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

(A Script)

By
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ABSTRACT

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

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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.

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A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree at EESP

in
English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty

FACULTY OF TEACHER TRAINING AND EDUCATION
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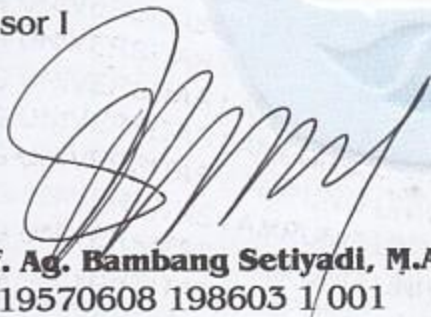
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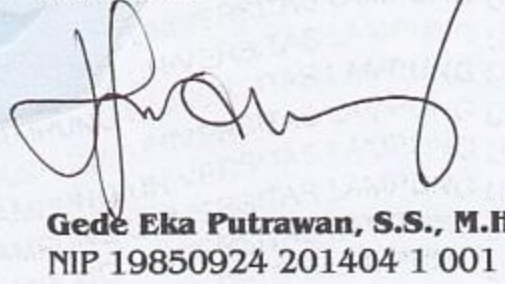Faculty : Teacher Training and Education

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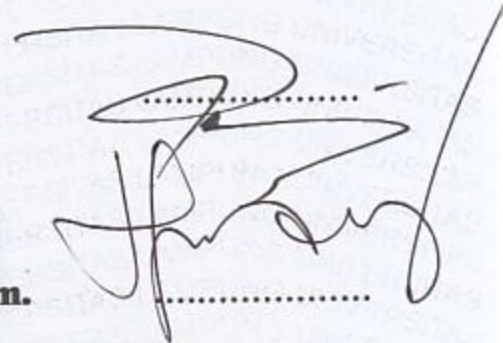NIP 19620203 198811 1 001

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CURRICULUM VITAE

The writer's name is Lindika Rahmawati Malik. She was born on June 11th 1994 in Menggala, Tulang Bawang, Lampung. She is the first child of Drs. H. Iskandarsyah and Hj. Darsilia. She started her study from Elementary School at SD Negeri 1 UGI in 2000 to 2006 and then continued her study at SMP Negeri 1 Menggala and graduated in 2009. In the same year, she pursued her study at SMA Negeri 1 Menggala, Tualng Bawang and graduated in 2012.

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DEDICATION

This Script is fully dedicated to:

My beloved father and mother, Drs. H. Iskandarsyah and Hj. Darsilia

My beloved grandfather and grandmother, Imron Yusuf and Rohmawati

My beloved brothers: M. Iqbal Ramadhan Malik, M. Deska Aria Malik and

M. Azka Catur Malik

My beloved Partner: M. Afrizal Setiawan

All English companions 2012, especially Dewa Ayu Rini, Dwiyana Ramadhanti

Syanur and Erni Kurniati

My Almamater, Lampung University

MOTTO

Which then, of the favours of your Lord will you deny?

(Q.S. Ar Rahman, 55:13)

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Praise is merely to Allah SWT for His blessing and mercy that the writer is able to accomplish this script entitled "The Implementation of Contextual Clues to Increase Students' Vocabulary Mastery of Second Year at MTs Negeri 1 Tulang Bawang". This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at The Faculty of Training and Education, University of Lampung.

Gratitude and honor are addressed to all people and institution that helped and supported the writer until on the completion at this script. Here, the writer would like to akcnowledge her sincere gratitude to Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the writer's first advisor, and Gede Eka Putrawan, S.S., M.Hum., as the second advisor, who have given assistance, guidance, encouragement, and scientific knowledge within the process until accomplishing the script. Her sincerity also quest to Dr. Tuntun Sinaga, M. Hum., as the examiner, who has given contributions in revising and giving valuable suggestions for this script. Her thankfulness is given to Drs. Sudriman, M.Pd as her academic advisor and also she would like to thank and honor to all English Lecturers who have educated and broadened the writers' knowledge, especially about English during her study in this university.

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Finally, the writer realizes that this script still has some weaknesses. Therefore, critics and suggestions are invited for its improvement. Hopefully, this script can give benefit to the readers or those who want to carry out further research.

