THE EFFECT OF USING CONTEXT CLUES IN ENHANCING STUDENTS' VOCABULARY BUILDING THROUGH A READING TEXT
AT SMPN 52 MAKASSAR

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ABSTRACT

The objective to find out the effect of using context clues in in enhancing students vocabulary building through reading text at SMPN 52 Makassar.The writer used instrument; it is a reading and vocabulary test that given (pre-test and post-test). The pre-test was used to find out data about the recognition and understanding of students' vocabulary before implementing the context clues strategy and the post-test was carried out to find out data about the introduction and understanding of students' vocabulary after implementing the context clues strategy. The method used in this study is a pre-experiment using one class. The population in this study were all students of class VIII-DSMPN 52 Makassar, totally 28 students, so the writer took a purposive sampling technique. In addition, to analyse the data, writer used SPSS 21. The results showed that the increase in students' vocabulary recognition increased on all indicators of word recognition, such as identifying clues in multiple choice (69.23% progress) and finding word meanings (43.02% progress). The results of this study finally showed that the students' vocabulary understanding was 53.00 for their pre-test and 81.64 for their post-test. This fact shows that the students' score in the post-test is higher than the pre-test score. It can be concluded that vocabulary learning with the context clues strategy was effective in improving vocabulary VIII-D SMPN 52 Makassar.

Keywords: context clues, vocabulary, reading text

INTRODUCTION

In learning a foreign language, vocabulary is one of the elements that connects the four listening, speaking, reading and writing skills together. This is one of the most important aspects of mastering English because students' ability to read and understand subjects is relatively determined by their vocabulary. To communicate well in a foreign language, students must obtain an adequate number of words and must know how to use them accurately. An important element of English that needs to be developed is vocabulary. Students can communicate with others if they have enough vocabulary. Without vocabulary nothing can be conveyed. There is reason to believe that vocabulary knowledge is an especially important factor in understanding the reading problems experienced by second-language learners (García, et al 2009:368).

That is because students rarely read any books and are lazy to look for dictionaries when they find unknown words. This affects their vocabulary building where students must get information from the text with their abilities. In this

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case, the teacher has a strong role to help students to improve their vocabulary. Teachers must be aware of problems including those who find it difficult to know unknown words and can solve students' problems in their vocabulary activities. The effective use of these skills in a reading environment allows the reader to understand the text. When students find a word they don't know yet, they often look for it in a dictionary. It takes a long time to read and spend time. It makes students bored and desperate to read. To gain easily vocabulary, teachers need techniques to teach students and increase their motivation to learn English. Helping students solve problems is a lack of vocabulary, there are many techniques and strategies in reading activities.

According to Edward et al (2010:25) context clues can be used to guess the meaning of unknown words. Teaching students is a useful strategy in relation to their knowledge of cognitive abilities that can enhance their ability to make meaning. To anticipate the above conditions, we must find several activities that can motivate students' willingness to learn vocabulary as well as to create a good atmosphere in the classroom. If students have interacted with words in various types of activities, they can remember the words completely. One way to present good conditions for teaching English in class is to utilize several types of techniques, methods, and strategies. Techniques that can encourage students to learn English, especially in learning vocabulary, are using the Context Clue method. This is really a fun technique because it can help students understand reading text without having to know all the meanings in the text.

METHOD OF THE RESEARCH

In this study, the researchers used quantitative research to find data and the results of written tests that had been conducted to understand the students' ability to understand their writing skills. The population of this research were 104 students from four classes namely VIII-A, VIII-B, VIII-C, and VIII-D taken from eight grade (second year students) at SMPN 52 Makassar. The sample of this research will be taken from class VIII-D. The researcher used a single stage sampling procedure. This research method is a pre-experimental (neither experimental group or control group) so, the sample of this research is just one class. The researcher limited the number of the sample into 28 students. The instrument of the research that the researcherused to collect the data isa vocabulary test. The pre-test is given to the students before giving the treatment and post-test is given after the treatment to the class, the test consists of 20 items.

