

The Use of Context Clues Strategy for Improving Students' Reading Comprehension

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ABSTRACT

Most students in Indonesia found difficulties while reading English Language text. They were still lacks reading comprehension skills because of two things: English was not their first language and the cultural differences that made them hard to understand certain vocabulary in the English text. Quantitative Research were used in this study. Bryman (2016) explained that Quantitative research relies on the collection analysis of the data which was based on a method of logical method and it focuses on theory testing. Students of English Education Department in Universitas Negeri Manado was the subject of this research. 28 students participated in this study. The result of SPSS ver. 20 were used to determine the result of the research. The mean score of the pre-test was 64.18 while the post-test after using the Context Clues treatment is 73.43, the sig. value of this study was $0.000 < 0.05$ which means the hypothesis of Context clues strategy is accepted. This study showed why using Context Clues strategy really positively influenced students' reading comprehension skills.

INTRODUCTION

Reading is one of the important skills in learning English alongside Grammar, Speaking, Writing and Listening. Although this skill is important, reading comprehension is not easy to master (Kautsara, et al, 2022). But it does not mean that the other skills are unimportant, Reading is the most used skills in learning English language. Reading could be a difficult skill because students need to learn and understand some vocabulary. Students will mostly be using dictionary to understand certain words. Apart from that, comprehension is also difficult. It is always hard to master reading comprehension Herlisya (2022). College students still lacks reading comprehension skills despite understanding some meanings. They did not really develop their proper comprehension skills. Scanlon et al. (2010) explain that comprehension is a dynamic, collaborative activity in which what is immediately stated in the text and the person's prior understanding of the topic affect the reader's understanding of the text. In tune with Zainal et al., (2022) stated that reading comprehension requires considerable reading skills, such as word recognition, fluency, vocabulary, and what they understand prior, to be applied rapidly in reading comprehension. Therefore, the reader can acquire information from the text. Reading involves many important elements such as pronunciation, vocabulary, and also carries information for readers. In learning English, reading needs more concern. Reading becomes vital because 60-70% activity in class is through reading. Based on Howard (2006, p.61) states that reading is another communicative form of language. That's why it need a strategy for improving students' reading comprehension skills.

The strategy chosen for improving their reading skills is context clues strategy. Context clues are the strategy which the reader given hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of some unfamiliar words. According to Flemming (2014), Using context clues is the reading strategy which is explicitly taught the students use to find out and understand the meaning of an unknown word. Synonyms, antonyms, definitions and examples included in this strategy. Students can also use clues from base word, prefixes or suffixes. This context clues strategy can help students so they don't need the dictionary to understand certain words.

Based on Al Jawi (2010), the context clues strategy is employed to determine the unknown word to be comprehended easily. In order to understand the text, one must be familiar with the meaning of each word in the text.

Several studies had explored the use of context clues strategy. Utama (2019) examines the strategy to improving the reading skills of the students in SMPN 10 Depok. The result shows that using context clues, the student could understand the unfamiliar words better than using dictionary. Mauliza (2019) implemented this study on students in SMAN 12 Banda Aceh. According to the result of her study, students' comprehension improves well based on the mean score got by students from pretest and posttest which was increasing from 54.5 to 80.25. The gaps found in those previous studies were their main focus of this strategy was the reading comprehension skills of students in school. The previous studies also did not provide the comparisons of the results between the regular reading test and context clues test. The aim of this study is to focus on how the Context Clues strategy influences the reading comprehension skills of students in college and the differences of results between using regular reading test and context clues test. This research makes a clear contribution by providing a comprehensive analysis on how Context Clues strategy used for improving students' Reading Comprehension Skills. The researcher hoped that this study can be useful for educators seeking for the strategy of reading comprehension and how to build the English vocabulary in practical ways.

METHOD

The researcher using quantitative experimental research for this study in which according to Johnson (2010), quantitative research is intended to determine cause-and-effect relationship or for solving problems in the research. According to Bryman (2016). Quantitative research influenced by empiricist and positivist ideologies, it relies on the data collection and analysis which was based on a method of logical that focuses on theory testing. Furthermore, one-group pretest-posttest design are used to conducting this study.

The 28 students of English Education Department in Universitas Negeri Manado who participated in this study were the subject of the research This study is using one-group pretest-posttest to find out the result from a group. Arikunto (2010) explains that one group pretest-posttest design is the research activity which gives the group of students test before the treatment or pre-test, and then giving the students the after-treatment test or post-test. The characteristic of one group pretest-posttest are a). The group of participants who get treatment are selected in a non-random way, b). There is no control group since this design only focuses on the outcome comparisons in one group. The researcher is using research design of the one group pretest-posttest by Sugiyono (2013)