Bandar Lampung,   August 2016
The writer

Lindika Rahmawati Malik

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I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducting the research, the problems in teaching vocabulary, and the suitable activity which is needed to increase students' vocabulary achievement. This chapter also describes background of the problems, identification of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Vocabulary is a complex aspect in learning a language, especially in learning a second/foreign language, because it has complicated components to be mastered such as meaning, form, and the use of the word itself. In teaching vocabulary, for example, the use of a good technique plays an important role. Vocabulary is an aspect that is presented in the classroom during the process of language teaching. According to Huyen and Nga (cited in Kaosar, 2012), vocabulary plays an important role in the mastery of four skills in learning language. Therefore, it is important for students to learn vocabulary as the basic competence to learn those four skills (listening, reading, speaking, and writing) in English as Cameron

(2001:72) states that vocabulary is a base to the learning of a language at initial level.

Vocabulary is one of the important aspects that should be acquired in learning the four language skills. Students who know the meaning of most of the words hear and read comprehend more than those who do not (Freebody and Anderson, 1983). The students who already know most of the words are exposed to will not only be able to understand more but also can use the understanding to acquire new knowledge and the vocabulary to represent that knowledge (Spencer & Guillaume, 2006). Fries (1974:45) divides vocabulary into four types, those are content words, function words, substitute words and distributed words. One out of these four types of English vocabulary, the content words (i.e. noun, verb, adjective, and adverb) is taken as the subject in teaching vocabulary since it is considered appropriate for Junior High School students.

It is stated in the Guidelines of SMP Curriculum of English, that graduates of Junior High School are expected to master vocabulary in order to be able to communicate whether in spoken or written forms. The first year students of Junior High School are expected to master 1000 words after finishing their study. It is difficult to reach since the students often lose them interest when they find that foreign language lesson is the same as other subjects, only focusing on the book without any practice. As a result, the students find it difficult to comprehend the meaning of sentences and to express their ideas either in spoken or written forms.

Based on the researchers' experience in a two-month teaching training at SMP Negeri 1 Ngambur, it was found out that the students found it really hard to get

the message conveyed in a text well. Most of the students read slowly and put too much attention on the words rather than on the entire text and stopped at each unfamiliar word which they were unsure about the meaning. Encountering unfamiliar words often annoyed the excitement of the students' reading trip and broke their attention as they became too frequent to look up words in the dictionary. Therefore, they spent time more for looking through all the definition and then deciding the appropriate meaning. Furthermore, encountering unfamiliar words in a text is a problem that also may cause misunderstanding of the idea of the text.

According to Adil (1988:42), vocabulary is one of major problems confronting EFL learners, especially in learning new words. It is proven that students have problems to understand reading text such as paragraph, sentences and meaning of words. In speaking class, the students cannot express their idea clearly. The students also think that English is a very difficult and boring subject. The researcher also notes that the lack of students' vocabulary is also caused by the lack of strategy to encourage their attention and motivation to study. Sometimes, the teacher asks the students to memorize a list of vocabularies without training them well in developing their vocabularies.

The research of Jayanti (2006:47) states that in memorizing a word list, the students cannot remember the word immediately, but need a process, perhaps, after remembering words from a list of words students are able to remember them, but the words stay in the students mind just for a while. It is because learning a

word list does not pass through some steps or strategies that make the meanings of the words stick in students' mind.

Based on the pre-research in MTs N 1 Tulang Bawang, the researcher found that students' Minimum Mastery Criterion (KKM) in English especially grade eight is 70, but the researcher found that most of the students' score is 65 or it showed that students' score is below KKM standard score.

Based on the finding, the researcher assumed that vocabulary was one of major factor that caused students' score in English below KKM. Learning vocabulary became tedious for the students because many words needed to be memorized one by one without having a good technique. As a result, students always felt frustrated every time they learnt new English words and it had bad effect on students score. Meanwhile, technique that the teachers used in teaching English was common technique, for example the teachers taught vocabulary for the students by using dictionary to find the meaning of words or there was not specific technique especially like contextual clue to make the students active, so it could be a problem for the students when they faced examination, they did not find the meaning of unfamiliar word in a sentence and finally it had bad effect of their score in the school. It was caused; the teachers do not have broad understanding about kinds of technique to improve students' vocabulary, so they only used manual technique for many years.

