THE EFFECTIVENESS OF USING CONTEXT CLUES STRATEGY ON READING COMPREHENSION OF THE FIRST YEAR STUDENTS AT SMA MUHAMMADIYAH 1 PEKANBARU

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Abstract: This experimental study aimed to find out the effect of using contexts clues strategy in reading comprehension. This experimental research was used one-group pretest-posttest design. The reason for conducted this research because students tend to used dictionary when they read English text in order to find the meaning of difficult word. However, they may not use dictionary or some stuff that can help them to understand English text in joining examination. This condition makes students difficult to comprehend the English text because they face different context. So, students should know about reading strategy to increase their reading comprehension without using dictionary or another instrument. One of the appropriate reading strategies to increase the students' reading comprehension ability is context clue. The sample of this research was the first year students of SMA Muhammadiyah 1 Pekanbaru. The participants were 33 students as tryout class and 28 students as experiment class. The steps of research procedure are conducting pre-test, treatment, post-test and data analysis. The data analyzed by using t-test formula. The data analysis showed there is significant effect of using context clues strategy on reading comprehension. The finding also proved that in the pre-test students' average score was only 71.17 and it improved to 84.00 in the post-test. Moreover, for the statistical analysis it was found out the T-observe 7.64 was higher than T-table. Base on this finding, it is suggested that context clues strategy can be used by teacher as an alternative strategy that can help students to increase their reading comprehension.

Keywords: Context Clues, Reading Comprehension, Experimental Research, Reading Strategy

KEEFEKTIPAN DARI MENGGUNAKAN STRATEGI CONTEXT CLUES PADA PEMAHAMAN MEMBACA SISWA KELAS SATU SMA MUHAMMADIYAH 1 PEKANBARU

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Abstrak: Penelitian eksperimental ini bertujuan untuk mengetahui pengaruh dari penggunaan strategi context clues dalam pemahaman membaca. Penelitian eksperimental ini menggunakan satu kelompok pretest and posttest. Tujuan dilakukannya penelitian ini karena para siswa cenderung untuk menggunakan kamus ketika mereka membaca teks berbahasa Inggris agar menemukan arti dari kata sulit. Bagaimanapun, mereka tidak dapat menggunakan kamus atau beberapa barang yang dapat membantu mereka untuk memahami teks berbaha Inggris dalam mengikuti ujian. Kondisi ini membuat murid sulit untuk memahami teks berbahasa Inggris kaarena mereka menghadapi keadaan yang berbeda. Jadi, siswa harus mengetahui tentang strategi membaca untuk meningkatkan pemahaman membaca mereka tanpa menggunakan kamus atau alat lainnya. Salah satu strategi membaca yang sesuai untuk meningkatkan kemampuan pemahaman membaca siswa adalah context clues. Sample penelitian ini adalah siswa kelas satu SMA Muhammadiyah 1 Pekanbaru. Partisipan berjumlah 33 orang siswa sebagai kelas tryout dan 28 siswa sebagai kelas eksperimen. Alasan untuk melakukan penelitian ini karena pasa siswa cendrung untuk menggunakan kamus ketika mereka membaca teks berbahasa Inggris agar dapat menemukan arti dari kata sulit. Bagaimanapun, mereka tidak bisa menggunakan kamus atau beberapa barang yang dapat membantu mereka untuk memahami teks berbahasa Inggris dalam menghadapi ujian. Kondisi ini siswa sulit untuk memahami teks berbahasa Inggris karena mereka menghadapi keadaan yang berbeda. Langkah-langkah prosedur penelitian adalah mengadakan pre-test, treament, post-test dan analisis data. Data tersebut dianalisis dengan menggunakan rumus t-test. Data analisis menunjukkan bahwa ada pengaruh yang berarti dari penggunaan strategi contexts clues dalam pemahaman membaca. Penelitian ini juga dibuktikan dalam skor rata-rata siswa pre-test yang pada awalnya 71.17 dan menjadi 80.00 pada post-test. Selain itu, untuk analisis statistic ditemukan bahwa T-observe 7.64 lebih tinggi dari T-table. Berdasarkan penemuan ini, disarankan bahwa strategi context clues dapat digunakan oleh guru sebagai strategi alternative yang dapat membantu siswa untuk meningkatkan pemahaman membaca mereka.

Kata Kunci: *Context Clues, Reading Comprehension, Experimental Research, Reading Strategy*

INTRODUCTION

Reading is one of the language skills the students should learn. This skill is a very important in English that gives many benefits to them. By reading, the students can get more knowledge and information. The major topic area taught for Senior High School students in learning English is reading through reading materials. Reading is transfer of information from the writer and the reader. Harmer (1991) states that reading is one of the important skills which have to be learned by the students in order to master English well. Reading is an active process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation and use social context to focus their response (Walker, 2000).

