Brown

(2001) reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. The purpose of reading is to find out the essential meaning, as well as general information of the material. While an important skill in comprehension is capturing the main idea while reading a paragraph, a report, an article, or a story.

Based on the explanation above, the researcher concludes that reading is a process to understand the contents of a reading submitted by the author. While understand means comprehending the reading material.

d. Levels of Reading Comprehension

A person's level of understanding refers to the degree to which a reader can be categorized as good as poor readers, proficiency or less proficiency readers,(Munthe 2017) There are some main levels in comprehension, namely:

1) Literal Comprehension

Literal comprehension means understanding the ideas and information explicitly in the text. includes knowledge: knowledge meaning of word, remembering details that are stated directly or explain in their own words, understand word instructions (verbs, pronouns, conjunction, and so on) recalling the main ideas stated explicitly and knowing the other of information presented in the reading text..

2) Interpretative Comprehension

Interpretative comprehension involving the reader between the lines or making inferences. Interpretative comprehension is a process of getting implied ideas rather than states directly. Skill in interpretative comprehension include, infer pronouns, detect the author's purpose in writing and draw conclusion.

3) Critical Comprehension

Critical comprehension involves students analyzing, evaluating, and making assessment about the use of some external or internal criteria. In critical

comprehension reading may be asked to judge whether events, incidents, characters are real or fictional. The reader decided whether a statement is a fact or an opinion. Concept of Context clues technique.

2. Concept of Procedure Text

a. Definition of Procedure Text

There are several types of text, one of which is procedure text. Procedure text is a type of text that contains steps or instructions that must be done to complete a job. Procedure text generally contains instructions, methods, steps, process in making and doing something. Procedure text is not only related to the use of tools, but also contains activities and living habits. We often encounter this type of text in daily activities with various contents or designations such as recipes, instruction for use, or how to use something. According to iwuk in harahap says that procedure text is text that contains information that can help us do something or to make something. Meanwhile, according to Anderson in Tawarnate (2018) procedure text is a type of text that gives reader instruction how to do something. It means that text can be meaningful in oral or written that has social purpose to give information how to do something or achieve a goal of solution.

Based on the explanation above, it can concluded that procedure text is a type of text that presents steps or instruction for making, or doing something using a process or series of processes. This types of text is commonly found in everyday life. Such as food packaging, electronic objects, food recipes, and other. The purpose of this text is to explain the steps in carrying out a certain activity and describe someone wants to do. Reader can successfully carry out certain tasks efficiently and precisely.

b. Types of Procedure Text

Siregar (2018) stated that there are several types of procedure text in English:

1) Do the Instruction Manually

Procedure text that explains how something works or how to use instruction or operate something. For example how to use rice cooker, how to use camera.

2) Perform Certain Activities

Procedure text that provides instruction in carrying out certain activities. For example how to make a noodle, how to make a cake.

3) Human Nature or Habit.

Procedure text related to human behavior, tips on how to live life. For example how to be successful in life, how to make yourself happy.

c. Generic Structure of Procedure Text

The structure of the procedure text can be divided into a several parts, namely:

1) Goal: Provide information about the intent and purpose of the procedure and predict a conclusion. The goal or purpose of the procedure text already lies in the title. Example: how to make pizza, how to clean sneakers and other.

2) Materials: the next stage contains a list of tools and materials needed to carry out a procedure or step.

3) Steps: it contains the steps or sequences that must be done from the first to the last.

4) Result: the result of a series of steps taken.

3. Concept of Context Clue Technique

a. Definition of Context Clue Technique

Context clue are explicitly taught reading strategies that students use when they are reading to find out the meaning of unknown words. Students use other words in the text which are usually in the same sentence or a nearby sentence that provides clues about its meaning of unknown words. Students are expected not only to understand the meaning of words but also to understand the contextual use

of these words. In this context clue, it can provide information about how a word fits in a sentence and ideas discussed in it. Boonchun in Mutmainnah (2020) assumes that context clue is a strategy for learners to predict the meaning of unfamiliar word or vocabulary by context and clue. However clue do not only mean the surrounding words but they also related to reading process of the reader, background or experience of a learners.

According to Innaci and sam in Baydowi (2020) describe that “ context clue are instruction given by the author in the intended or incidental way written in the text to help students easily understand foreign words. They also said that through context clues students can also understand the meaning of a word and they can place the word according to the context. While Kelly (2005) said that context clues are clues given by the author to help define difficult or unusual words, the clue may appear in the same sentence as the word it refers to or it may follow the previous sentence

Based on explanation above, the researcher concludes that context clues are instruction given intentionally or by chance the author to help students understand difficult or unknown words. Most importantly, students not only understand the meaning of words but they can also understand the contextual use of words.

b. Types of Context Clues Technique

In the discussion about context clue technique, there are several types of context clue technique that are quite common which will then be carried out in this research. According to Innaci and Sam in Nurhaeni (2022) context clues are divided into four categories, there are:

- 1) Synonym: it explain the vocabulary words meaning, and the sentence employs a similar term. The sentence uses similar words to help explain the meaning of the vocabulary.
- 2) Antonym: it explain the vocabulary words meaning, and the sentence employs a word with the opposite definition. Antonym are the opposite of

synonyms, but have the same effect. This clue uses other or opposite words to define the unknown word.