Therefore, school teachers are expected to find suitable ways of teaching that can help their students get interested in the lesson and finally they can use the new words in their daily life. The researcher tried to give an alternative technique of

teaching English vocabulary through contextual clues. Yuing Yu Shu (2001:19) confirms that guessing vocabulary from context is the most frequent way to discover the meaning of new words. According to R. Kjesbo Rynette (2010), context clues can help the reader build on the vocabulary they have in order to learn the meaning of words they do not know. However, Rhoder and Huerster (2002) state that if teaching context clues is supported and encouraged by most teachers, it could produce positive results. Then, the results of research on effect in using context clues for teaching vocabulary mastery conducted by (Qonita 2014 at fourth grade students of MI Al-Azhar Bandung; Arifian 2013 at seven grade of SMP N 9 Jember; Sari 2007 at first grade of SMK Puspita Bangsa Ciputat; Annelando, & Amir, Fitriawati 2014 at UNP English Departement) indicate that context clues is effective used as an alternative way to improve students' vocabulary mastery.

The results of previous research showed the increase of students' score in vocabulary in general. However, those researches do not specifically state which type of words that showed a significant increase. In short, based on the explanation above the researcher was interested in conducting a research where the researcher should teach vocabulary to the students and also analyzed which type of words mostly increased by using contextual clues. Then, the researcher used those previous researches as guidance and justification. The main differentiation between this research and those previous researches is this research tended to find out which type of words that mostly increased by using contextual clues. In this research, researcher focused on content words which consisted of noun, verb, adverb and adjective.

1.2. Identification of the Problems

Concerning on the background above, the writer identifies problems of the research as follows:

1. Students' motivation in learning English is low so they do not have spirit to enrich their vocabulary.
2. Teaching technique used in learning vocabulary is not interesting and not effective so the students are not motivated and find it difficult to participate in the learning process actively, which makes students feel bored.
3. The teaching learning process is not effective because the students still depend on the teacher to translate most of the word meanings into Indonesian.

1.3. Formulation of the Problems

Based on the background above, the problems of the research are as follows:

1. What is the result of students' vocabulary mastery before and after being taught through contextual clues?
2. Which type of content words mastery increases the most after being taught through contextual clues?

1.4. Objectives of the Research

The objectives of this research are:

1. To find out the result of students' vocabulary mastery before and after being taught through contextual clues.
2. To find out which type of content words mastery increases the most after being taught through contextual clues.

1.5. Uses of the Research

The researcher hopes that this research finding can be used theoretically and practically, especially as follows:

a. Theoretically
   1. To support the previous theories related to the research on teaching vocabulary.
b. Practically
   1. As information for English teachers to find an alternative technique when teaching vocabulary.
   2. As information for other researchers who are interested in the research related to teaching vocabulary.

1.6. Scope of the Research

This quantitative research was conducted at the second grade of junior high school. This research focused on the implementation of contextual clues in finding

word meanings to increase students' vocabulary mastery. This research was conducted at the second year students of MTs Negeri 1 Tulang Bawang. The source of data of this research was taken from two classes, one class as tryout class and one class as experimental class. The vocabularies tested were focused on content words that represented the names of objects or things. To measure the improvement of students' vocabulary mastery, the researcher used one group pretest-posttest design.

1.7. Definition of Terms

In order to specify the topic of the research, the researcher provided definitions of some terms related to the research. These were the definition of some terms which were related to the research:

a. **Vocabulary** is a list or set of words for a particular language or a list or set of word that individual speaker of language might use. (Evelyn Hatch and Cheryl Brown:1995)

b. **Teaching vocabulary** is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques. (Nation:1990)

c. **Content words** represent the name of subject or things that is concrete nouns, action done by or with the things that is verb, and the qualities of these things that is adjective (Fries, 1975:45)

d. **Contextual Clues** is a source of information about a word that helps readers understand the word or a method to hint found within a sentence, paragraph,

or passage that a reader can use to understand the meanings of new or unfamiliar words. (Nation:1990)

e. **Descriptive text** is description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities.(Stanley: 1988)

f. **Mastery** is skill or knowledge that makes one master of a subject. (Merriam Webster Dictionary: 1990)

II. LITERATURE REVIEW

This chapter explains about some theories related to the research. The theories will be the references for the writer in conducting the research. The theories that will be explained are about vocabulary, types of vocabulary, categories of content words, teaching vocabulary, contextual clues, procedure of teaching vocabulary through contextual clues, and theoretical assumption.

