The Use Of Context Clues Technique On Students' Reading Comprehension at Senior High School

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ABSTRACT
The objectives of the research were to investigate the students` reading comprehension of narrative text taught without using the Context Clues technique, to investigate the students` reading comprehension of narrative text taught by using the Context clues technique, and to determine whether there is a significant difference in the improvement of students` reading comprehension taught using Context Clues Technique and taught without Context Clues Technique at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang's tenth-grade students. The population of the research was the tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. The classes chosen as the sample were IV A, the experimental class, and IV C, the control class, each of which included 34 students. The researcher employed a pre-test and a post-test to collect data on the student's reading comprehension of narrative text in this research. In addition, there was a large effect of using the Context Clues technique on students` reading comprehension of the narrative text of the tenth-grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang, the result of Eta Squared was 0.70

KEYWORDS: Context Clues Technique, Reading Comprehension, Narrative text

1 INTRODUCTION

People can get a lot of knowledge, information, pleasure, and problem- solving skills via reading. Reading is the most commonly used skill among students studying English all around the world. Reading is one of the most significant components of learning English because it not only expands students' vocabulary but also their understanding. Reading is also one of the most significant activities for kids who otherwise would not be able to obtain knowledge. According George and Loretta (2008), People can extend their perspectives in a global society via reading, and eventually construct a self-fulfilling, engaging, and worthwhile life. Above all, effective reading is the most critical path toeffective learning in all content areas and associated fields. Students can gather information from a variety of sources by reading.

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Furthermore, reading is a necessary skill that should be followed up with comprehension. Reading comprehension is defined as the ability to analyze text, understand its meaning, and integrate it with previous knowledge. According to Apriliyanti, Tarigan, and Pangaribuan (2018), reading comprehension is an active process in which the reader is required to participate. It can also be taught as a strategic procedure. Words are associated with their meaning in the reader's memory as understanding takes place, and phrases and sentences are processed as clearly as possible to ensure that the meanings gained from one word, phrase, or sentence are not forgotten before the next is processed. Knowing the meaning of words, the ability to understand the meaning of a word from discourse context, the ability to draw inferences from a passage about its contents, the ability to identify the main thought of a passage, the ability to answer questions answered in a passage, and the ability to recognize literary devices or propositional structures are all essential skills for effective reading comprehension.

Narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item, and so on are all examples of reading texts. Furthermore, comprehension of the meaning of short functional texts and essays such as descriptive, recount, and narrative text is a standard ability of pupils in the tenth grade.

Based on the researcher's preliminary study, the researcher concludes that many of student's difficulty in understanding the meaning of words particularly in learning to read texts, among others are (1) Students do not have good motivation in studying reading. (2) Most of them have lack vocabulary. (3) The students can't find main idea of the paragraphs. (4) The students unable to find a general and specific information from the text. (5) The last, students did not understand the reading passage/text. As a result of which they are unable to comprehend the meaning and gather information from the texts they read.

The researcher believes that the inaccuracy of the learning techniques utilized when learning English is to blame for the current problems. In order to encourage student interest in learning and provide actual experiences, learning techniques that involve students directly in learning are required. Students will easily grasp the curriculum and be excited about participating in learning activities if they are given real-life experiences. To improve reading comprehension, a variety of techniques and approaches can be used. Among these one of them is Context Clues Technique.

Context clues are information in the textual content, which can be used to help deduce the means of an unknown vocabulary phrase within the textual content. According to Apriliyanti, Tarigan, and Pangaribuan (2018), teachers can emphasize specific indications that students should look for in text to assist students acquire the capacity to use context to uncover the meaning of unknown words. Context clues can be simple and point the reader to the word's definition.

The standard philosophy regarding prioritizing context clues in any strategy for identifying semantically unfamiliar words is clearly stated by Nist (1985) "Try context first, structure second, say third, and, if all else fails, then, and only then, look up the dictionary". The context clues can assist pupils in determining the meaning of a word. According to Bush (1998), contextual clues are a useful way to introduce unfamiliar words and ought to be used in the classroom. he also adds that sometimes all that is needed to help pupils understand a word and improve their comprehension of a text is to just provide them with the definition. Other times, in order to preserve comprehension, pupils

will require a method for deducing word meanings from context. Context clues are words, pictures, graphs, tables, and side notes, all of which are probably covered within the text. moreover, it can additionally be used to overcome the students' issues discover the main idea, get the specific information, make inferences, reference, and identify the vocabularies from the text given by using the teacher.