FINDINGS

The findings of the research cover with the description of the result of data analysis about the students' vocabularies through contextual clues which collected from 28 students in the experimental class by using the multiple-choice tests and word meaning.

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Table 1. The Students' progress from Pre-test to Post-test

No	Indicator	Total score		Average score		Progress (%)
		Pre-Test	Post-Test	Pre-Test	Post-Test	
1	Context clues	624	1056	46,22	75,42	69,23%
2	Word Meaning	860	1230	63,70	85,71	43,02%
	Total	1484	2286	109,61	161,13	54,04%
	Mean	742	1143	54,80	80,56	54,04%

Based on the data above, the writer was concluded that the context clues strategy improves the students' vocabulary comprehension in all indicators of word recognition, such as identifying clues in multiple-choice (69,23% progress) and finding word meaning (43,02% progress). And the table shows that the mean of word recognition was (54, 04% progress).

Table 2. Frequency Data of Students' Pre-Test Score Pre-Test

Score	Frequency	Percent	Valid percent	Cumulative Precent
0	1	3.6	3.6	3.6
28	1	3.6	3.6	7.1
35	1	3.6	3.6	10.7
38	1	3.6	3.6	14.3
39	1	3.6	3.6	17.9
45	2	7.1	7.1	25.0
46	4	14.3	14.3	39.3
51	1	3.6	3.6	42.9
52	1	3.6	3.6	46.4
54	2	7.1	7.1	53.6
55	1	3.6	3.6	57.1
59	1	3.6	3.6	60.7
60	1	3.6	3.6	64.3
62	2	7.1	7.1	71.4
64	1	3.6	3.6	75.0
66	1	3.6	3.6	78.6
70	2	7.1	7.1	85.7
71	1	3.6	3.6	89.3
72	1	3.6	3.6	92.9
74	2	7.1	7.1	85.7
Total	28	100.0	100.0	100.0

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Based on the table 2 at page 42, it is known that one student got 0 (3.6%), one student got 28 (3.6%), one student got 35 (3.6%), one student got 38 (3.6%) , one student got 39 (3.6%), two students got 45 (7.1%), four students got 46 (14.3%), one student got 51 (3.6%), one student got 52 (3.6%), two students got 54 (7.1%), one student got 55 (3.6%), one student got 59 (3.6%), one student got60 (3.6%), two students got 62 (7.1%), one student got 64 (3.6%), one student got 66 (3.6%), two students got 70 (7.1%), one student got 71 (3 , 6%), one student got 0 (36%), one student got 72 (3.6%), two students got 74 (7.1%).

Table 3. The Rate Percentage of students' Pre-test Score

No	Classification	Range score	Frequency	Percentage (%)
1	Very Good	86-100	0	0
2	Good	71-85	4	14, 28
3	Fair	56-79	8	28, 57
4	Poor	41-55	11	39, 28
5	Very Poor	≤40	5	17, 85
	TOTAL		28	100

The table describes the students' scores before being given treatment. The table shows that out of 28 students there were no students with very good classification, 4 students (14, 28%) were in good classification, 8 students (28, 57%) were in medium classification, 11 students (39, 28%) were in bad classification. , and 5 students (17, 85%). in a very bad classification.

Table 4. Frequency Data of Students' Post-Test Score Post-Test

Score	Frequency	Percent	Valid percent	Cumulative Precent
64	2	7.1	7.1	7.1
70	1	3.6	3.6	10.7
72	1	3.6	3.6	14.3
74	3	10.7	10.7	25.0
75	1	3.6	3.6	28.6
76	2	7.1	7.1	35.7
78	1	3.6	3.6	39.3
81	1	3.6	3.6	42.9
82	3	10.7	10.7	53.6
84	4	14.3	14.3	67.9
88	2	7.1	7.1	75.0
90	1	3.6	3.6	78.6
92	3	10.7	10.7	89.3

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94	2	7.1	7.1	96.4
96	1	3.6	3.6	28.6
Total	28	100.0	100.0	100.00

