**ABSTRACT**

Pradhany, Aulia Presti. 2012. *The Ability of Students to Comprehend the Meaning of Unfamiliar Words in Authentic Materials through Context Clues (An Experimental Study of the Eighth Year Students of SMP Negeri 1 Randudongkal in the Academic Year of 2011/2012)*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Intan Permata Hapsari, S.Pd., M.Pd. Second Advisor: Drs. Alim Sukrisno, M.A.

Key Words: unfamiliar words, context clues, authentic text, reading comprehension.

This study was about teaching reading authentic texts to the eighth years of SMP Negeri 1 Randudongkal in the academic year of 2011/2012. The objectives of this study are to find out whether there is any significant difference of the students’ ability in comprehending the authentic texts between the students who are taught by using context clues and those who are taught without using context clues, and to know the students’ ability in comprehending the meaning of unfamiliar words in reading authentic texts after participating in teaching learning process by using context clues.

This research was an experimental quantitative research. The subjects of the research were class VIII H as the experimental group and class VIII I as the control group. Each of these two groups consists of 30 students. They were taken by purposive sampling. The data of this research was the students’ reading comprehension. I used test method in collecting the data. To analyze the data I used statistical method called *t*-test formula to compare the significant difference of the means of experimental and control groups.

The result of the research showed that teaching context clues to the students actually gave contribution to improve their reading comprehension. It was proved by the mean of post test of the experimental group score was higher (82.53) than the control group (71.60). The tvalue for two means of post test was 4.02 and the critical value at $α$ = 5% was 1.67. Since the tvalue was in the Ho rejected area, it can be concluded that there was a significant difference of the students’ reading comprehension between those who were taught by using context clues and without using context clues.

Based on the result of data analysis above, I suggest that teachers should teach their students the context clues in improving their reading comprehension. The students should make an effort to improve their learning achievement, and the other researchers can use the context clues for other text types.