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PENGGUNAAN *CONTEXT CLUES STRATEGY* UNTUK MENINGKATKAN KEMAMPUAN MEMAHAMI BACAAN SISWA

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ABSTRAK

Penggunaan Strategi Context Clue untuk Meningkatkan kemampuan memahami bacaan siswa merupakan penelitian eksperimental di MTsN 2 Aceh Besar. Penelitian ini bertujuan untuk menemukan apakah Strategi Context Clue dapat meningkatkan pemahaman bacaan siswa. Permasalahan yand dihadapi oleh siswa kelas VIII[4] MTsN Aceh Besar adalah lemah kemampuan memahami bacaan. Desain penelitian yang digunakan di dalam penelitian ini adalah desain eksperimental. Subject dari penelitian ini adalah siswa kelas VIII[4] MTsN Aceh Besar yang terdiri dari 32 siswa. Penelitian telah dilakukan pada tanggal 26 September sampai dengan 03 Oktober 2019. Prosedur penelitian ini berupa melakukan pre-tes, percobaan, dan post-tes. Data dikumpulkan dengan membagikan soal pada pre-tes dan post-tes dan data akan dianalisa dengan menggunakan right t independent test. Nilai mean pada pre-tes adalah 33 dan nilai Mean pada post-tes adalah 77. Penelitian ini menunjukan bahwa H_0 ditolak karena Z_{count} lebig besar (6,78 daripada Z_{tabel} (1,96). Ini bisa dinyatakan bahwa siswa yang diajarkan dengan menggunakan strategi Context Clue lebih baik daripada siswa yang tidak diajarkan dengan menggunakan strategi Context Clue. Ini bisa disimpulkan bahwa penggunaan strategi Context Clue meningkatkan kemampuan memahami bacaan siswa.

Kata Kunci: *Pemahaman Reading, Strategi Context Clue, dan Teks Deskriptif*

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THE USE OF CONTEXT CLUES STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION SKILLS

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ABSTRACT

The use of context clues strategy to improve the students' reading comprehension skills was an Experimental Research at MTsN 2 Aceh Besar. This research aimed to find out whether the Context Clues Strategy can improve the students' reading comphrehension. The problem faced by the students of class VIII^4 at MTsN 2 Aceh Besar was they have low reading comphrehension skill. This research design used in this study was experimental design. The subject of this research was the students of class VIII^4 at MTsN 2 Aceh Besar, there were 32 students. The research was conducted on September 26th to October 03rd, 2019. The research procedure was distributing pre-test, then giving treatment and the last was distributing post test. The data were collected by distributing questions in pre-test and post-test and the data will be analyzed by using the right t independent test. The Mean score of pre-test was 33 and the Mean score of post-test was 77. This research revealed that H_0 was rejected because Z_{count} was greater (6,78) than Z_{table} (1,96)It also can be said that the students who were taught by using Context Clues Strategy better than the students who were not taught by using Context Clues Strategy. It can be concluded, the use of Context Clues Strategy improved the students' reading comprehension skills.

Keywords: *Reading Comprehension, The Context Clues Strategy, Descriptive Text.*

INTRODUCTION

The achievement to read is one of the keys to progress students. Without reading, students would not be able to acquire knowledge that is fundamental to intellectual growth. Through reading the students become experts in fields (Marry, 1997: 44). This statement is also supported by Fauziati (2010: 32), "Reading is one of the language skills needs to be taught in language classroom enabling readers to gain new knowledge, enjoy literature, and do everyday things that are

parts of modern life, such as, reading the newspapers, job, listing instruction manuals, mapping and so on".

Nowadays due to the increasing and abundance of available information, it is of vital importance to be able to read and comprehend the written texts. It is necessary for all individuals, particularly students, to have the ability of reading simple forms, interpreting advertisements, reading newspapers, and making use of initial reading strategies in their job and lives (Marzban & Adibi, 2014).

