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THE INFLUENCE OF THE USE OF CONTEXT CLUES STRATEGY ON READING COMPREHENSION

(A Research at Eight Grade of SMP Negeri 1 Kabila Indonesia)

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ABSTRACT

Reading is one of the skills in learning. One technique or strategy used in reading is the context clues. Context clues are a technique or strategy that guesses the meaning of words by using the words themselves which are assisted by instructions in the text. This study aims to determine the effect of using context clues strategies on students' reading comprehension. This study used experimental research with a one-group pretest-posttest design. The sample of this research was taken by purposive sampling technique, namely class VIII B SMP Negeri 1 Kabila with 15 students. The data collection technique used was a multiple-choice test. The steps of the research procedure to be carried out are instrument testing, pre-test, treatment, post-test and analyzed using paired sample t-test to find out can influence this strategy on reading comprehension of eighth graders of SMP Negeri 1 Kabila. Based on the results of data analysis and hypothesis testing that has been done, it can be seen from the results of the t-test $0.000 < 0.05$ then H_0 was rejected and H_a was accepted. This means that there were significantly influenced of using context clues strategies in students' reading comprehension at eighth grade of SMP Negeri 1 Kabila.

KEYWORDS: Context clues; Reading Comprehension; Reading Strategy; Experimental Research

INTRODUCTION

There are four skills in the learning process; listening, reading, speaking, and writing. In this research, the author will be focusing on reading skill. Reading is an active process to get meaning from printed words or a verbal symbol in written text (Aprilia, 2015, p. 5). Therefore, to get the desired meaning from the text, the reader must understand what they are reading. In reading, students should be taught to use what they know to understand unknown elements, whether it be ideas or simple vocabulary. However, when some students sometimes have difficulty in reading comprehension, for that, a teacher must be able to be creative in determining learning methods and strategies.

Previously, researchers had conducted observations in one of the schools in Bone Bolango district, namely SMP Negeri 1 Kabila by conducting light interviews with teachers and students. The researcher

found that many students had difficulty understanding English subjects, especially in reading comprehension and they were always confused about mastering the reading text. Many students have weaknesses or deficiencies in their ability to learn from texts, so engaging with grade-level material will cause frustration and anxiety (Carnine, Silbert, Kameienui, and Tarver, p. 2010). From some of these problems, they will be less interested in learning and will think that learning English is difficult, especially in reading skills. By finding various existing problems, the researcher offers a solution to use the context clues strategy as a teaching technique. Clear context clues will provide information about the definition or synonym of a word. (Reardon, 2011, p. 4). Therefore, this study aims to determine the influence of the use of the context clues strategy on reading comprehension, research at eighth grade of SMP Negeri 1 Kabila.

LITERATURE REVIEW

Definition of Reading

Reading is a 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 (Hodgson, 2008, p. 7). The purpose of the statement conveyed is a process that demands the group of words that constitute a unity will be seen at a glance and the meaning of the individual words will be known. If this is not fulfilled, the explicit and implicit messages will not be caught or understood, and the reading process will not be carried out properly. This statement is also supported by a statement from Finocchiaro and Bonomo (2008, p. 7) which explains that reading is bringing meaning to and getting meaning from printed written material, picking and understanding the meaning or meaning contained in the written material.

From the two definitions that have been described above, it can be concluded that reading is a process of understanding writing to get a message or meaning from a piece of writing. Reading can be seen as an interactive process between the reader and the text that leads to automaticity (reading fluency). In this process, the reader interacts dynamically with the text as he tries to derive meaning. The statement submitted by the researcher is supported by a statement from Grabe (2005, p. 4). He defines reading as an interactive process between readers and texts that results in reading fluency. Pourhosein Gilakjani and Ahmadi (2011, p. 10) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

Reading Comprehension

Reading comprehension is a complex cognitive activity, to make meaning from text (August, G, 2011, p. 14). This statement is also supported by Nejati (2015, p. 134) argues that reading comprehension is assumed to be a skill to build meaning before, after, and during reading through linking the reader's background knowledge with the information presented in the context of reading. Reading comprehension is most important for the implementation of learning, especially in learning English. Students must be able to solve problems in learning so that students need information from various

sources. In obtaining information from various sources students must use reading comprehension skills in finding information.

