

## **CONTEXT CLUES MASTERY IN STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT 8 GRADE STUDENTS OF 10 JUNIOR HIGH SCHOOL DEPOK**

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### **ABSTRACT**

The research objectives are to identify the effectiveness of context clues to the descriptive text reading comprehension and to define the easiest context clues that are comprehended by students in the new word identification. This research is an experiment research. The research population is students of the third semester of English Education program at the 8th grade of SMPN 10 Depok in the academic year 2012-2013. The sample was taken randomly by cluster random sampling, consisting of three parallel classes and are homogenous, that is, class A, B, and C. Multiple choice test was used to measure students' reading comprehension to obtain the pre/post-test. To identify the effectiveness of context clues, data was analyzed by using ttest. Findings show that students who are taught by using context clues are better than the ones taught by using dictionary. To comprehend difficult words, students are easier in determining the example clues. In other words, teaching reading by using context clues has a significant effect compared to one taught by using dictionary. The conclusion is that the results of reading score between experiment and control class is different.

Key words: descriptive text, context clues, peer correction

### **ABSTRAK**

*Penelitian ini bertujuan untuk mengidentifikasi keefektifan context clues terhadap pemahaman membaca teks deskriptif dan untuk melihat jenis context clues yang mana yang lebih mudah dipahami mahasiswa dalam mengidentifikasi kata baru. Penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah mahasiswa semester tiga pada program studi Pendidikan Bahasa Inggris tingkat 8 SMPN 10 Depok tahun akademik 2012-2013. Sampel dari penelitian ini diambil dengan cara cluster random sampling yang terdiri dari tiga kelas paralel dan homogen yaitu kelas A, B, dan C. Tes pilihan berganda digunakan untuk mengukur pemahaman membaca siswa untuk memperoleh data dengan pretest dan posttest. Untuk melihat keefektifan dari context clues, data dianalisis dengan menggunakan ttest. Dari analisis data, ditemukan bahwa mahasiswa yang diajar dengan context clues lebih baik pemahaman membaca daripada menggunakan kamus. Untuk memahami kata sulit, mahasiswa lebih mudah dalam penentuan example clues. Dengan kata lain, mengajar membaca dengan menggunakan context clues memiliki pengaruh yang signifikan jika dibandingkan dengan yang menggunakan kamus. Kesimpulannya, hasil nilai membaca mahasiswa dari kelas eksperimen dan kontrol berbeda.*

*Kata kunci: teks deskriptif, context clues, pembedahan teman sejawat*

## INTRODUCTION

Reading is one of the most important skills to get information or new knowledge. The students read when they need some information or to entertain themselves. Most of current information has been found through electronic or printed media, such as: internet, books, journals, articles, and newspaper. It means the students should read from many kinds of sources to get more information in every field of study. The student must know a kind of text. Such as narrative, descriptive, recount, expository, report, etc. The students is easy understand the text if they know the structure and function of the text. It means the text have some characteristics. Richard (2002) affirms that the main objective of reading for comprehension is to raise students' awareness of main ideas in the text and to explore text organization that is vital good comprehension.

Descriptive text is written to explain or to describe. Most of the printed media has been written in descriptive text. The 1 authors use the descriptive to give information, to explain, to describe, or to persuade the reader. Although reading comprehension is an important skill in developing English language ability, most of students at 8 grade of SMPN 10 Depok do not have any interest to comprehend the English materials. They are passive or lazy students and they do not have role to read more reading materials. As the result, they have low skill in reading comprehension.

The process of teaching reading comprehension and learning activities in the classroom depends on written material such as textbooks, journals, articles, etc. It means that the learners should have a good ability in reading in order to comprehend what they read from descriptive texts. Based on Harris

and Hodges (1995), reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in particular text.