Based on the results of interview, the data revealed that the students' difficulty in reading is in finding the main ideas in reading so that the students have low interest and motivation in reading. This problem is also related to the students' inadequate knowledge in reading such as have inadequate vocabulary and grammar.

In order to overcome the students' problem, the researcher tries to apply one technique in teaching reading; that is Context Clues Strategy (CCS). Zainil (2006: 1) states that understanding sentences can be used as a comprehensible input through understanding context clues, reader can understanding sentences and was be easier to understanding reading text as whole. In other words, context clues can help the students to increase their reading skills. Dorn and Soffos (2005: 197), context clues involve the linguistic (e.g. words, phrases, sentences) and nonlinguistic information (e.g. illustrations, typographic features) available surrounding an unfamiliar word, which a reader can uses to the word's meaning. Instruction in Context Clues typically involves teaching students to use linguistic information to predict the meaning of a word.

There are some previous researches about the implementation of Context Clues Strategy. First, Taufik (2015: 1) says, "the implementation of Context Clues Strategy could improve students' reading comprehension at the VIIIth grade of SMP Muhammadiyah 1 Ponorogo. It can be seen from the result of students' test score. Melwan (2014: 94) says, "Teaching reading comprehension applied Context Clues to students' reading comprehension achievement at STKIP Tapanuli Selatan can be used as alternative technique to enrich students' reading comprehension." The students' post-test in the experimental group was 81,89 and

77,55 for the reading achievement of the students in control group. Desi (2019: 1), says the implications of Context Clues Strategy in learning Academic reading can improve the power of critical thinking, analytics and students reading skills. Moreover, as cited in Herinovita (2016: 4), Yuen investigated the use of Context Clues to gain knowledge of new words during reading. The study occurred in a self-contained third grade classroom at a public school. The twenty students in the experimental group were taught the above-mentioned strategies for three weeks. His research findings suggested that teaching students how to use context clues while reading improves their understanding of new vocabulary

Objective of the Research

The objective of the research is to find out whether the Context Clues Strategy could improve students reading comprehension skill.

REVIEW LITERATURE

Definition of Reading Comprehension

Hedgcock (2009: 49), "Reading is a complex interaction of cognitive processes and strategies used by the reader and various types or information contained in the text. When a learner does reading, a learner places her/himself to interact with the information in written texts by using various strategies to get the meaning of it.

As cited in Nurlaely (2017: 31), Simanjuntak states that the models assume that a reader proceeds by moving her eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to from the phrases, clues, and sentences of the text. In other words, doing reading means the reader turns into the text by comprehending the words phrases, clues, and sentences composed in the texts.

Wright and Brown (2006) examined reading strategy instruction effect in increasing the reader's awareness of reading strategies, expanding the domain of strategies implication and encouraging learners to observe and think about their reading. Result of their examination revealed that strategy training has encouraged

readers to think about their strategy application and seemingly has raised their confidence level in their own reading skill. Mikulecky and Jefferis (2004) state that when learners receive strategy instruction, they "build on their already-established cognitive abilities and background knowledge" (p.183). Students may think of reading strategies as a solution to their problems while reading which has substituted translation can increase student's confidence. As a result they may have faster access to the reading material they have to use in their academic contexts. Poole (2009) points out that "a number of studies show the connection between increased reading strategy use and skilled reading among L2 learners at the post-secondary level" (p.30).

Context Clues Strategy

Sometime when reading, you come to an unknown word. To find the meaning, you use the clues in the text to help you to figure it out. The words and sentences around the unknown word can give the clues. These clues are called context clues. Sometimes they are found close to the new word or you must look in the paragraph before or after the word.

As cited in Herinovita, (2016: 3), Spears states that the word context refers to the way a word is used in a particular sentence or passage, while the clues are other words or phrases that help reveal the meaning of a difficult word. Helev (2005) says that Context Clues is a strategy using words, title, and pictures to determine the meaning of missing or unknown words. In other words, Context Clues is a strategy to reveal the mening of difficult word by using some clues that were stated contextually such as the words before or after the difficult words, title of the passage, or picture.

