

THE EFFECT OF USING CONTEXT CLUES STRATEGY ON READING COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMK HARAPAN BANGSA PANTI

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Abstract

THE MAIN PROBLEM OF THIS RESEARCH WAS “IS THERE ANY SIGNIFICANT EFFECT OF USING CONTEXT CLUES STRATEGY TOWARD STUDENTS’ READING COMPREHENSION?”. Therefore, objective of this research was to find out whether or not there is significant effect of using context clues strategy on students’ reading comprehension. In this research, the researcher used quasi- experimental method by using the pre-test and post-test. The population of this research was 142 students consisting of four classes. The sample was X.OTKP there are 34 students which was treated as experimental class taught by using context clues strategy and X.BDP there are 34 students which was treated by conventional. Based on the finding, three hypothesis (H_a) were accepted. The first, the result of the 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 scores of experimental and control class were found that the $t_{obtained}$ (4,21) more than the t_{table} (1,960). The last, the result of the post-test of experimental class and control class were found that $t_{obtained}$ (4,21) more than t_{table} (1,960). It means that by using context clues strategy in teaching English gives significant effect on students’ reading comprehension.

Keywords: *Reading Comprehension, Context Clues, Strategy.*

1. INTRODUCTION

Reading is one of the important English skills for students to learn because reading can provide some information and knowledge for students. By reading, the students can more easily understand what students learn about. In reading, the students will get benefits for themselves. Reading is a process of interaction between the students and the reading material that is read by students. As Alderson said reading as the interaction between a readers and the text, in the process of reading the readers not only looking at print, but the readers deciphering of what the reader has read, thinking means, relates to the other the readers has read and things the readers knows, and the readers expect to next of text. Reading can improve students’ English skills. Reading will expand students’ vocabulary mastery and then students can apply it when speaking in English. Nunan stated that reading is determine the meaning of words through combined the information of text and own knowledge background. Reading is a process of students to comprehend the text and get

message or to know what the authors’ aim in the text by students’ prior knowledge. It can be concluded that reading is an ability that complex process for getting understanding information from the text through guessing, predicting,

deciphering and capable recognizing the relationship among ideas of the text by combining the readers' knowledge background. When reading, students can use strategy to understanding text more.

The goal of reading is comprehension. McNamara states "comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about". It means comprehension is the ability to understand and to explain of what the text is about. One big part of comprehension is having a sufficient vocabulary or knowing the meanings of enough words, so that student can know the text is about. In reading comprehension, the students should understand about the text and get main point about the writer told in the text. The ability to comprehend English text is necessary for readers because many kinds of text books are written in English. Thus, good readers can comprehend a text by understanding sentences and texts.

When students read a text, students sometime find difficult words. Students do not always look the meaning of word in a dictionary. In fact, there are several strategies that can be used to find out the meaning of unknown words. When students used several ways to determine the meaning of what they read or the meaning of unknown words called as strategy. The students use the ability to understand or to get the aim of the text by reading strategy. The strategy that used to find the meaning of unknown word in the text by guess the meaning from the context is known as context clues. Zeitzoff stated that context clues is a strategy to determine the meaning of unknown words by using words, title, and pictures. It means context clues is the strategy used by the teacher to the students with guess the meaning of unfamiliar word or used the clue on the text. Smith said that the best strategy to determine and identify the meaning of unfamiliar words is to work out it is from the context. Thus, Understanding the context can help the students to improve students' reading comprehension, it can make students easier to find out the meaning of unfamiliar word, message and detail information from the text.

Context clues are guessing the word meaning from the context. Context clues are clue in the text to help students understand and know the meaning of word by guess the meaning of the unknown words. With the clues in the text, it makes easier for students to comprehend the English text that students read. When students find difficult words, students can get the meaning of those words by guessing from the context without looking at dictionary. The meaning of the words has been included in the context, from the context students can know the meaning of the words. French stated that context clues are words or phrases that surround words the students do not know and as clues or signals to get the meaning of words. Zeitzoff stated that by cues or signals students get the meaning in the text. When students use these cues, students read with greater fluency and comprehension. Thus, context clues are one of strategies in reading that use to guess the meaning of unknown

word in the text. Sutarsyah stated that guess the meaning of unfamiliar words are students' need. It will help students read faster and easier. Denton et.al stated context clues give students an idea, or hint, of what an unfamiliar word might mean. The clues are found around the unknown words in the text. In the other words, context clues are information in the text, which can use to help deduce the meaning of unknown words. Context clues are words, pictures, graphs, tables, and all of which might be included in the text. Context clues give advantages to students if the

students use this strategy, students will read faster, easier, greater fluency and comprehension. Clues that help students identify unknown and difficult words.