Reading comprehension is also useful in improving students' critical thinking skills. This is because reading is not only the ability to recognize vocabulary. Reading requires directed mental activity, which is able to capture and understand the hidden ideas behind the written symbol. Reading comprehension skills can be said as life skills and are one of the language skills that must be mastered by everyone (Efendi, 2015, p. 98). Based on the statements and opinions of several experts above, the researcher concluded that reading comprehension means connecting previous knowledge with the information contained in the reading. Therefore, in order to understand reading choices quickly, one must be able to use the information to draw conclusions and read critically, understand figures of speech, determine the author's goals, evaluate the ideas presented, and apply these ideas to actual situations.

Types of Reading

Reading can be classified into two types of activities, intensive and extensive reading. Intensive reading means reading shorter text to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. For example: reading dosage instructions for medicine, while extensive reading deals with a longer text as a whole, which requires the ability to understand the component part and their contribution to the overall meaning, usually for one's pleasure. According to Hedge (2003, p. 202), some use it to describe "skimming and scanning activities," others associate it to the quantity of material. For Examples: Descriptive, Narrative, Spoof, Recount and other long reading text. In line with the limitation, formulation, and objective of the research in the previous chapter, the researcher only explains the Descriptive text. From the two types of reading above, the researcher focused more on the intensive reading type, arguing that eighth graders did not understand the detailed reading. Not only that, the researcher chose the type of reading text in this study because it was adjusted to the 2013 SMP curriculum and the existing syllabus in the eighth grade even semester.

Assessing Reading Comprehension

To find out whether the students do make progress in reading comprehension or not, an assessment should be done. As Brown (2004, p. 4) stated, assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students during the learning process and after the learning process. Moreover, Caldwell (2008, p. 15) said "Assessment and instruction can happen at the same time". It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comments, and ask questions.

In teaching reading comprehension, the teacher needs to assess the student's competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000,

p. 206-232), as follows: Integrative test, the cloze test and gap-filling test, multiple-choice techniques, matching techniques, dichotomous techniques, short-answer techniques and the summary test. From the several assessments above, the researcher chose the techniques of assessing the multiple-choice techniques in this study. A multiple-choice technique is a testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, the researcher can control the range of possible answers as distracters and the students' thought process when they are responding to the text.

Improving Reading Comprehension Through Contextual Clues Strategy

Good reading comprehension only comes with practice. Basic aspects of reading, such as word recognition, phonetics, and fluency can be mastered in only a few years. However, throughout this process, reading comprehension must be emphasized. Students may be able to eloquently repeat the words seen on the page throughout the day, but without reading comprehension skills, they cannot fully understand the content, predict what will happen next, recognize characters, gain insight or understanding. Therefore, to facilitate students in reading comprehension, a technique or strategy is needed, one of which is a context clues strategy. Context clues are bits of information from the text that when combined with prior knowledge, allow the readers to decide the meaning of unknown words in the story or article they are reading. As a reader, students must act similar to a detective and put together clues from sentences surrounding an unknown word in order to make an intelligent "guess" as to what the definition of a word is.

METHOD

A quantitative method was used in this research and the type was experimental research. Experimental research is to examine the effect of treatment on behavior that arises as a result of treatment (Alsa, 2004, p. 17). In line with this, Latipun (2002, p. 113) suggested that experimental research is research carried out by manipulation which aims to determine the effect of manipulation on the observed individual behavior. In this study, the researcher used the pre-experimental (non-designs) which was not yet a real experiment, because there are external variables that also influence the formation of the dependent variable (dependent). While the form of the design was "one group pre-test and post-test design", namely the study only uses one experimental class without any comparison class or control class. The one-group pretest-posttest design involves a single group that was pre-test (O1), exposed to a treatment (X), and post-test (O2). The success of the treatment was determined by comparing pre-test and post-test scores (Airasian, 2000, p. 103).