Based on the statements above, it can be concluded that context clues is a strategy to find the meaning of difficult word in the text by looking around. The clues can be found before or after the word stated.

RESEARCH METHODOLOGY

The research methodology used was experimental research. Gay, Mills, and Airasian (2006: 233) state, "Experimental research is the only type of the research

that can test hypotheses to establish cause-effect relationships and it represents the strongest chain of reasoning about the links between variables." The manipulation of independent variable is the one characteristic that differentiate experimental research to other types of researches. The manipulated independent variables can be teaching methods, types of reinforcement, learning settings, learning materials, etc. In this study, the manipulated independent variable is the use of Context Clues Strategy. It means that, this study is intended to find whether the use of Context Clues Strategy can improve the students reading skills.

Futhermore, the design of conducting this experimental study was one group pre-post test design involving a sigle group to be pre tested, treated, and post tested. Firstly, the researcher gave the pre test, then doing treatment, and at last gave the post test (Gay, Mills, and Airasian, 2006:251).

Instrument

The instrument of this study were pre test and post test in relation to reading skills' questions. The pre test was administered in order to know the students' ability before giving treatment. While post test was given after the treatment in order to evaluated the effect of treatment given. The questions were about the reading skills. The text used in this research was descriptive text as media.

Source of Data

The data of this study were primer data. The data were from the students' responses toward the pre test and post test administered.

Technique of Data Collection

The data were collected by distributing pre test and post test. The pre test was administered in order to know the students' ability before giving the treatment. While post test was given after the treatment in order to evaluated the effect of treatment given. The data collected were in the form of the students' responses to the pre test and post test.

Technique of Data Analysis

Pre-test and post-test data of reading comprehension of students was analyzed by using the right t independent test. This is done to find out that the students' achievement in reading comprehension improving after applying the Context Clues Strategy. Before testing with the dependent t test and normality are tested first. If the pretest or post test data is concluded that the data does not originate from a population with a normal distribution, further testing is carried out using a non-parametric test. Whereas, if the pretest and posttest data are concluded, the data comes from populations that are normally distributed and do not have the same variance, then the tests are carried out using the t test. The following are described in the research stages.

Sudjana, (2005: 228) one sample t test is used to compare the average value of the sample with the average value of the population or a certain standard value. The one sample t test formula is as follows:

$$t = \frac{\bar{x} - \mu 0}{s/\sqrt{n}}$$

Information:

$\bar{x}$: Sample Average

$\mu 0$: Population Average (standard velue)

S : Sample Deviation

N : Number of Samples

1) Normality Test

Normality test aims used to find whether the data comes from a population that is a normality distributed or not. As are the hypothesis used is as follows:

H_0 : The data comes from a population that is a normality distributed

H_a : The data comes from a population that unnormality distributed

The X^2 formula is as follows (Sudrajad, 2000).

$$X^2 = \sum_{i=1}^{k} \frac{(0_i - E_i)^2}{E_i}$$

Information:

X^2 : Chi square score

E_i : Frequency of presentation

O_i : Frequency of obsevation

Conclusions obtained by criteria: "Total H_0 if $X^2_{count} \geq X^2_{table}$ and for other values H_0 is accepted Hestaliana (2017: 125)

2) The Right-hand Dependent t Test

The right-side dependent t-test was perfomed to determine the achievement of students' reading comrehension after the applying of contex clues strategy is better. As for the hypothesis formulated as follows.

H_0 : The Context Clues Strategy can improve students' readin comprehension skill.

H_a : The Context Clues Strategy cannot improve the students' reading comprehension skill.

The statistical hypothesis is as follows.

$H_0 : \mu_2 = \mu_1$

$H_a : \mu_2 \neq \mu_1$

With μ_2, the average reading comprehension achievement of the application of CCS and μ1 states the average reading comprehension achievement after the application of context clues strategy.

