

ABSTRACT

THE IMPLEMENTATION OF CONTEXTUAL CLUES TO INCREASE STUDENTS' VOCABULARY MASTERY OF SECOND YEAR STUDENTS AT MTs NEGERI 1 TULANG BAWANG

By

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Vocabulary is one of important aspects that should be acquired in learning four language skills. In Junior High School, the students found it difficult to comprehend the meaning of sentences and to express their ideas either in spoken or written forms. Therefore, the researcher tries to give an alternative technique of teaching vocabulary through contextual clues.

The aims of this study were to find out: i) the differences of students' vocabulary mastery before and after being taught through contextual clues and ii) which type of content words increases the most. This study was quantitative research. Vocabulary tests were used as the instrument of eliciting the data and Repeated Measured T-Test of SPSS 16.0 was used to measure the data. The sample of this study was the second grade students at MTs Negeri 1 Tulang Bawang 2015/2016 academic year. There were two classes taken randomly used in this research, VIII B was the tryout class and VIII A the experimental class.

The results showed that there was an increase between the pretest (39.93) and the posttest (55). The difference between the pretest and posttest was statistically significant ($0.00 < 0.05$). This indicates that contextual clues increased students' vocabulary mastery. With respect to the types of content words, noun contributed the highest gain (6.11), followed by verb (4.14), adverb (3.62), and adjective (5.33) respectively. This suggests that contextual clues technique is recommended to be used as an alternative technique in teaching vocabulary.