Context clues can be identified through some clue words or phrase, such as: "is refers to" for definition, "similarly" for synonym, "although" for antonym, "such as" for example, and for general. Based on the clue word, the students can be identified the context directly. And then, when student understand the context, student can be guessed the meaning of unknown word, and then students can be caught the idea, news, message or information from the text. According to Bauman et.al in Denton there are some types of context clues strategy that can be directly taught to the students; definition clues, synonym clues, antonym clues, example clues, and general clues.

Definition clues are determines the meaning of unknown words by phrases or words that define or explain. Writer sometime gives definition of unknown words after mentioning the word. These definitions are usually set apart from the main part of a sentence by commas or parentheses. Sutarsyah states a definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The clues or signal words that used in definition clues are *means, refers to, can be defined as*. Synonym clues are the author uses a word having same or same meaning nearly as another word or other word in sentence. Sutarsyah stated that by using the similarity/ synonym clues students can guess the meaning. They will display the same meaning of the unknown words. The clues or signal words that used in synonym clues are *like, similarly, or, that is, the same as, in other words, commas, semicolon (;), dashes (-), parenthesis ()*. Antonym clues are determine the meaning of unfamiliar words by using another words or phrases that means opposite of unfamiliar words. Sutarsyah stated that by using contrast/ antonym clues students can guess the meaning of unfamiliar words. Students will find the opposite meaning of unfamiliar words. Signal words that used in antonym clues are *despite, however, on the other hand, although, but even thought, rather, while, yet, and nevertheless*. Example clues are determines the meaning of unknown words by looking example that explain or clarify it. Sutarsyah said that examples help students to understand the meaning of new words. The writer provides examples to help students know the meaning of unfamiliar words. The examples are giving signals by certain words or phrases. Signal words that used in example clues are *such as, including, for example, for instance, and to illustrate*. General clues are determines the meaning of unknown words by guessing from the description of a situation or figuring it out from the information in the text. Nuttal as cited in Sutarsyah stated that the meaning is clear

by students' experience and imagination. Students' background knowledge and experience can help students to figure out the meaning of unknown words.

According to Denton there are procedures of applying the context clues strategy in teaching reading:

- 1) Asking some students to share what they know about descriptive text.
- 2) Telling students the topic and the objective of the study.
- 3) Giving a brief explanation about the text based on the topic chosen.
- 4) Showing the cart which simply lists the different types of context clues in front of the class.
- 5) Explaining each of context clues with the sample sentences while pointing to the chart.

- 6) Guiding the students to find meaning of unfamiliar words based on the clues in the sample sentences by following the instructions of context clues strategy.
- 7) Grouping students in partnership.
- 8) Giving each partnership a copy of a short passage as a practice to find the meanings of unfamiliar words based on the clues in the sentences by following the instructions of context clues strategy.
- 9) Giving each partnership a copy of chart to guide their work.
- 10) Circulating around the room and being the available for guidance.
- 11) Guiding students to make a brief conclusion of the lesson.
- 12) Evaluating the whole activities that have been done.

According to Kjesbo there advantages of using context clues strategies, namely: first, vocabulary, context clues help students to build students' vocabulary knowledge have in order to learn the meaning of unknown words. Second, reading fluency, context clues help students decide how to pronounce words. For example, you can put a *bow* in your hair or you can *bow* to the audience. Third, reading comprehension, context clues help students see the "bigger picture" and understand what students are reading about, including new topics or subjects. Last, enjoyment of reading, students who are able to use context clues to understand what students are reading may enjoy reading more.

Context clues can be applied in teaching learning process to improve students' reading comprehension. According to Apriliyanti study, the application of context clues strategy can improve the students' reading comprehension. By context clues strategy the score of students reading text kept increasing. The students felt that context clues strategy is very effective to help students improve students' reading comprehension. Therefore, context clues strategy can improve students' reading comprehension and effective strategy in helping students to improve students' reading comprehension. In addition, Denton states that context clues can give students an idea or hint for the possible mean of unknown word might mean. The clues are found around the unknown word whether in the same sentence or in other sentences before and after the sentence containing the unknown word. Thus, context clues strategy gives benefit to students' competence in comprehending reading materials.

According to the expert, context clues strategy is a good strategy to teaching english learning, but the extent of the impact by this strategy still be questionable. That is why, the researcher would to test and prove it and also the researcher identify of the problems in detail what the students' problem in reading comprehension.