2.1. Vocabulary

Every language in this world has a list of words. This word is used to express human feelings or ideas both in oral and written forms. Every word in a language always has specific meaning, both literal and semantic meaning. And people will use suitable vocabularies to express their feelings or ideas in order to be understood by other people. Some definitions of vocabulary are proposed by some experts. According to Krakowian (1984) and Mackey (1964) in Widarti (2008), vocabulary is needed for the learners as a foreign language, and the learners should comprehend a lot of vocabulary before they are able to form the grammatical sentence of English. Moreover, in the process of the language learning itself, a good vocabulary is important in order can make easier for the learner to comprehend their mastery smoothly.

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing four language skills. According to Hatch and Brown (1995:1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Rivers (1970) states that it would be impossible to learn a language without vocabulary, learning a language means learning its vocabulary. This shows that people do nothing to communicate and get information from a text if they do not know the words or vocabulary.

Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meanings of words as stated by Allen French (1983:4). Further, Richards (2002:225), vocabulary is the core component language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Hornby (1995:1331) states that vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject a list of words with their meaning, especially one that accompanies a textbook. Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

From the definitions above, the researcher concludes that vocabulary is the knowledge of word and word meaning. By mastering vocabulary, we can understand what someone says to others, we can understand and get information

from a text, and we can express our ideas easily, because learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage.

2.2. Types of Vocabulary

Some experts have classified types of vocabulary. Shepherd (1980:1) classifies vocabulary into two kinds: receptive vocabulary and productive vocabulary. Further, he defines the receptive vocabulary as the words known when the learners listen and read. In language application, the productive vocabulary is considered as the basic vocabulary. Later, productive vocabulary is defined as the words used when the learners speak and write.

a. Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called as a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

b. Productive vocabulary

Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Fries (1973) as cited in Arbainaya (2012) classifies English vocabulary or word into four types, they are:

1. Content words

    Content words represent the name of objects or things, that is concrete noun (mosquito, disease, insect), an action that is verb (reproduce, bite, fly), and the qualities of these things, that is adjective (big, strong, sharp) and adverb (field, corner).

2. Function words

    Function words are words which are used as a means of expressing relation grammar and structure. According to Collier-Macmillan (1971) the words which are included in function word are articles (the, a, and an), auxiliary verbs (are, be, have, do, etc), conjunctions (and, but, or, because, after, etc.), preposition (in, at on, during, until, etc.), pronoun (I, you, him, her, them, etc.), noun determiner (which, this, that, each, much, some, many, etc.), subtitute nouns (all, little, some, such, etc.), intensifier (almost, enough, quite, rather, etc.), and special expression such as the indefinite pronoun (anybody, anyone).

3. Subtitute words

    Subtitute words are words which represent the individual things or specific action as subtitutes for whole form classes of words. In other words, subtituted words are indifinite pronouns such as anybody, anyone, anything, everybody, nobody, nothing, etc.

4. Distributed words

    Distributed words are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet.

Based on the statements above, vocabulary has some types on the purpose. This research is focused on the content words because it consists of word that can be associated into and it has various parts such as verb, noun, adjective, and adverb. The kind of text as a material to learn vocabulary is a descriptive text, because it is a kind of text which is included in Junior High School Curriculum.

2.3. Categories of Content Words

Macfadyen (2007:1-21) divides content words into some categories: verb, noun, adjective and adverb. Verb is perhaps the most important part of a sentence. A verb asserts the most important part of a sentence and expresses actions, events, or state of being. The verb or compound verb is the critical element of the predicate of a sentence. Verb falls into three categories: transitive verbs, intransitive verbs, and linking verbs. Transitive verb are action verbs that have an object to receive that action, e.g. I baked some cookies. Other examples are: answer, buy, continue, borrow, call, meet, etc. Meanwhile intransitive verbs are action verbs but unlike

transitive verbs, they do not have an object receiving the action. For example: arrive, come, go, stay, cry, etc, while linking verbs, e.g. my older brother become an engineer. This verb does not show an action, other examples are: be (am, is, are, was, and were), become, seem, etc.

The second category is a noun. Macfadyen (2007) says that a noun is a word used to name a person, animal, place, thing, and abstract idea. Noun falls into five categories: proper nouns (Indonesia, Monday, etc), common nouns (chair, description, girl, etc), material nouns (fish, stone, send, etc), collective nouns (people, family, couple, etc), abstract nouns (beauty, honesty, kindness, etc). In addition, noun also has other categories: count and non-count nouns. A count noun is one that can be counted, e.g. book: one book, two books, and person: one person, two people, etc. Meanwhile, a non-count is one that cannot be counted, e.g sugar, milk, water, etc.