Related to teaching English as a foreign language, lecturers should motivate their students to read English texts by using appropriate strategies and technique in reading in order to make the students are able to comprehend what they read in the target language. The appropriate strategies in teaching reading comprehension should be implemented by the English lecturers in teaching and learning processes especially for the English as foreign language learners, because applying good strategies and techniques in teaching and learning process may improve students' reading comprehension achievement.

Understanding the context can help the students to improve their reading skill, whereas it can make them easier to find out contains, messages and details information. The context can be identified through some clue words or phrases, such as: "for instance" for example, "because" for cause and effect idea, "although" for contrast idea. Based on the clue words, the students can identify the context directly. And then, when they understand the context, they can guess the meaning of unknown words, and then hopefully can catch the ideas, news, message or information from the text. In this research, the writer uses context clues to determining the unfamiliar words to improve students' reading comprehension of descriptive text.

In comprehending text, vocabularies are very important to understand the new words. It means they can comprehend ideas, follow arguments, and detect implications.

They know most of the words in text already and they can also determine the meaning of many of the unfamiliar words from the context. Without it, the students will find some difficulties. Based on the facts mentioned above, it can be assumed that the students have problem in their reading comprehension. They have difficulties in comprehending many sources of English text. So, the lecturers must find the solution or strategy to solve problem in reading comprehension. One of them is using context clues. This strategy is one of the way that can be used by lecturer or the teacher to improve the students' ability in reading comprehension. It can be used to find the meaning of unfamiliar words in the reading text and to make students easier to comprehend the text itself. In this research, the researcher focuses on the application of a teaching strategy for mastering the words to improve the students' reading comprehension. The strategy in teaching reading comprehension is context clues.

Using Context clues will help students in understanding of difficult or unfamiliar words. It means the students will easy in comprehend the various English text. Reading is one of the important English skills for students to learn because reading can provide some information for them. The interaction between the writer and the reader is made possible via text. It is through the text that the writer encodes his message, and it is also through the text that the reader gets the meaning of the message by decoding it reading is the process of interpreting the symbols of the written words.

Reading is the process of understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word

recognition refers to the process of perceiving how written symbols correspond to one's spoken language. While, comprehension is the process of making sense of words, sentences and connected text. In fact, the ability to identify words accurately and quickly out of context is a characteristic of good readers. Their word recognition is too rapid and automatic for context usage to play a meaningful part. This is true for both familiar and unfamiliar words. Instead, context is a mechanism in the comprehension process.

Also, Chin (2004:78) states that the reader can also learn strategy for discovering the meaning of unfamiliar words. The strategy is recognized as different kinds of context clues that enable to make an educated guess about the meaning of an unfamiliar word in reading. Next, Hiebert and Khamil (2005:89) state that students who were taught specific types of context clues were able to use contextual analysis to unlock the meanings of unfamiliar words. They can be grouped into: definition clues, example clues, cause and effect clues, contrast clues, restatement clues, and modifier clues. Then, he states that understanding a sentence can be developed through comprehending the meaning of punctuations, context clues, core part of a simple sentence and complicated sentence. The context clues are restatement and modifier.

It can be concluded that descriptive text is a type of text which describes thing, person, place, object or event, etc. Based on the previous explanation the purpose of this research were: first, to find out the effectiveness of context clues and dictionary in reading comprehension of descriptive text to the third semester students of 8 grade of SMPN 10 Depok. Second to find out which give more influence upon the

student reading comprehension, using context clues or using dictionary to the third semester students of 8 grade of SMPN 10 Depok. Third, to find out what type of context clues is the easiest for the students to identify measuring of a new vocabulary.

**METHOD**

This research is an experimental research. Gay and Airasian (2000) say that experimental research in the only type of research that can test hypothesis to establish cause and effect of relationship. The population of this research is the third grade students of 8 grade of SMPN 10 Depok of 2017/2018 academic year. The sample of this research was class A and B. The instrument of collecting the data was quantitative data. It was multiple choices test consists of 30 items. The data was analysis by using SPSS 20.00 version for windows.