Based on the preliminary research was conducted on July 2020 at First Grade of SMK Harapan Bangsa Panti by interview with teacher and students. The researcher found some information about students' problems. First, the students' knowledge of word meanings, lack of vocabulary or knowledge of word meanings may influence the students' reading comprehension. When the students got a new text or new word that did not familiar for them or rarely used in course class, it made students were confused to understand the text. Students were difficult to comprehend the English text. When students did not know the meaning of word students tend to asked the teacher, friend and looking at dictionary. But, there are still students cannot use the dictionary well. The other problem was about students'

motivation in reading English text. It was strengthened by the teacher's admit and students interviewed. Students assumed that English is difficult thing. It could be bad influence in students' understanding in English text. Students said "I cannot read the word and sentence in English, moreover the meaning of the words, I did not know". When the students studied in classroom they were sleepy, bored, talking with friend. In other words, motivation affects the students learning process especially in reading, while the strategy affects students' motivation in learning. Motivation and strategy has a tight relationship in learning process. Therefore, if students have good motivation in reading or in learning English, students would try to understand the sentence or text in English. Actually, the teacher has used various strategies, but the students' scores did not increase. So, the researcher is interested in using context clues strategy. Is the students' reading score increase by using context clues strategy?.

From the statement above, the researcher is interest to conduct a research entitled: "The Effect of Using Context Clues Strategy on Reading Comprehension at The First Grade Students of SMK Harapan BangsaPanti". Based on description above, the problem of this research is formulated as follows: Is there any significant effect of using context clues strategy toward students' reading comprehension?.

1. METHOD

The design of this research is an experimental research. Experimental research is used to determine the cause and effect relationship between the variables. Creswell states that experimental research is group comparison studies, the researcher would determine whether one activity or materials make a difference in results of students. The researcher evaluated by giving the material for one group and other group does not. In other words, this research consists of two groups; one group will treated with context clues strategy on reading comprehension; it is called as experimental class and other group do not it can called as control class. The researcher evaluated by each class whether there is students' difference results.

Population is part of the research. Ary argued that population is defined as all members of any well-defined class people, events, or objects. The population of this research is first grade of SMK Harapan Bangsa Panti. There are four classes for the first grade students and the total 142 students. The sample is part of the population that taken in a certain way from the population itself. According to Creswell, sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research the researcher used purposive sampling technique. According to Sugiyono, purposive sampling is sampling technique with certain considerations. The sample of this research choose two classes of the tenth grade of SMK Harapan Bangsa Panti that are X OTKP and X BDP because of some consideration and some purposes. The first consideration, these classes are taught by the same teacher. The second consideration, these classes have the same characteristics and levels.

Instrumentation is the whole process of collecting data by using the instrument. In experimental research, the instrument that will be used by the researcher is the test. The test is used to measure the knowledge, skill, feeling, intelligent, or attitude of an individual or group. Based on this research, the researcher gave pre-test and post-test to identify the effect of using context clues strategy in experimental class. However, the researcher gave usual treatment in

control class. The pre-test is used to know the students' reading comprehension at the beginning and post-test used to know the development of the students' reading comprehension after applying context clues as strategy of teaching reading.

The researcher used the t-test in analyzing the data. To find out how the effect of using context clues strategy on students' reading comprehension, the researcher used statistical calculation of t-test to determine the final calculation t_0 (t observation) did using context clues strategy had an effect on students' reading comprehension or not. The t-test was a kind of statistical calculation used to examine the truth or false of null hypothesis that stated no significant differences between the result of two samples from a same population.

In this research, the researcher was test the hypothesis by using t-test to compare the difference of the mean score between two classes. There are some hypotheses that will be tested. First, pre-test and post-test scores of experimental and control class that analyzed whether there is or no significant effect of students' reading comprehension by using context clues strategy. Second, to see the difference significant different between students' reading comprehension post-test score in two classes. Third, it is same with the second step, but the difference is in graphic of two tailed tests or one tailed test.

2. FINDINGS

This section describes about the analysis of the data collected to answer the formulation of the problems; 1) is there any significant effect of using context clues strategy toward students' reading comprehension? 2) Is there any significant difference between students who taught using context clues strategy and students who taught without using context clues strategy? 3) Is the students' reading

comprehension who taught using context clues strategy better than students who taught without using context clues strategy?

The findings of the research; first, using context clues strategy in teaching English at the first grade of SMK Harapan Bangsa Panti had a significant effect in increasing the students' reading comprehension. Second, there is significant difference between the students who taught by using context clues strategy and students who taught by conventional. Third, students who taught by using context clues strategy is better than conventional.