The next category is adjectives. Adjective falls into two categories: descriptive and limiting. Descriptive adjective describes the color, size, or quality of person or things (noun or pronoun), for examples: beautiful, large, red, interesting, important, colorful, etc. It means that an adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun, which it modifies. Limiting adjectives place restriction on these and those are plural form. For examples: cardinal numbers (one, two), ordinal numbers (first, second) possessives (my, your, his), demonstratives (this, that, these, those), quantity (few, many, much), articles (a, an, the).

The last category is adverb. Macfadyen (2007) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, how much. Many descriptive adjectives can be changed to adverbs by adding-ly suffix to the adjective base. Unlike an adjective, an adverb can be found in various places within the sentence.

2.4. Teaching Vocabulary

Considering the importance of vocabulary in language teaching, teaching vocabulary should be taken into account. According to Hornby (1995) teaching is a giving instruction to somebody's knowledge, skill, etc. Vocabulary is also an important factor in all languages. Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking.

However, teaching process of vocabulary needs a good technique in order to help students to get the meaning and the use of words. Kriedler (1963) as cited in Sari (2004) says that in modern method of language teaching, vocabulary learning no longer consists of memorizing of list of words in isolation, but words are usually introduced in a meaningful context and practiced in appropriate sentence patterns. It is important that when a teacher teaches vocabulary he/she should make the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences. Allen and Vallete (1997) state that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by

combining available techniques of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in the process of learning. The teacher must select the vocabulary based on the curriculum. So, the teacher must know about the capability of the students in order that learning a language can improve the students' vocabulary mastery.

Teaching vocabulary will be less effective if the teacher cannot match the technique. A good technique will make the students interested in learning vocabulary and easier to remember the meaning. For this research, the researcher is interested in teaching vocabulary through context clues technique that can be assumed as an interactive technique to teach, because contextual clues technique can encourage the students to have more self confidence. It is used to avoid the students of wasting time because of looking up the words from dictionary and trains them not to be much depending on dictionary. Contextual clues can help the students to create a general prediction from a sentence; it is a combination of vocabulary, and a rule of language which exists surrounding a word. This is a more effective and efficient way rather than another ways, because by using this technique the students understand and get the meaning of unfamiliar word from a text without looking it up in a dictionary. It is because in school final examination, the students are not allowed to consult a dictionary.

2.5. Contextual Clues

There are many techniques that can be used in presenting a new vocabulary; one of them is contextual clues or context clues. A contextual clues is one of

techniques that can be used in presenting new words in teaching English vocabulary. By using contextual clues, the teacher can present the language and understand the meaning of word in an enjoyable and relaxed atmosphere.

As what have been discussed before, Nation (1990) assumes that context clue is a technique of inferring meaning of unfamiliar words based on the context. It can be done by combining our knowledge of English or simply look at the relationship between the unfamiliar words with the other words, clauses, sentences, or paragraphs. This is what we call guessing meaning from context. According to Mercer (2000) assumes that a context is a mental phenomenon that consists of whatever information listeners or readers use to make sense of what is said or written. Harris and Hodges (1995) defined context clues as a reading strategy used to determine the meaning of an unknown word by getting help from the words, phrases, sentences, or illustration surrounding it that offers direct or indirect suggestions about its meaning

However, the use of contextual clues to infer meaning of unfamiliar words is often neglected by the students because they do not know that contextual clues can help them to recognize the meaning of unfamiliar words. According to Rhoder and Huerster (2002), students might learn word meanings incidentally by using the surrounding context or by a word learning strategy that they have been taught explicitly. Using contextual clues as a strategy could assist students to identify unknown words in sentences or longer texts. Whereas, according to Murcia (1991), context clues technique is one of the most helpful ways of recognizing new words. She expresses her opinion as follows:

> "The students should be allowed to read the text and confront the difficult vocabulary in context, searching for clues, using guessing strategies and thereby working out meaning for themselves."

According to Brown (1980), there are several kinds of contextual clues, such as definition, experience, contrast, creativity, and guessing.

1. Definition. Sometimes there is a definition presented in the text either before or after the new word.

    Example   : Tono, my uncle's Son, is my <u>cousin</u>

    So, we know that <u>cousin</u> is a child of our uncle or aunt

2. Experience. Students need to be encouraged not to leave their experience behind when they come to English classes.

    Example   : We went to the <u>railway station</u>. Soleh arrived by train

    We know the word train, so railway station is a stopping-place for train or the same as train station.