According to Wainwright (2007) Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. Reading comprehension is a multi-component. According to King and Stanley (1989), there are five components of reading. First, finding factual information. Second, finding main idea. Third, finding the meaning of vocabulary. Fourth, identifying reference. The last, making inferences.

A strategy really important in reading, because reading strategy is a plan or way of doing something using specific procedure that can help students to comprehending reading texts. Teacher applied a strategy based on their reflection on the students' context and problem. To the context of SMA Muhammadiyah 1 Pekanbaru, some students tend to use dictionary when they read English texts in order to find the meaning of difficult or unfamiliar words. Some students use electronic dictionary or gadget that can be connected with internet. They think that using internet is very effective to understand the meaning of words as well as sentences. As a result they can understand texts that they have to read.

The students are allowed to use dictionary, electronic dictionary or gadget in the process of teaching and learning. However, they may not use dictionary or some stuff that can help them to understand English texts in joining examination. This condition makes students difficult to comprehend the English texts because they face different context. They have been familiar with the situation finding the meaning of words by using dictionary. They cannot get good score in examination expected as the minimum standard which is 80.

Students should know about reading strategy to increase their reading comprehension without using dictionary or another instrument. They need to be introduced how to understand texts without using dictionary, therefore, teachers need to consider using the appropriate strategy. One of the appropriate reading strategies to increase the students' reading comprehension ability is context clue.

Spears (2000) 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. Zieitzoff Helev (2005) says that context clues is a strategy using words, title, and pictures to determine the meaning of missing or unknown words. Eanes (1997) also defines that Context Clues refer to the use of surrounding word, sentence, and paragraph meaning to decode words or determine their meaning. He also argues that Context Clues may be the most important for two reasons. First, context emphasizes decoding for the purpose of finding meaning. Second, it

should be used in conjunction with all the others; If a decoded word does not make sense in context, it probably has not been decoded correctly.

Moreover, Yuen (2009) investigated the use of context clues to gain knowledge of new words during reading. Context clues strategies taught during intervention included locating appositives, searching for explicit definitions, and using prior knowledge. 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 words. Furthermore, results from the classroom observation demonstrated that students became more attentive to their reading throughout intervention implying that they were implementing context clues strategies to assist their reading.

Some experts describe about the advantages of using context clues in reading comprehension. According to R. Kjesbo Rynette (2010) there are some advantages of context clues. First, context clues can help the reader build on the vocabulary they have in order to learn the meaning of words they do not know. Second, context clues help readers decide how to pronounce word. For example, "You can put a *bow* in your hair or you can *bow* to the audience." Third, readers who are able to use context clue in understanding what they are reading may enjoy reading more.

McDonough and Shaw (2003) also explain advantages of using context clue strategy. First, the intention of vocabulary acquisition. Vocabulary mastery, of course, has a big point in understanding the sentence. Context clues are supporting sentences for providing information on the meaning of difficult words. For example, when there is a sentence that the readers do not even understand the meaning. The reader do not know the meaning of words or just know a little word only, the reader can have ways to understand the words through context clue. By mastering vocabulary well, it is expected the enhancement in word processing, relating to the ability to read. In reading readers must have an adequate vocabulary so that can figure out the meaning of the content. It is a combination of reading skill, vocabulary mastery, and creativity as follows.

Second, context clue stimulating critical thinking of reader. Creativity is needed when we are dealing with context clue. Carefulness in reading the information, such as punctuation, and keywords will greatly affect the accuracy in guessing unfamiliar word. In deciphering punctuation for example, a dash (-) or mark (,) has a big share in applying context clues. They are information which are provided by authors to readers or in the determination of key words. The first thing to do is to decide unfamiliar word, then determine the type of context clues. After that reader to the application of context clues and is infer or determine the meaning of the word. When readers begin to use context clues, they are required to stay focused and keen in taking and determining the information. It will indirectly lead the reader to think critically. Logical in the use of this approach will stimulate readers to think critically and more critical so that readers know the meaning of the passage perfectly.

The last is for critical reader. It does not need longer time than opening dictionary

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. Learning the meaning of a word through its use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word is used, the

readers are able to decide upon an appropriate definition to fit the context. Based the discussion above, the writer conducted a research on this topic to find out the significant effect of using context clue strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 Pekanbaru.

METHODOLOGY

The research design of this study is experimental research. According to Sugiyono (2011) experimental research is a research method that is used to find the effect of a particular treatment over another in a runaway condition. Sugiyono also classified, pre-experimental research is divided into three categories, one-shot case study, one-group pretest-postest design, and intact group comparison. In this research, one-group pretest-postest design was used. The writer used the one-group pretest-posttest design. The one-group pretest-posttest design involves a single group that is pre-test (O_1), exposed to a treatment (X), and post-test (O_2). The success of the treatment is determined by comparing pretest and posttest scores (Gay and Airasian, 2000).