- 3) Example: examples are used in this context clue to assist the reader in understanding what the vocabulary term implies. Example specific is used to define the word. This type of context clue uses example to assist the reader in inferring the meaning of vocabulary words.
- 4) Definition of restatement. The word's meaning is stated in its sentence, or a vocabulary word may follow it. This guide is the easiest guide. This guide defines the exact word meaning of the vocabulary word in the sentence.

From the four types of clue above, synonym, antonym, example and explanation can be used by students as a guide in determining the meaning of difficult words or sentence in the text.

c. The Advantages and Disadvantage of Context Clue Technique

In technique or strategy, each has its own advantages and disadvantages. The following are the advantage and disadvantages of context clue technique

1) Advantages of Context Clue Technique

There are several advantages of context clue

- a) The students do not have to memorize a list of words and definition
- b) They become aware of the meaning of word in different passage
- c) They use the skill only when they come across difficult word in text, newspaper, novels, and so on.
- d) They read and understand general vocabulary without needing precise definitions; general meaning usually enable them to continue reading.
- e) Encourage the readers to develop the quality of taking risks and make them more confident and independent in their approach to reading.
- f) They read and understand precise meaning of subject terms on which they're going to be tested.

2.) Disadvantage of Context Clue Technique

While the advantages of context clue. First, the context clue sometimes does not sufficient and makes wrong guessing. The context in which unknown words are presented in the text is not always helpful. In some cases, it can mislead students into making wrong conclusions about the meaning of words. Second, for beginners, needs more times. In context clue requires extra creativity for beginners, this method takes a very long time. Moreover, the process of determining the meaning of words, beginners tend not to mention a single word. Lastly, the use of this technique also depends on the background knowledge of students. The more information students know, the easier it is for students to understand the text.

d. Procedure of Context Clues Technique

According to Gebhard and Tornbury in Fadilah (2019) there are several procedure of context clue that can be done in applying context clue technique in class.

- 1) The researcher provides text based on the topic in the book.
- 2) The researcher ask the students to read the text and circle the unknown words without looking dictionary.
- 3) The researcher ask the students to look at a broader context such as synonyms, antonyms, examples, and punctuation, which are usually preceded by a hint word, such as ,but, and, or, and for example.
- 4) The researcher ask the students to share the meaning of unknown word.
- 5) Students are given vocabulary exercises related to the context hint text.
- 6) The researcher confirms and discusses the correct answer with the students.

4. Teaching Reading Comprehension by Using Context Clues Technique

The following are steps in using context that can be applied in teaching reading, which are suggested by several experts. According to Zygouris in Sasmita (2013), there are several main steps of context clues as follows.

1. Step 1

Tell students that they can use context clues to find out the meaning of foreign words they find in their reading. Remind them that context clues are word, phrases, even sentences that surround unfamiliar words that can provide clues or hints of their meaning. Tell the students that while these instructions can prove helpful, they can sometimes be misleading.

2. Step 2

The teacher gives examples of the types of context clues. Identify the types of context clues and discuss examples of each clue. Tell the students that they should refer to the chart as they learn more about the different types of context clues. Explain to students that in the instructions certain definition or meaning of the exact word of the sentence. Explain that words such as is, are, means, and refers to can indicate that the definition clues can follow.

3. Step 3

Give students time to practice context clues to construct meanings of unknown words and provide necessary corrective feedback and support. To support the above idea, Tompkins stated that some activities in using context clues to help students learn which words help determine the meaning of unknown words.