3. Contrast. Students are taught to guess the meaning of unfamiliar words by telling them that world "but" signals contrast.

    Example   : The tea is hot but ice is <u>cold</u>

    We know hot means "*panas*" and the word as a signals contrast. So, cold means "*dingin*".

4. Creativity. One technique to help students to be creative is using really interesting pictures, let the students study them and find the vocabulary they need.

    Example   : choose the appropriate verb based on the pictures!

    The woman is…… (dancing/singing)

5. Guessing. Guessing the meaning of unfamiliar words from context is the application of all those skills above. It can be done by looking at the relationship between unfamiliar words with other words, clauses, sentences, or paragraphs.

    Example   : The baby is crying because she is <u>hungry</u>

    We do not know the meaning of word <u>hungry</u> but we can guess the meaning from the word crying because we know from experience that the babies always cry every time they are hungry or thirsty.

From the explanation above, contextual clues is one of techniques that can be used in teaching vocabulary because when the reader has common knowledge and background information with the context, it is easier for a student to learn an unfamiliar word. It must be essential to consider the abilities and background knowledge of the particular reader when considering the use of contextual clues. In this research the researcher focused on technique of guessing meaning from context which was explained in previous chapters. Guessing meaning from context is the most profitable way to teach English vocabulary. Yu Shu Ying (2001:19) confirms that guessing vocabulary from context is the most frequent way to discover the meaning of the words. Guessing is one of the context clues which are suitable for teaching vocabulary to children as stated by Brown that:

"Adult, usually, does not like to be wrong so they are more hesitant about guessing than children are, yet children learn by guessing and become better at it".

Furthermore, Scott Thornbury (2002:148) points out that guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. He also stated that the more reader read and guess the meanings of the words from context, the more likely the same word will occur in other texts and this will give students an opportunity to enrich our vocabulary knowledge and of course it automatically can increase students score in the classroom.

Based on the statement, guessing meaning of contextual clues is useful for teaching vocabulary especially in enlarging students' vocabulary in Junior High School, because the students not only learn about how to get the unfamiliar word but also they use their vocabularies' knowledge to guess the unfamiliar word meaning of the sentence, paragraph or a text. Moreover, learning vocabulary through guessing meaning is a way to understand the meaning of unfamiliar words because learning vocabulary by this technique makes the meaning clear and memorable.

2.6. The Advantages and Disadvantages of Using Contextual Clues

Vocabulary has been one of the objectives in learning English. But, there are different ways to achieve this objective. In school, the usual practice is that whenever a new word comes up in a sentence or passage, the students either rely on their teacher for the definition of word or look it up in a dictionary. The drawbacks of this approach are obvious. Too much dictionary work tends to distract the students. It increases the learner's dependency on both the teacher and

the dictionary, and it develops a bad habit. As a teacher, we can introduce to use contextual clues to infer or deduce the meaning of unfamiliar words.

Besides that, contextual clues are an effective way to develop students' vocabulary. Krantz and Joan Kimmelman (1989:2) suggest that there are some advantages and disadvantages of using contextual clues as follows:

<u>Advantages</u>

1. The students do not have to memorize a list of words and definitions.
2. They become aware of the meanings of word in different passage.
3. They use the skill only when they come across difficult words in text, newspaper, novels, and so on.
4. They read and understand general vocabulary without needing precise definitions; general meanings usually enable them to continue reading.
5. Encourage the readers to develop the quality of taking risks and make them more confident and independent in their approach to reading.
6. They read and understand precise meanings of subject terms on which they will be tested.

<u>Disadvantages</u>

We cannot ignore that besides the advantages, the use of contextual clues in teaching vocabulary has some disadvantages. The students who have just enough vocabulary will be difficult to understand the clue given in a sentence. It means that successful guessing meaning from context relating the students' vocabulary

size. It is also difficult to guess the meaning of unfamiliar words if the students do not have knowledge about parts of speech or they have no experiences to decide whether the unknown word is noun, adverb, verb and so on. They will be unable to choose the most suitable meaning of the unknown word because they do not understand the clue. So, finally they will look up the words' meaning in a dictionary.

Contextual clues are also difficult for students to use if they do not know the relationship between the clause and sentence containing the unknown word. The students will fail to understand the context and will make errors in meaning of the unknown word.