Based on the hypothesis result, researcher found that using context clues strategy toward students' test result gave significant effect on students' reading comprehension. Based on the result from the data analysis, it can be seen that H_0 was rejected for first, second, and third hypothesis. It means H_a was accepted. There were some explanations about the testing hypothesis above. First of testing hypothesis, the researcher found that using context clues strategy on students' reading comprehension gave significant effect on students' reading comprehension.

It can be showed from the mean score of pre-test and post-test in experimental class. The mean score of pre-test of experimental class was 43,97 and the mean score of post-test was 69,85. It means that the mean score of post-test of experimental class was higher than the mean score of pre-test of experimental class. The t-test result is showed that the t-obtained was 10,31 higher than the t-table 1,960. The differences of both classes was caused by the treatment given. The fact showed that context clues strategy had significant effect in increasing the students' reading comprehension. So that, the students' curiosity can be improved. It can be seen from

the students' reading comprehension which is showed by the achievement of the students' score.

In the second hypothesis, it has also proven that the using context clues strategy on students' reading comprehension gave significant difference on students' reading comprehension. It can be showed from the mean score of post-test in experimental and control classes. The mean score of post-test of experimental class was 69,85 and control class was 59,41. It means that the mean score of post-test of experimental class was higher than the mean score of post-test of control class. The t-test result is showed that t-obtained was higher than the t-table, $4,21 > 1,960$. The difference of both classes was caused by the treatment given. The fact showed that context clues strategy had significant difference in increasing the students' reading comprehension.

Finally, the data of the experimental and control classes were also obtained to indicated the students who taught by using context clues strategy from the data that was obtained. It was found that the mean score of post-test of the experimental class (X.OTKP) was higher than the mean score of the control class (X.BDP) $69,85 > 59,41$. It can be concluded that context clues strategy can help students to increase their reading comprehension

3. DISCUSSION

Description of the Data

There were 68 students who were involved in the pre-test; 34 students in the experimental class and 34 students in the control class. There were also 68 students who were involved in the post-test; 34 students in the experimental class and 34 students in the control class.

Table 4.7
The Comparison of Pre-test and Post-test of the Experimental and Control Classes

Test Result The Class	Pre-test	Post-test
Experimental Class	$\bar{x} = 43,97$ $S = 10,719$ $S^2 = 114,90$	$\bar{x} = 69,85$ $S = 9,96$ $S^2 = 99,21$
Control Class	$\bar{x} = 42,94$ $S = 12,192$ $S^2 = 148,65$	$\bar{x} = 59,41$ $S = 10,499$ $S^2 = 110,24$

Based on the table above, the post-test result of the experimental class is higher than the pre-test result (69,85 is higher than 43,97). It means that the treatment that has been used by researcher can help students in improving their reading comprehension. The comparison of the post-test results between experimental and control classes show that the control class test result is lower than experimental class. It is indicated by the mean score of the post test result of control class (59,41) is lower than experimental post-test result (69,85). It means that the students who are treated by using context clues strategy give better result than the students who are taught by using conventional technique.

Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from experimental and control classes. The pre-test of two classes showed that both experimental and control classes were equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliefors test to find out whether the data distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

Testing the Hypothesis

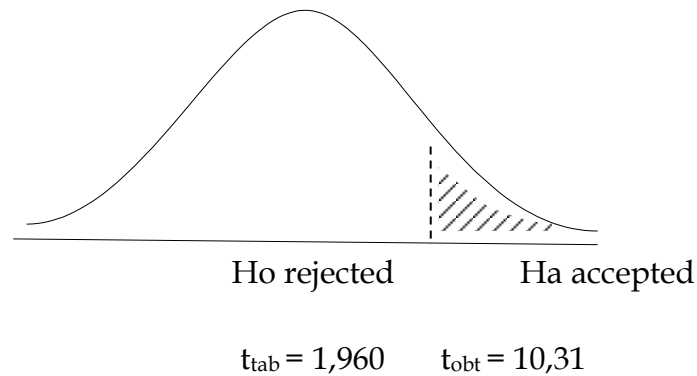
a. The first hypothesis

To measure whether the researcher accepted or rejected the hypothesis, the researcher used the formula two tails test to find whether H_0 or H_a is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table, it means H_a accepted and H_0 rejected (t-obtained > t-table).

Then, standard deviation of each class was obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 10,31 and the t-table for degrees of freedom (df) = (na + nb - 2) = (34+34-2) = 66 with level of significance (α) 0,05/2 (0,025) is 1,960, it was found that the t-obtained is greater

than the t-table. So, it can be concluded that there is a significant effect of using context clues strategy on students' reading comprehension.