Based on the table 4, it is known that two student got 64 (7.1%), one student got 70 (3.6%), one student got 72 (3.6%), three student gets 74 (10.7%) , one student got 75 (3.6%), two students got 76 (7.1%), one students got 78 (3.6%), one student got 81 (3.6%), three student got 82 (10.7%), four students got 84 (14.3%), two student got 88 (7.1%), one student got 59 (3.6%), one student got 60 (3.6%), two students got 62 (7.1%), one student got 90 (3.6%), three student got 92 (10.7%), two students got 94 (7.1%), one student got 96 (3.6%).

Table 5. The Rate Percentage of Students' Post-test Score

No	Classification	Range Score	Frequency	Percentage (%)
1	Very Good	86-100	9	26.47
2	Good	71-85	16	57.14
3	Fair	56-79	3	10.71
4	Poor	41-55	0	0
5	Very Poor	≤40	0	0
	TOTAL		28	100

The table describes the students' scores after being given treatment. The table shows that of the 28 students there were 9 (26.47%) students with very good classification, 16 (57.14%) students were in good classification, and 3 (10.71%) students were in moderate classification, there were no students who were in bad or in poor classification. very bad classification.

Table 6. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	PRE TEST	53.0000	28	16.32539	3.08521
	POS TEST	81.6429	28	8.93273	1.68813

The table above shows that the pre-test mean value is 53.0000, the standard deviation is 16.32539 and the mean standard error is 3.08521 while the post-test mean value is 81.6429, the standard deviation is 8.93273 and the standard error is 1.68813. From these results it can be seen that the average post-test score is higher than the average pre-test score. And the standard deviation and standard error of the mean are different. This means that students develop

their reading comprehension after treatment. Thus, it can be concluded that the use of context clues strategies can improve students' vocabulary understanding in reading text.

Table 7. Paired Sample Correlation

		N	Correlation	Sig.
Pair	Pre-Test & Post-Test	28	.591	.001

The table show there was correlation as big 0,591 between pre-test and post-test, because of sig (.001).

DISCUSSION

In this research findings, the writer discussed the result of research. The result contains of the research questions. The writer analyzes and discussed the research findings included the improvement and the significance of using context clues. The discussion section reveals the interpretation of data analysis related to understanding new vocabulary and context clues strategies. This section discusses the interpretation of the findings. The students who taught by using the context clues technique gave a significantly better vocabulary performance.

The first time the writer considers that in pandemic there is no teaching and learning can apply in face to face. Besides, Distance learning during the COVID-19 pandemic is a new experience in the field in SMPN 52 Makassar. Distance learning during the COVID-19 pandemic is the first experience, so various expectations arise. The expectation on distance learning during COVID-19 pandemic is the students can continue to learn or continue teaching and learning activities even in a pandemic state by using distance learning methods, although not as optimal as before.

In the pre-teaching reading textactivities, the students were given some question to activate their background knowledge related to the topic. The writer also reviewed some material in vocabulaty to introduce them to with context cluesbeing applied.

Before the students did posttest, the writer gave treatment in order to enhance their vocabulary skills. In pre-test, the writer found that some students were had quite low ability of vocabulary. Therefore, she implemented some actions such as providing context clues, vocabulary and writing exercises and also giving feedbacks to them.

The writer found that the use of the context clues strategy was effective in improving students' reading comprehension in the eighth grade students of SMPN 52 Makassar. The results showed that there was a significant difference between the students' pre-test and post-test results. This is evidenced by the progress of word recognition from pre-test to post-test and shows that the highest progress is

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decoding of context clues vocabulary in multiple choice (69.23%) and the lowest progress is word meaning (43.02%).

CONCLUSION

Students have never received context clues in the reading text, so the increase in their vocabulary is still low. This fact evidenced by the students 'scores in the pre-test, until the treatment was applied and through the post-test. Students' vocabulary understanding increased in all vocabulary indicators, such as identifying complex vocabulary and finding the meaning of words in the reading text.

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