The t-test formula for the two dependent samples used is as follows, (Triola, 2006 in Hestaliana, 2017).

$$t_{hitung} = \frac{\bar{d}}{sd\ /\sqrt{n}}$$

Next, $sd = \sqrt{\frac{n\sum d - (\sum d)}{n(n-1)}}$ with dk = n – 1

Where:

$\bar{d}$: Average data difference in pairs

d: Difference in data paired

n: Number of samples

sd: Standard deviation in paired data differences

The conclusion is, accept H_0 if: $t_{count} < t_{(1-\alpha)(dk);}$ dk = n- 1 and for H_0 values is reject.

Triola (2006: 110) states that, the Mann-Whitney test is a non-parametrict test used to compare two samples that are independent and not normally distributed. The sample data is the form of ordinal data, while the interval data i.e. the data not from a normal distribution. This test was introduced by Wilcoxon and was developed by Mann and Whitney. This test also called the Wilcoxon Rank-sum test or the Mann-Whitney-Wilcoxon test. There are two ways to test hypotheses with the Mann-Whitney test.

To test the hypothesis, the Mann-Whitney test by using the Z test approach was used.

3) Mann-Whitney Testing using the Z Test Approach

Triola (2006: 111) Triola states that for the steps in carrying out the Mann-Whitney test using the z test approach are as follows:

1) Formulate the null hypothesis and alternative hypothesis
2) Determine the lever of significance (α) . Example $\alpha = 0{,}05$ *or* α = 0, 01
3) Merge data from both groups and sort the data from the lowest to the highest in a group cell
4) Rank each data in the group cell. Ranking 1 is given to the lowest data. If there are no data together then the order is the same as ranking. However, if there is the same data then the (R) rank is calculated by the following formula:

$$R=\frac{\textit{the number of sequences of data that have the same value}}{\textit{lost of data with the same value}}$$

5) Regroup the data that has been ranked into the initial group of observations
6) Determine R1 and R2 ie:
   - R_1 is the number of ranks in the group 1
   - R_2 is the numberof ranks in the group 2

7) Determine R_1 average, R_2 average, standard error ranking, and $Z_{calculate}$ using the following formula:

$$\breve{\mu}R_1=\frac{n1\,(n1+n2+1)}{2} \qquad \breve{\mu}R_2=\frac{n2\,(n1+n2+1)}{2}$$

$$\breve{\sigma}_R=\sqrt{\frac{n1\;x\;n2\;x\;(n1+n2+1)}{12}}$$

$$Z_{calculate}=\frac{R1-\breve{\mu}R1}{\delta R}$$

Information:

N_1 : Lots of group data 1

N_2 : Lots of group data 2

R_1 : The number of ranks in group 1

R_2 : The number of ranks in group 2

$\breve{\mu}R_1$: Average group ranking 1

$\breve{\mu}R_2$: Average group ranking 2

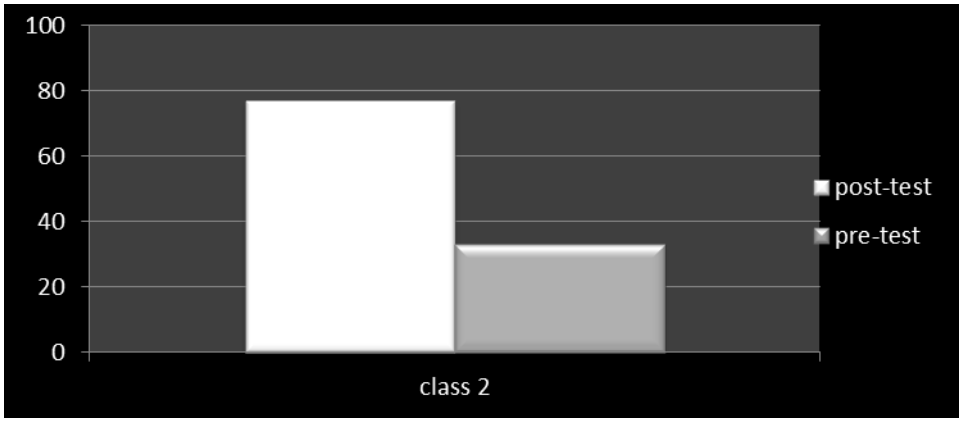
$\breve{\sigma}_R$: Standard error ranking