Based on the limitation of the problem above, the formulation of the problem in this research can be formulated as:

a. How is the students' reading comprehension taught by using Context Clues Technique at the Tenth grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

b. How is the students' reading comprehension taught without using Context Clues Technique at the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

c. Is there any significant effect of using Context Clues Technique on students' reading comprehension at the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

Reading plays an important role in the teaching and learning process. Reading is one of the language skills the students should learn. This skill is very important in English that gives many benefits to them. Mauliza, Samad, and Erdiana (2019), the ability to read printed words is one of four key language skills. Through reading the text, the learners are involved in bringing the information, understanding, emotion, experience, and culture.

According to Patel and Jain (2008), reading is more than just a source of information and entertainment. Not only as a joyful activity but also as a technique of consolidating and expanding one's linguistic expertise. Reading is needed to gain knowledge and understanding of foreign cultures. and of course, reading is an important activity to expand knowledge related to a language.

Reading is one of the language skills, that need to be mastered well by way of students. Reading is an important aspect that influences one's interest in communication. People consider reading an important activity so people beings usually say that reading is the way to open the world. Reading is an interesting activity because by way of reading people can get some information widely without going away. Reading is an important thing for achievement in and out of school and is important to teaching within the content areas and for non-public enjoyment, interests, and social interaction. Reading is also defined as the process of understanding what means from a bit of text. In short, reading is a way to achieve meaning from the writer to the reader for you to get new information. Reading involves the interaction between the reader and the passage. The cause of reading is to get new information, increase new information, and entertain the readers.

Teaching Reading by Using Context Clues

This skill promotes self-awareness by allowing students to define unfamiliar words on their own. The devices listed below are used by authors to include context hints into their writing. The goal isn't for students to memorize every form of context clues. It's more that students learn that authors provide suggestions in a variety of ways to assist learners in determining what words mean, so they are aware of these tactics. Although the following list appears to be simple, nice, and tidy, students should read the text in which unexpected words appear. This helps readers in deducing a word's meaning and appreciating the complete paragraph in which the word appears, allowing them to comprehend the text's content.

Sometimes writer uses some of clues to lead the reader to understand their passages. In context clue technique, there are some kinds of clue that writer use. Those are:

1) Definition/explanation

   The word is defined directly and clearly in the sentence in which it appears.
   Example: the explorers landed in **alien** environment, a place both foreign and strange to their beloved homeland.
   The definition is set off by a comma following the phrase in which the word appears. Alien means strange or foreign.

2) Synonym

   Other words are used in the sentences with similar meaning.
   Example: the **slender** woman was so thin her clothes were too big on her.

3) Example

   Providing examples of the unknown word can give readers a clue to meaning.
   Example: The bird's appetite is **voracious**. In one day, he ate enough worms to equal three times his body weight.
   The example illustration that the bird ate an extraordinary amount, therefore voracious means greedy.

4) Comparison

   Comparison clues show that two or more things are alike.
   Words like similar, as well as, both and likewise show that comparison is possible.
   Example: The smell of the flower was as **compelling** as a magnet's pull on a paper clip.
   Since a magnet will pull a paper clip to it, the comparison suggests that the smell of the flower had an attraction. Comparing means attracting.

5) Antonym/contrast

Opposite information about the unknown word can be offset bywords and phrase such as unlike, as opposed to, different from.
Example: In America, she is an **eminent** scientist even though sheis virtually unknown in England. It means well known or famous.

6) Inference

Word meanings are not directly described, but need to be inferred from the context.
Example: Walt's **pugnacious** behavior made his opponent back down.

2   METHODOLOGY

This research was an experimental research approach to conduct quantitative research. According to Cresswell (2012), quantitative approaches include the processes of collecting, analyzing, interpreting, and writing the findings of the study. Furthermore, according to Gay (2012), quantitative research is the gathering and analysis of numerical data in order to characterize, explain, forecast, or control events of interest. The purpose of quantitative research is to develop and use mathematical models, theories, and/or hypotheses related tonatural phenomena. The measurement process is a crucial part of quantitative research. This provides an overview or answers to the fundamental relationshipof the quantitative relationship (Hardani, *et.al,* 2020).

This type of research is quasi-experimental using pre-test and post-test non-equivalent control group. Quasi experimental research is the stuff of field experimentation (Cohen, *et.al,* 2007). According to Creswell (2012), quasi-experiments are instances in which the researcher assigns participants to groups, but not at random, because the experiment cannot intentionally establish groups. According to Ary (2010:148), population refers to the members of any well-defined class of people, events, or objects. The target of the population in this research is the tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. The number of the tenth grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang is 188 students with 6 classes.

The researcher decided to use a cluster random sampling strategy to select the sample of this study because the population was larger. According to Sugiyono (2014), cluster random is used to determine the sample if the objectto be studied or

the data source is very large, for example, the population of a country, province, or district. In this research, the researcher took the classes by using a lottery. The researcher made the paper rolls and then selected them randomly. IV A is the experimental class, while IV C is the control class. To collect data for this study, the researcher employed tests (pre-test and post-test). Students were required to answer questions based on the text provided in this test. The researcher was using the SPSS 25.0 version to statistically analyze the data for the research. The data is analyzed using an independent sample t-test to determine whether the research result is statistically significant.