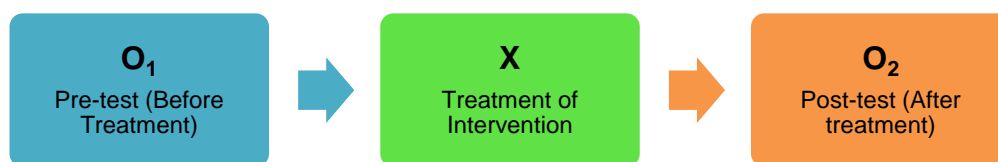


Figure 1. Experimental Design

The one ne group pretest-posttest are used to analyzing how the Context Clues strategy impacted students' reading comprehension skills. The researcher is using reading test papers for the instrument of this study. The first test paper is the regular reading test which consisted of 15 questions and the second test paper is the reading test paper using context clues which also consisted of 15 question. The first 10 question used as the pre-test while the last 10 question used as the post-test. The research took places in the classroom of English Education Department. In the classroom, the researcher would give the students the regular reading test and the result would be their pre-test scores. When they finished the first test, the researcher will give the students the reading test with Context Clues in it and the result would be their post-test scores. Each test took 30 minutes. When the data collected from the research, the data will be calculated using SPSS ver. 20 with Paired sample t-test to analyze the collected data or results of the research from the meeting.

FINDINGS

According to the scores from the table below, there was the average score differences between pre-test scores and post-test scores.

Table 1. Students' Test Score

Students	Score	
	Pre-Test scores (before the CC treatment)	Post-Test scores (after the CC treatment)
Students #1	70	75
Students #2	75	80
Students #3	71	76
Students #4	60	65
Students #5	75	70
Students #6	52	62
Students #7	71	76
Students #8	65	70
Students #9	78	83
Students #10	51	61
Students #11	76	81
Students #12	78	83
Students #13	75	80
Students #14	60	70
Students #15	72	80
Students #16	55	75
Students #17	61	70
Students #18	63	71
Students #19	65	75
Students #20	55	70
Students #21	54	72
Students #22	56	66
Students #23	57	80
Students #24	74	85
Students #25	58	73
Students #26	59	71
Students #27	56	71
Students #28	55	65

The researcher using SPSS ver. 20 to find out the result of this research.

Table 2. Paired Samples Stats table

		M.	N	Std. Dev.	Std. Er. M
Pair 1	Pre_Test_Scores	64.18	28	8.891	1.680
	Post_Test_Scores	73.43	28	6.466	1.222

According to the table above, the results shows that there was a difference average scores between pre-test and post-test. The M (Mean) part of the table above shows that the pre-test mean score was 64.18 and after the researcher gave the students Context Clues test treatment, the post-test mean score increased to 73.43

Table 3. Paired Samples Test table

		Paired Diffrs					t	df	Sig. (2-tld)
		M	Std. Dev.	Std. Er. M	95% Conf. Intrvl. o. th. Diffrs				
					Lowr	Uprr			
Pair 01	Pre_Test - Post_Test	-9.250	5.713	1.080	-11.465	-7.035	-8.567	27	.000

According to the the Paired Samples Test table above, the data of sig. shows the score of pre-test & post-test were $0.000 < 0.05$. The score result shows that the hypothesis can be accepted.

DISCUSSION

This part of the study shows the result of how the Context Clues strategy influences the improvements of reading comprehension of students in English Education Department, Universitas Negeri Manado. The researcher using SPSS ver. 20, employing a Paired Sample T-Test to see the differences between the results before the CC treatment and after the CC treatment, and to determine if the hypothesis was valid. If the significance value was less than 0.05, the hypothesis was considered valid. The collected data from this research after using the SPSS ver. 20 shows that the pre-test mean score which before using Context Clues treatment was 64.18 while the post-test mean score after using the Context Clues treatment was 73.43. The sig. value of the pre-test score and the post-test score were $0.000 < 0.05$. If the sig score were less than 0.05, the hypothesis can be accepted.

This study has a positive outcome from the students. Aside from the result of this study according to the pre-test score and the post-test score differences, this study shows that the Context Clues strategy are more effective on improving students' reading comprehension skills than the regular reading tests. This research shows that the students found that the Context Clues are the good strategy for them to not only improving their reading comprehension skills, it also can help students to learn new words to build their vocabulary. The Context Clues strategy can help the students to gain and understand the whole information from the text. When they got the whole information, it is easier for them to define specific information and ideas from any type of text they read.

Reading comprehension becomes an important skill for students in any major. Nunan (2003) called the reading as the fluid process in which the person blends the ideas and information from a book with what they already know to generate meaning. The students should practice more to enhanced their reading comprehension skills. Khairani (2022) suggest using context clues as a reading strategy is the way which is effective to enhance reading comprehension skills of students. By the great impact of this strategy, the Context Clues is very good for students' reading skills.

CONCLUSION

This study shows that Context Clues strategy really influenced reading comprehension skills of students better than just using a regular reading test which students still found themselves difficult to understand. The impact are shown based on the result of this research using quantitative experimental design, one group pretest-posttest and with the help of SPSS ver. 20 , it shows that the mean of the pre-test score was 64.18 while the post-test score after the Context Clues treatment is 73.43 , the hypothesis of this study is accepted since the sig. value of this study was $0.000 < 0.05$. It can be concluded that the Context Clues strategy really brings a positive impact for the reading skills improvements. The Context Clues Strategy not only improve students' comprehension skills, it also help the students' building of their English vocabulary.

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COMPETING INTERESTS

The authors declare that they have no competing interests.

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