Population is a well-defined collection of individuals or objects know to have similar characteristics. The population of this research is the first year students of SMA MUHAMMADIYAH 1 Pekanbaru at the academic year 2015/2016. There are eight classes for the first year students and the total **213** students. Sampling is the use of a subset of the population to represent the whole population. According to Charles and Fen Yu (2007) states that sampling is based on underlying theoretical distributions of observations, or sampling distributions, the best known of which is the normal curve. In this research, the writer chose cluster random sampling. The experimental class was X.IPS1 and X.IPS3 for tryout class. In the experimental class consist of 28 students and in the tryout class there consists of 32 students.

Before collecting the data, the writer used a simple reading test as the instrument. Test is used to measure the level of students' ability. According to Wesley (2001), test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. To collect the data, the writer was given a written test. Written test conducted twice, there were pre-test and post-test. The writer used multiple-choice test. According to Brown (2004), Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Multiple-choice is the most popular method of testing reading. It is easy to calculate quickly.

Before the real test was given to the students, the test tried out at the other class. The try out conducted to see whether the test was too difficult or too easy for the purpose of the research. It was calculated by using formula from Heaton (1975), to calculate the difficulty of items, to calculate the discrimination of items, and to calculate the reliability. In order to analyze the collected, the researcher used T-test formula by Brown (1988), to calculate standard error, to calculate the value of T-obs, and to calculate of freedom.

FINDINGS AND DISCUSSION

Before the test was given to get the data, it was necessary to do try-out in order to measure the validity and reliability of the test. The test for try-out consists of 30 items reading comprehension. The result showed that five items were rejected because three of them were too easy and two of them were too difficult. After being calculated, it was found that the mean score of the try-out was 15.39. Its standard deviation was 3.31. After obtaining the mean score and standard deviation, the reliability of the try-out can be calculated. The reliability of the items was 0.33. This means that reliability of the test was sufficient. It can be concluded that the items of this instruments that were used in this research were valid and reliable.

In this research, "t" test formula was used to compare pre-test and post-test results in determining whether the hypothesis could be accepted and also measuring whether the instruments in treatment could give an effect on students' reading comprehension or not.

In performing experimental research, hypothesis was required to see whether there is a significant difference after the technique was completely performed. The mean of pre-test score achieved by the first year students was 71.17. Furthermore, when the treatment had been given to the students, the enhancements of students' ability in reading comprehend. The improvement could be seen in their mean score as shown in post-test results 80.00. The margin of pre-test and post-test achieved was 12.83. Besides the improvement score of pre-test to post-test, the researcher used t-test formula to know the acceptance of hypothesis.

After the writer calculated the value of t-test of pre-test and post-test, the result of the t-test was 7.64. Whereas the value of the table in Sudijono (2010) on the df (degree of freedom) 28 was 2.05 (the level of significance 5%) and 2.77 (the level of significance 1%). Thus, according to the result, because the t-test was larger than the t-table on both significant level 5% and 1% ($2.05 < 7.64 > 2.77$), therefore, the alternative hypothesis regarding the effect of using context clues strategy was accepted. It can be concluded that the hypothesis of this research was "There is a significant effect of using context clue strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 Pekanbaru."

CONCLUSION

Comprehension is important aspect in reading. In fact, comprehension in the first year students of SMA Muhammadiyah 1 Pekanbaru bring before and after treatment was completely changing. Their comprehension was getting better after being taught context clues strategy. The purpose of the research was to find out the significant effect of using context clue strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 Pekanbaru. From the research finding, it can be concluded that: First, the ability of the first year students of SMA Muhammadiyah 1 Pekanbaru in reading comprehension was not good enough, as reflected in the result of the pretest 71.17. Then the treatment was given for 6 meetings and the results of their ability in the post-test increased by 12.83 and became 84.00. Second, it was found that the value of t-test was 7.64 and t table was 2.05 (5%) and 2.77 (1%). Therefore, because calculated t-test was higher than the t-table, the Alternative hypothesis was accepted and Null

hypothesis was rejected. Third, because alternative hypothesis was accepted, it can be concluded that the effect of using context clue strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 significantly.

RECOMMENDATION

After finding the result of this research, the researcher offers some recommendations: First, reading comprehension as one of the important language skills that should be gives attention by the teachers. Context clues strategy can help students to comprehending reading text without dictionary because in some condition students cannot use all kind of dictionary. Second, Context clue strategy is one of important strategy that can be used by English teacher because this strategy can help students to be independent reader without dictionary. Third, before implementing context clue strategy, the teacher should explain about the steps if this strategy clearly so the students would not be confuse about what to do with this strategy. The last, in order to exploit the benefits of this strategy, it is best used by the students for sustainable learning process. Students can make this strategy as the part of their learning habit especially for reading comprehension.

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