8) Determine the tipping point (Z_{table} namely in table 2 in the appendix):
   - Two-party test is $Z_{table} = Z\frac{\alpha}{2}$
   - The test of the right or the left is $Z_{table} = Z\alpha$

9) Determine conclusions ie:
   - Two-party test nemely "Riject H_0 if: Z_{count} <- Z_{table} or Z_{count} >Z_{table} and for the value of H_0 received";
   - The test of one party that is "Riject H_0 if: Z_{count} > Z_{table} and for the value of H_0 received";
   - Test one side left, "Riject H_0 if: Z_{count} <-Z_{table} and for the value of H_0 received";

RESEARCH RESULT

4.1. Diagram of Pre-Test and Post-Test Data



Based on diagram 4.1 it can be seen that the average of students' post-test is higher at 77 than the average pre-test reading comprehension achievement of students which is 33. So, it can be seen that students' reading comprehension achievement after applying the Context Clues Strategy is better than students' reading comprehension achievement before applying the Context Clues Strategy. However, these results cannot be concluded because statistical testing is necessary, namely by testing in the form of a right-ride dependent t test. Before testing with the right-side t test, first normality is calculated. The following are the results of normality calculation and independent t test for the right.

Table 4.1: Normality Calculation Results and Independent t test

Average		Normality*		Significance
Pre-test	Post-test	Pre-test	Post-test	
33	77	Normal X^2_{count} (34,19) < X^2_{table} (7,81)	Normal X^2_{count} (13,74) < X^2_{table} (7,81)	Z_{count} (6,87) >Z_{table} (1,96)

Where;

* = Chi Square test (Normal, score $X^2_{count} < X^2_{table}$ (α = 0,05)

Based on table 4.1 it can be seen that the t-test normality of pre-test data is obtained X^2_{count} is 34,19 greater than X^2_{table} is 7,81. That is, it can be concluded that the pre-test data of students' reading comprehension achievement originated

from those with abnormal distribution. Furthermore, post-test data normality test is obtained X^2_{count} that is 13,74 more than X^2_{table} is 7,81. So, it can be concluded that the post-test data of students' reading comprehension achievement from those with abnormal distribution.

In the table 4.1 it is known that the dependent Z results show Z_{count} is 6,87 greater than Z_{table} is 1,96. Therefore, it can be concluded that H_0 is rejected. The students who were taught by using Context Clue Strategy were better than the students who were not.

Discussion

The teacher is stakeholder in education and has role to improve the quality of it. To improve the quality of education, the quality of teachers should be improved, too. Qualified teachers include teachers who know and understand their roles and functions in the teaching and learning process. After conducting the research and find that there is improvement of students' achievement in comprehending reading skills. The data revealed that the students' post test score were higher than the students' pre test score. It shows that the use of Context Clues Strategy improve the students' reading comprehension skills. It also supported by some previous researches which have been done by Taufik, 2015: 1; Melwan, 2014: 94; Desi, 2019: 1; Yuen as cited in Herinovita, 2016: 4, which revealed that the implementation of Context Clues Strategy can improve the students' reading comprehension skills.

Conclusion

Based on the result of this research that there is significant difference between the students' score in comprehending reading in pre test and post test. We can find that there is improvement of students' score in comprehending reading skills after treating by using Context Clues Strategy. It can be seen from the result of pre test and post test. The average score of the students' post-test is higher at 77 than the average score of the students' pre-test is 33. Therefore, it can be concluded that

the use of Context Clues Strategy can improve the students' reading comprehension skills.

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