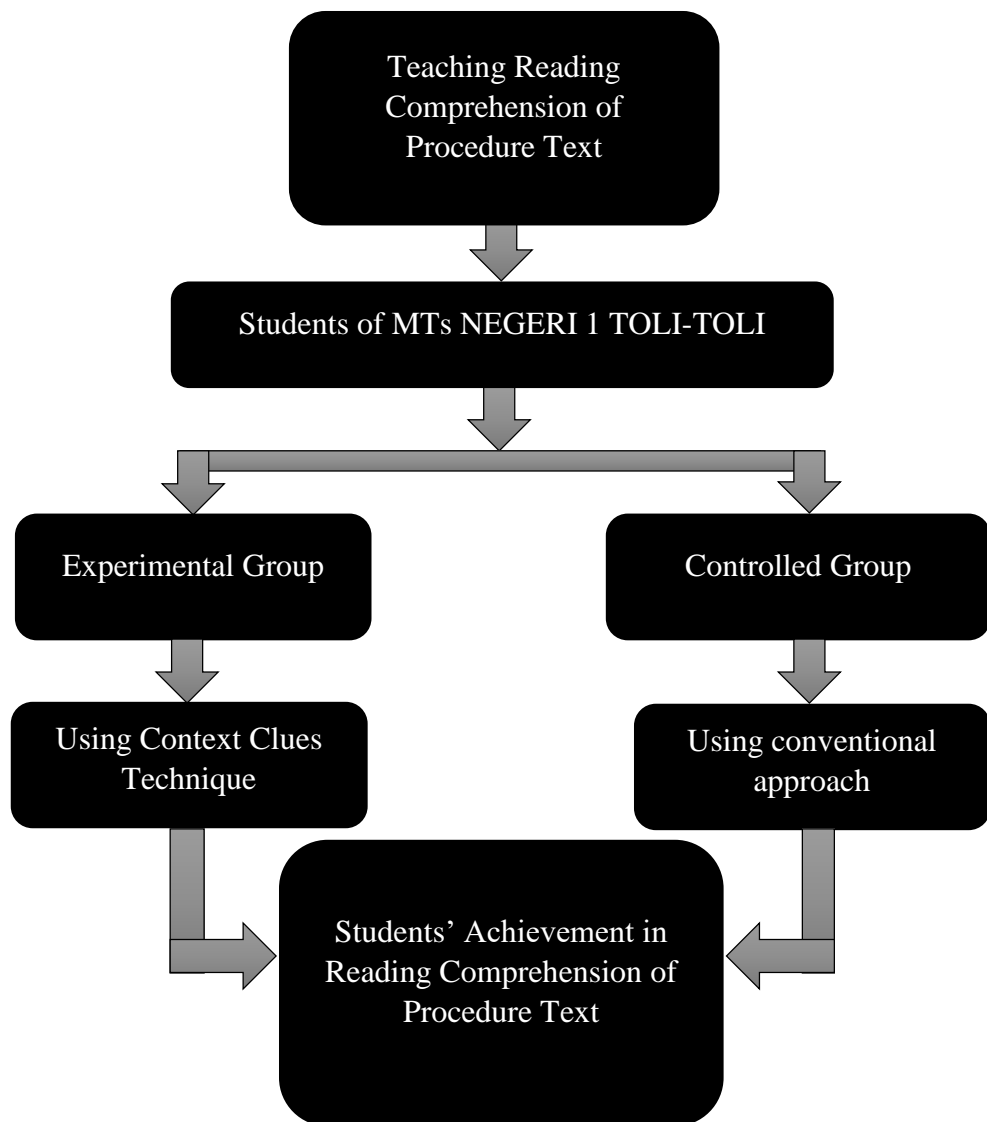


Figure 2.1 (the schema of conceptual framework)

C. Hypothesis

The researcher formulate the hypothesis as follow:

H_a : applying context clues technique is able to improve the students reading comprehension of procedure text at the second grade of MTs Negeri 1 Toli-Toli

H_o : applying context clues technique is unable to improve the students reading comprehension of procedure text at the second grade of MTs Negeri 1 Toli-Toli

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

This research is categorical quasi-experimental research and the research objective of this research is to find out whether reading using context clue technique is able to improve students reading comprehension. Researcher conclude that:

The implementation of context clue technique can improve students reading comprehension at MTs NEGERI 1 Toli-toli. This is proven by the result of data analysis in the experimental class such as the mean score of pre-test was 29,30 and the mean score of post-test was 58.40, this means that the post-post test score was higher the pre-test score. This supported by the result of the T-test analysis where the sig (2 tailed) is $0,00 < 0,05$. It means that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

Based on the result of questionnaire the students had very positive responses to the use of context clue technique in reading comprehension of procedure text. This proven by information from the questionnaire. In almost all aspect, the majority of students gave very positive responses in learning procedure text by using context clue technique.

B. Suggestion

1. For English teacher

Considering this strategy, the researcher suggest English teachers to apply context clue technique as a strategy in teaching reading comprehension in procedure text because it can help students understand the text more easily, by implementing context clue technique, students are interested in learning to read, they follow the class and they become more comfortable in learning procedure text. In addition, context clue technique provides opportunities to develop student' knowledge by expressing their thoughts verbally in reading lessons. Context clue technique also gives

them the opportunity to actively read, so they enjoy the class during the teaching and learning process.

2. For the students

Considering this strategy, the researcher suggest English teachers to apply context clue technique as a strategy in carryin g out reading comprehension, it can be used to comprehending any kind of reading text.

3. For other researcher and future researcher

In this study, researchers used context clue technique to help students of junior high school especially on procedure text. Researchers can carry out this strategy on level of students, for example junior high school, they can apply other types of text, example recount text, narrative text, report text etc.

4. The strength and weakness of this research

a. The strength

The strength of this research is the technique used, namely the context clue technique. This technique can be used to increase student activity in teaching and learning process, this learning model can also improve students reading comprehension skills and increase students vocabulary.

b. The weakness

From the result of filling out the questionnaire there were several respondent who gave the same answer. This is because respondent have various activities and are lazy to answer the questionnaire. In addition, this study may also have limitation in generalizing the findings due to certain factor such as the limited research time.

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