Population and Sample

The population in this study were the eighth-grade students of SMP Negeri 1 Kabila in the even semester of the 2020/2021 academic year. Researchers chose eighth grade students because they acted as intermediaries from grade seven and grade nine. Seventh-grade students have just completed elementary school education which was still adjusting to junior high school education so that they might have been still a lack of understanding in learning English. Meanwhile, ninth graders must

prepare for exams to graduate from junior high school. Therefore, the researcher examined the eighth-grade students of junior high school.

The sampling technique used purposive sampling. Purposive sampling is a type of sampling technique commonly used in scientific research. Purposive sampling is a sampling technique by determining certain criteria (Sugiyono, 2008). Purposive sampling (also known as judgment, selective or subjective sampling) was a sampling technique in which the researcher relies on his own judgment when selecting members of the population to participate in the study. Therefore, the researcher took a sample of 15 students of class VIII B of SMP Negeri 1 Kabila as the experimental class.

Data Collection and Analysis

The data of this research consists of reading comprehension scores (obtained from pre-test and post-test). The instrument consists of 40 multiple choice questions with questions about simple Present Tense material, present continuous tense material, short message material and announcements/notifications and song lyrics material related to the lives of junior high school/MTs teenagers. The instrument was tested first in class VIII-A (20 students) as a test class before the instrument was given to the experimental class. In the test of the instrument, the researcher tested the validity of the items, the reliability of the items, the difficulty level of the items, and the discrimination of the items using the SPSS version 16 and Ms. Excel. After the instrument was declared feasible, the researcher then started his research in class VIII-B as an experimental class. The number of students who became the sample was 15 students. The treatment was given in 8 meetings, namely on April 5-14 2021. The learning process started at 09.00 WIB. At the first meeting, students were given a pre-test to determine the extent of their reading comprehension before being given treatment using context clues strategies. After that, the learning materials were given in accordance with the 2013 curriculum syllabus at SMP Negeri 1 Kabila by applying context clues strategies to each learning material. This is done until the last meeting. After doing the treatment 8 times, the researcher finally gave a post-test to students.

Hereafter, the researcher would analyzed the pre-test and post-test scores. The data were analyzed by using descriptive statistics by testing the hypothesis using paired sample t-test in the SPSS version 16 program to find out whether there was an effect of the treatment of context clues strategies on students' reading comprehension. To support the data that the researcher got, the researcher has summarized the results of interviews with eighth grade students and English teachers of SMP Negeri 1 Kabila.

RESULT AND DISCUSSION

RESULT OF RESEARCH

Observation Research Results for Supporting Data

Before the researcher conducted research at the school, the researcher made two observations to support the data. First observation was monitoring the learning English in the classroom. The results found where teachers tend to be more monotonous when explaining used the lecture method more often, so students do not seem too interested in the learning process. Then, second observation was interviewing students and English teachers. It was found that of the two students interviewed, some liked English subjects and some did not like English subjects. The problem they often face is the same, namely their lack of understanding of the reading text. This is also in line with the answers of the three English teachers interviewed, they often find that many students are still very lacking in understanding English reading texts.

Instrument Test Results

The instrument trial was conducted at SMP Negeri 1 Kabila for eighth grade students in the 2020/2021 academic year. The instruments in this research included multiple-choice test questions to measure student learning outcomes that have been adjusted to Bloom's Taxonomy indicators with cognition levels C1-C6. Before the test instrument was used in the research, the researcher first analyzed the results of the instrument trial. Researchers analyzed the results of the trial with several stages, namely validity test, reliability test, difficulty level test and item discrimination test. The test results can be seen in the following tables:

TABLE 1. Test item validity

Categories	Item Test
Valid	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 17, 18, 21, 26, 31, 32, 33, 34, 37, 38, 40
Invalid	8, 12, 16, 19, 20, 22, 23, 24, 25, 27, 28, 29, 30, 35, 36, 39

Based on the table above, it can be seen that there were 24 valid items, while 16 items were not valid. Because it has been determined that the item is said to be valid if it has $r_{xy} \geq r_{table}$, by looking at the table r product moment $n-2 = 18$ with a significant level of 0.05, it is obtained $r_{table} = 0.443$.