**RESULTS AND DISCUSSION**

The objectives of this research are to find out the effectiveness of context clues and dictionary in reading comprehension of descriptive text. Besides that, this research also was purposed at determining what type of context clues is the easiest for the students to identify measuring of a new vocabulary to the third semester students of 8 grade of SMPN 10 Depok.

1. Students' Score of Pre-test and Post-test of Reading Comprehension of Descriptive Text both Experimental and Control Group.

Based on the result or the test of reading comprehension of descriptive text, it can be seen that the result of pretest and posttest of the test as follows:

**Table 1**  
**The result of Pretest and Posttest of Reading Comprehension both Experimental and Control Group**

Groups	Pretest					Posttest			
	N	Highest	Lowest	Mean	SD	Highest	Lowest	Mean	SD
Experimental	38	63	33	47.45	7.97	97	63	81.89	8.50
Control	38	63	27	46.63	10.24	90	63	77.55	6.93

The result of pre-test on experimental group is not different with the control group. On the highest score both of the groups got the same score was 63. It means that both of the group has the similar result on reading comprehension. On the other hand, the result of the post test, the data shows that there is a significant difference between experimental group and control group. On the highest score both of the groups got

the difference 7 scores. In mean score, both the groups got differences 4.34 scores and on the standard deviation both groups got differences 1.57. It can be concluded that there is difference score of the post-test between the experimental group and control group. Based on the students' score on reading descriptive text in the experimental group, to know to what extent context clues can influence students reading

comprehension of descriptive text at 8 grade of SMPN 10 Depok.

2. Difference Analyses of the Experimental Group and the Control Group to examine the significant difference of the students' post-test in

the experimental group and the control group, the statistical analysis of group statistics and independent sample test were used. The result of the data analysis can be seen as follow:

**Table 2**  
**Difference Analyses of the Experimental Group and the Control Group**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	experimental	81.89	38	8.507	1.380
	control	77.55	38	6.931	1.124

The mean of reading comprehension of descriptive text achievement of the students' posttest in the experimental group was 81.89 and 77.55 for the reading achievement of the students in control group. In analyzing the differences of the experimental and the control group after taking the post-test, the statistical analysis of independent sample test was used. The t-test in post-test of the students in the experimental group and control group was 2.806. The value of two tail significance was .008. It can be compare to t-table was 2.680. It means that there is an influence of using context clues in teaching reading comprehension to the students' achievement in the third semester at 8th grade of SMPN 10 Depok. Through understanding context clues, reader can understanding sentences and will be easier to understanding reading text as whole. In other words, context clues can help the students to increase their reading skills.

Based on this study, it was found that context clues will help students succeed in comprehending

English text. In relation to this study, it is found that teaching context clues is provided as an effective strategy for teaching reading comprehension. This is also indicated by the increasing of students' reading achievement during the application of context clues in the treatment to experimental group of this study. In other words, the students who are teaching by using context clues is more easies to understand the descriptive text. Unfortunately, teachers tend to teach the students uncommunicatively. They tend to ask the students to open the dictionary to find out the meaning of the words. This strategy makes the students more passive and is not creative for the students activity

## CONCLUSION

On the result of the study, the students who were taught through the context clues had higher reading comprehension achievement than those who were taught using the conventional technique (using dictionary). Than the students more easy to identify the examples clues in comprehending of context clues. Although the result of this

study indicated the positive influence, teaching reading comprehension applied context clues to students' reading comprehension achievement at 8 grade of SMPN 10 Depok, the finding of this research cannot be generalized to all of the students of 8th grade of SMPN 10 Depok due to the fact that the researcher still used experimental as the research method (non-random) with a very small sample size. In other words, context clue can be used as alternative technique to a better students' reading comprehension. In simple, by applying context clues in teaching reading comprehension of descriptive text gain better result on students' comprehension.

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