3 RESULT AND DISCUSSION

The students' score requires a frequency explanation to be understood. The following is the frequency score of the student's reading comprehension test results from the pre-test and post-tests:

Table 1.1 The Frequency Score of Pre-Test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5.00	1	2.9	2.9	2.9
	15.00	1	2.9	2.9	5.9
	20.00	4	11.8	11.8	17.6
	25.00	6	17.6	17.6	35.3
	30.00	5	14.7	14.7	50.0
	35.00	12	35.3	35.3	85.3
	40.00	1	2.9	2.9	88.2
	45.00	2	5.9	5.9	94.1
	55.00	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Based on the table 1.1 above, it was found that there were 34 students in the experimental class. In the pre-test, the students who got a score 55 were 2 (5.9%), the students who got a score 45 were 2 (5.9%), the students who got a score 40 was only 1 (2.9%), the students who got a score 35 were 12 (35.3), the students who got a score

30 were 5 (14.7%), the students who got a score 25 were 6 (17.6%), the students who got a score 20 were 4 (11.8%), the students who got a score 15 was only 1 (2.9%), and the students who got a score 5 was only 1 (2.9%).

Table 1.2

The Frequency Score of Post-Test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	5.9	5.9	5.9
	70.00	4	11.8	11.8	17.6
	75.00	5	14.7	14.7	32.4
	80.00	8	23.5	23.5	55.9
	85.00	3	8.8	8.8	64.7
	90.00	3	8.8	8.8	73.5
	95.00	8	23.5	23.5	97.1
	100.00	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Based on the table 1.2, it was found that there were 34 students in experimental class. In the post-test, the students who got a score 100 were 1 (2.9%), the students who got a score 95 were 8 (23.5%), thestudents who got a score 90 were 3 (8.8%), the students who got a score 85were 3 (8.8%), the students who got a score 80 were 8 (23.5%), and the students who got a score 75 were 5 (14.7%). The students who got a score 70 were 4 (11.8%), and the students who got a score 60 were 2 (5.9%)

Table 1.3

The Mean and Standard Deviation of Pre-test and Post-test of ExperimentalClass

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment-pre	34	5.00	55.00	31.1765	10.22910
Experiment-post	34	60.00	100.00	82.3529	10.60555
Valid N	34				

Based on the table 1.3 above, it was obtained that mean of pre- test of experimental was 31.17 and 82.35 for the post-test. Meanwhile, the researcher analyzed the mean and standard deviation first before to know the significant difference of using ContextClues Technique in teaching narrative test in following table:

Table 1.4

Students Reading Comprehension Pre-Test and Post

	N	Minimum	Maximum	Mean	Std. Deviation
Control-pre	34	15.00	60.00	38.2353	11.79897
Control-post	34	15.00	70.00	42.7941	14.78078
Experiment-pre	34	5.00	55.00	31.1765	10.22910
Experiment-post	34	60.00	100.00	82.3529	10.60555
Valid N	34				

Based on the table 1.4, it can be determined that the number ofparticipants at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang in the experimental group is 34 with a pre-test standard deviation (10.22910), a post-test standard deviation (10.60555), with pre-test mean score (31.1765), and post-test mean score (82.3529). and the number of participants at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang in the control group is 34 with pre-test standard deviation (11.79897), post-test standard deviation (14.78078), pre-test mean score (38.2353), post-test mean score (42.7941). Themean and standard deviation of both experimental and control classes were significantly different.

Lastly, is there any significant effect of using the Context Clues Technique on students' reading comprehension at the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. The result showed that there was a significant effect on students' reading comprehension taught by using Context Clues technique. Value of Eta square was 0.70 its mean the effect size has a large effect. This finding supported by Zuhra and Ningsih (2020), stated there is a significant difference between the students' score incomprehending reading in pre-test and post-test. Another previous

research from Harahap stated there is a significant effect of context clues mastery on students' reading comprehension of procedure text.

4   CONCLUSION

The result of this research was the use of Context Clues Technique in teaching reading improved the students' reading comprehension and it can be concluded that the using of Context Clues Technique is effective to be implemented in improving the students' reading. This research was done to investigate the significant difference in students' reading comprehension of narrative texts without and by using Context Clues technique and also to investigate the effect of using Context Clues Technique on students' reading comprehension of narrative texts in the tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. Based on the data presentation and data analysis in the previous chapter, finally, the researcher provided the conclusions that There was a significant difference on students' reading comprehension between narrative texts taught without and by using the context clues technique to the tenth grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.,m Then, The was a Large Effect of using context clues technique on students' reading comprehension in narrative text of the tenth grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

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