TABLE 2. Reliable statistics

Cronbach's Alpha	N of Items
0.915	40

Based on the results of the statistical reliability test in Table 4.3, it was known that the Cronbach Alpha number in the Multiple-Choice test as a research instrument was 0.915. Cronbach’s Alpha value $0.915 > 0.60$. Thus, as a decision making in the reliability test above, it can be concluded that the test items used as instruments in this research were reliable or consistent.

TABLE 3. Difficulties test items

Coefficient s	Categories	Test Items
0,00 - 0,20	Too Difficult	(0 items)
0,21 - 0,40	More Difficult	26 (1 items)
0,41 - 0,60	Difficult	12, 13, 18, 20, 22, 23, 24, 28, 32, 34, 39 (11 items)
0,61 - 0,80	Easy	2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 15, 16, 17, 19, 25, 27, 29, 31, 33, 36, 37, 38, 40 (23 items)
0,81 - 1,00	Too Easy	1, 7, 21, 30, 35 (5 items)

From the results of the analysis of these items, it was quite good and worthy of being an instrument in this research which was used as a pre-test and post-test.

TABLE 4. Item discrimination

Coefficients	Categories	Test Items
$0,40 \leq x \leq 0,69$	Good	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 40. (37 items)
$0,20 \leq x \leq 0,39$	Fair	20, 30, 35. (3 items)
$x < 0,20$	Poor	(0 items)

Based on the results of the item discrimination test, it can be seen that there were more test items with good discrimination index and fair discrimination index slightly, even for the poor discrimination category it was 0 item, which means that there were no test items that discriminated badly. Therefore, it can be concluded that this test item was good and worthy to be an instrument in this research.

Pre-test and Post Test Result

5. Pre-test and post-test result

No.	Nama	Pre-test Score	Post-test Score
1	Aurelia Deswita Nalole	55	85
2	Nur Hidayah Hudodo	55	90
3	Kelvin Junior Putra	53	78
4	Aisyah Nabila	53	85
5	Nabila A. Badu	53	95
6	Deliyana Katili	53	80
7	Rahmiyati Hakim	50	83
8	Marcel Mohamad	48	85
9	Anggun C. Ahmad	45	93
10	Aril Rahman	45	83
11	Nazlia Wahdaniya Ali	45	85
12	Faisal Irawan Bone	45	80
13	Fitrah Mahardika Hiola	43	88
14	Apriliyanti H. Putti	43	90
15	Siti Nur Maumanah Tangahu	40	88

From the table above, it can be seen that the students' scores on the pre-test were very disappointing. On average, all of them did not reach the KKM score (the KKM score for SMP Negeri 1 Kabila was 75). While the results of the post-test scores, namely the test given after receiving the treatment of applying context clues strategy, the scores of all students can reach and exceed the KKM score. This proves that the use of context clues strategies has an influence on students' reading comprehension.

Hypothesis Test

Hypothesis testing was used to determine whether the use of context clues strategy has an influence or not on reading comprehension of eighth grade students of SMP Negeri 1 Kabila. The data from this study were tested using a paired T-Test with the support of the SPSS version 16 program. The results of statistical tests for the value of learning outcomes taken from the Pre-test and Post-test scores can be seen in the following table:

TABLE 6. Descriptive of paired samples statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	48.40	15	4.997	1.290
Post-Test	85.87	15	4.838	1.249

This output table showed a summary of the descriptive statistics of the two samples studied, namely the Pre-Test and Post-Test. Because the average value of learning outcomes in the Pre-Test was 48,40

< Post Test was 85,87, it means descriptively there was a difference in the average results study between Pre-Test and Post-Test.