Figure 1: The Curve of the t-test Result in the Pre-test and Post-test of Experimental Class



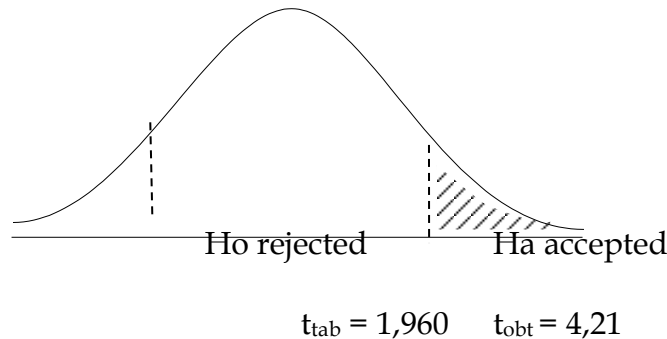
From the data, it shows that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_o) is rejected because t-obtained was higher than the t-table. So, it can be concluded that there is a significant effect of using context clues strategy on students' reading comprehension.

b. The second hypothesis

To measure whether the researcher accepted or rejected the hypothesis, the researcher used the formula two tails test to find whether H_o or H_a was accepted or rejected through comparing the post-test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table, it means that H_a accepted and H_o rejected ($t_{obtained} > t_{table}$).

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 4,21 and the t-table for degrees freedom ($df = (n_a + n_b - 2) = (34+34-2) = 66$ with level of significance (α) $0,05/2$ (0,025) is 1,960, it was found that the t-obtained is greater than t-table. It is shown in the figure below. So, it can be said that there is any difference of the students' reading comprehension between students who taught by using context clues strategy and the students who taught without context clues strategy.

Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



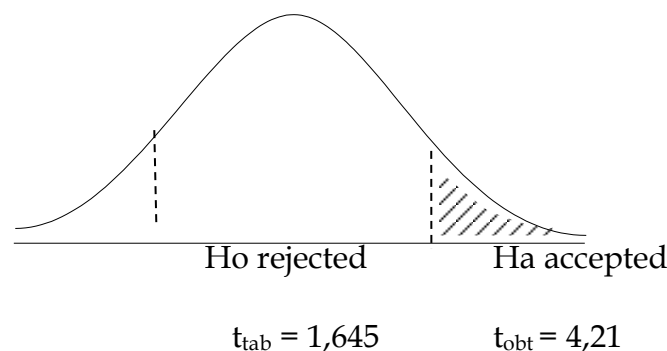
From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. So, it can be concluded that there is any difference of the students' reading comprehension between students who taught by using context clues strategy and the students who taught by using conventional.

c. The third hypothesis

To prove this hypothesis, the researcher used the formula one tail test-right to find whether Ho or Ha is accepted or rejected through comparing the post-test of experimental and control classes. The value of the t-obtained was compared with the value of t-table, it means that Ha accepted and Ho is rejected ($t_{obt} > t_{tab}$).

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 4,21 and the t-table for degrees freedom ($df = (n_a + n_b - 2) = (34 + 34 - 2) = 66$) with level of significance (α) 0,05 is 1,645, it was found that the t-obtained is greater than t-table.

Figure 3: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. So, it can be concluded that the students' reading comprehension that are taught by using context clues strategy is better than the students who taught without using context clues strategy.

4. CONCLUSION AND SUGGESTION

Based on the research question about using context clues strategy on students' reading comprehension, it can be concluded that:

First, there is a significant effect of using context clues strategy on students' reading comprehension. It was found that the value of t-obtained (10,31) was higher than t-table with the level significant $\frac{1}{2} \alpha 1,960$. It means that alternative hypothesis (Ha) of this research was accepted that context clues strategy gave significant effect on students' reading comprehension.

Second, there is significant difference between the students who taught by using context clues strategy and students who taught without using context clues strategy. It was found that the value of t-obtained 4,21 was higher than the value of t-table with the level of significant $\frac{1}{2} \alpha 1,960$. It means that the alternative hypothesis (Ha) of this research was accepted and null hypothesis (Ho) was rejected. Moreover, the mean score of post-test in experimental class was greater than the mean score of post-test in control class.

Third, the students' reading comprehension by using context clues strategy is better than conventional. It is proved by the data of the post-test of both classes where the mean score of experimental class is 69,85 and the mean score of control class is 59,41 meanwhile both of classes have the same level of ability in pre-test. If it also compared with t-test result, t-obtained was greater than t-table ($4,21 > 1,645$), it means the alternative hypothesis was accepted.

Finally, teaching in the classroom by using context clues strategy as a reading strategy is an effective way to increase students' reading comprehension. It can be seen through the data analysis of the previous chapter. The theories stated before in the previous chapter are now supported by the result of this study.

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