Furthermore, to prove the hypothesis by seeing whether the context clues strategy affects student learning outcomes on reading comprehension or not, the researcher needs to interpret the results of the paired sample T-Test contained in the output Table 7 below:

TABLE 7. Paired sample t-test

	Paired Differences				T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test	-	7.463	1.927	-	-	-19.444	14	.000
Experiment Post-Test	37.46			41.59	33.33			
Test Experiment	7			9	4			

The output in table 7 was the most important output because it was in the part that the researcher can find answers to the hypothesis testing in this research, namely regarding whether or not there was an influence of using the Context Clues Strategy on Reading Comprehension on learning outcomes in class VIII-B SMP Negeri 1 Kabila, academic year 2020/2021. However, before discussing the interpretation of the numbers contained in the “Paired Samples T-Test” output table above, the researcher was first provided information about the formulation of the hypothesis in this research and the guidelines for decision making in the paired sample t-test.

H_a = There was an average difference between the value in the Pre-Test and Post-Test, which means that there was influence of using context clues strategy on reading comprehension for eighth grade students of SMP Negeri 1 Kabila.

H₀ = There was no average difference between the value in the Pre-Test and Post-Test, which means that there was no influence of using context clues strategy on reading comprehension for eighth grade students of SMP Negeri 1 Kabila.

According to Singgih Santoso (2014, p. 265), decision-making for the paired sample t-test based on the significance value (Sig.) the output results of the SPSS program version 16 were as follows:

- If the value of Sig.(2-tailed) < 0.05 then H₀ was rejected and H_a is accepted
- If the value of Sig.(2-tailed) > 0.05 then H₀ was accepted and H_a is rejected

Based on the "Paired Samples Test" output table 7, it was known that the value of Sig. (2-tailed) was $0.000 < 0.05$, then H_0 was rejected and H_a was accepted. Therefore, it can be concluded that there was an average difference between the learning outcomes of the Pre Test and Post Test, which means that there was an influence of the use of context clues strategy on reading comprehension for class eighth grade students of SMP Negeri 1 Kabila in the 2020/2021 academic years.

DISCUSSION

Researchers have carried out several processes in this study, starting from making the first observations on January 1, 2021 by observing the research location. The first observation was carried out with the aim that researchers could observe and find out how the English teacher class VIII SMP Negeri 1 Kabila during the learning process. In the end the researcher found that some English teachers of SMP Negeri 1 Kabila tend to be more monotonous when explaining because they use the lecture method more often so that students look a little bored and less interested in the material during the learning process, there are even some students who do not pay attention to the teacher's explanation, so that when the teacher asked the students most of them could not answer because they did not focus on the learning process. Then the researcher made further observations on March 1, 2021 by interviewing two second grade eighth grade students and three English teachers at SMP Negeri 1 Kabila who had been teaching English at the school for a long time. From the results of the interviews, it turns out that the observations made by the researchers in the first observation are in accordance with the answers from the results of interviews conducted with two students and three English teachers of SMP Negeri 1 Kabila. The researcher found that of the two students interviewed, there were those who liked English subjects and some who did not like English subjects. The problem they often face is the same, namely their lack of understanding of reading texts, especially when they take exams, they cannot use translation tools or dictionaries. Meanwhile, from the three English teachers interviewed, the researcher found that they often had problems with some students who did not understand the English reading text in class. These three teachers also often use teacher center methods or strategies. The results of these interviews are used as supporting data in this study.

Furthermore, before starting the research, the researcher first tested the instruments that would be used as Pre-Test and Post-Test for students, with a total of 40 questions about the Simple Present Tense material, Present continuous tense, short message text and notifications and song lyrics material related to junior high school/MTs youth life. The instrument trial was conducted on 20 students of class VIII-A of SMP Negeri 1 Kabila. In conducting the test of the instrument, the researcher analyzed the results of the trial with several tests. First, test the validity. The validity of the test instrument in this study used the help of statistical tests by the SPSS version 16 program. The results showed that there were 24 valid items, while 16 items were invalid. Second, the reliability test was obtained that the Cronbach Alpha score on the Multiple Choice test as a research instrument was 0.915. Cronbach's Alpha value is $0.915 > 0.60$. Thus, as a decision maker in the reliability test, the researcher concludes that the test items used as instruments in this study are reliable or consistent. Third, the item difficulty level test.

The results of the analysis of the level of difficulty of the questions showed that the frequency of difficulty levels in each category did not contain items that were too difficult, 1 question was more difficult, 8 questions were difficult, 23 questions were easy and 5 questions were too easy. The last in the instrument trial is the Item Discrimination Index (ID) test. The item discrimination test shows that there are 37 items in the good category, 3 items in the Enough category, and none or 0 items in the Less category. From several trials of the instrument, the researcher concluded that this test item was good and feasible to be used as an instrument in this study.

After the researcher found out that the instrument to be used had passed the trial and was declared feasible and consistent, the researcher finally started his research in eight meetings from April 5, 2021 to April 14, 2021. The researcher conducted a pre-test to the students before giving treatment using the context clues strategy. and giving a post-test after giving the context hint treatment. After obtaining research data, researchers analyzed the data by processing research data to obtain information and answers to the formulation of the problem in this study. The data were obtained from the results of the pre-test and post-test of students in the experimental class. The results of the student score sheets showed that the students' pre-test scores were very disappointing. On average, all of them did not reach the KKM score (the KKM score for SMP Negeri 1 Kabila was 75). While the results of the post-test score, namely the test given after receiving treatment with the application of the context clues strategy, the scores of all students can reach and exceed the KKM score. It can be seen that when the researcher applied the context clues strategy, the students finally looked more interested and active during the learning process, for that it was necessary to use the right methods and strategies that could increase students' interest and reading comprehension. This statement is also supported by Boland (2005) who provides ideas or clues about the meaning of an unknown word. The clues found either in the text or the illusion around the unknown word and context clues are one of the techniques that can be used in presenting new words in teaching English reading and by using context clues the teacher can present the language in a fun way, so that students are more active in the learning process. In contrast to conventional learning with the lecture method that has been going on so far, what the researchers observed earlier during the observation was in the form of a teacher center where the teacher was the main resource person and the students were passive so that the ongoing learning process did not provide a deep understanding for students.

In addition, so that the results of this study can be accounted for, the researcher has carried out statistical tests to prove the truth of this research hypothesis. The statistical test used in this study is the paired sample t test, because from the results of the paired sample t test the researcher will be able to prove the hypothesis in this study, namely whether or not there is an influence of context clues strategies on reading comprehension of grade VIII-B students at SMP Negeri 1 Kabila. The results that the researchers got on the paired sample t test showed a value of $0.000 < 0.05$, then H_0 was rejected and H_a was accepted. Finally, the researcher can prove that there is an effect of contextual clue strategy on students' reading comprehension. The results of the statement are also supported by a statement from Denton (2007, p. 201) which states that context clues can provide ideas or instructions to students

about the meaning of unknown words, these instructions are around unknown words, both in sentences that same. or different sentences. Sentences before and after sentences containing unknown words. Thus, it can be concluded that the context clues strategy has an effect on the reading comprehension of eighth grade students of SMP Negeri 1 Kabila.

CONCLUSION

This research was conducted at SMP Negeri 1 Kabila for class VIII-B students in the 2020/2021 academic year and was conducted in the even semester. In this study, the researcher used an experimental research method with a pre-experimental type with a one-group pre-test post-test design and only took one sample class with purposive sampling technique, namely class VIII-B with a total of 15 students. The meeting was held for 8 meetings, starting on 5 April until 14 April 2021. At the beginning of the meeting, the researcher gave a pre-test before learning began. This test was useful to see the extent of students' reading comprehension and the obstacles they experienced before being given treatment. After that, the researcher carried out the treatment by applying the context clues strategy to each material during the learning process. It was clear that students who were initially less interested in English texts looked so much more enthusiastic during the learning process. Furthermore, on the last day of the meeting after giving the material, the researcher finally retested the students' reading comprehension skills with the same instrument that had previously been tested by giving a post-test so that the researcher could see whether the treatment during the eight meetings had an influence on students' reading comprehension or not.

Based on the research that has been carried out and the processing of research results in the form of pre-test and post-test as described in the previous chapter, the results of the t-test were $0.000 < 0.05$, then H_0 was rejected and H_a was accepted. This means that there was an influence of context clues strategy on reading comprehension of eighth graders of SMP Negeri 1 Kabila. Therefore, context clues strategy is effective to improve students' reading comprehension.

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