2.7. Procedure of Teaching Vocabulary through Contextual Clues

The researcher did the process of teaching vocabulary through contextual clues as follows:

a. Pre- Teaching

1. Greeting the students. The teacher comes to the class and the students greet the teacher and pray.

2. Telling the students that they are going to study about contextual clues.

3. Distributing the hand-out of the materials to the students.

b. While- Teaching

1. Explaining the materials and giving the examples of each type of contextual clues.

2. Asking the students to read the text carefully and finding out the unfamiliar words and the clues are contained in the text.

3. Asking the students to find out kinds of words, and then asking them to think about possible meanings of the unfamiliar words.

4. Checking the students' comprehension by giving the exercises in written form. The teacher gives and underlined the clues for each sentence and the students are asked to answer by filling the blank spaces with the appropriate words.

c. Post- Teaching

1. Asking the students whether they have questions.

2. Giving the feedback and closing the lesson.

2.8. Theoretical Assumption

Referring to the theories above, the writer assumes that vocabulary learning should be integrated with other language skills. In order to make it easier, the teacher should have a good technique for teaching vocabulary. Since a good technique will make the students understand more about vocabulary more than its literal meaning but also its meaning in context. Undestanding the meaning of vocabularies in context will make the students easier to use it to practice language skills.

In teaching vocabulary, there are some techniques that can help the teacher to reach the aim of teaching learning process. For this research, contextual clues technique is chosen as the technique in teaching vocabulary. Contextual clues

technique is a way to support vocabulary development and help struggling readers to build word identifications and the development of figuring out word meanings. Allen (1998) says that context clues could help struggling readers build word identification and the development of word meanings. Starting with using context clues for word identification may be more beneficial to students because once a child can decode easily more attention can be paid to build the meaning of word. Furthermore, the reseacher believes that contextual clues technique is one of the techniques that can improve and also help the students in learning vocabulary because when a reader has common knowledge and background information with the context, it is easier for a student to learn an unfamiliar word.

III. METHODS

This chapter deals with the design and procedures of the research. This refers to design, population and sample, variables, instruments, data collection procedure, data analysis, data treatment, and hypothesis testing.

3.1. Design

The research was a quantitative research. The aim of this research was to find out whether there was a difference of students' vocabulary mastery after being taught with contextual clues. The design was a one group pretest-posttest design. The research design could be presented as follows:

T1 X T2

Notes:

T1 : Pretest

T2 : Posttest

X : Treatment (teaching vocabulary using contextual clues)

(Hatch and Farhady as citied in Setiyadi (2006:132)

From the explanation above, the researcher used a pretest posttest design for this research. This sample of design in this research used a quasi experimental design.

In the first activity, the researcher administered a tryout test to make the instrument more valid. Then, the researcher administered a pretest to the experimental class in order to find out the students' vocabulary mastery before they got treatment. In this case, the researcher conducted the treatment three times in teaching vocabulary mastery to the students. The next step administered was a posttest to the experimental class in order to find out the result of the treatment.

3.2. Population and Sample

The population of this research was the second grade of MTs Negeri 1 Tulang Bawang in 2015/2016 academic year, which consisted of four classes and there were 27 until 31 students for each class. As the sample of this research, the reseacher took one class that was VIII B as the tryout class, and one class that was VIII A as an experimental class. The classes were chosen randomly and lottery.

3.3. Variables

According to Setiyadi (2006:201) variable is a character of group of people, their behavior, or the variant environment of one individual to others. On this research there were two variables. They were independent and dependent variables. Dependent variable was the variable that the reseacher observes and measured to determine the effect of the independent variable. Meanwhile independent variable was the variable that the researcher hopes to investigate. This research consisted of the following variables.

1. Students Vocabulary Mastery was as the dependent variable (Y), because this variable was observed and measured to measure the effect of independent variable.

2. Contextual Clues was a technique as the independent variable (X) because this variable could influence or have effect to the dependent variable.

From the explanation above, there were two variables that were used in this research. The first variable was students vocabulary mastery as the dependent variable (Y), and contextual clues was a technique as the independent variable (X).

3.4. Instruments

In this sub chapter the reseacher would explain the criteria of instrument to find out whether the instrument was applicable or not.

3.4.1. Vocabulary Test

The reseacher checked the students vocabulary achievement by giving two vocabulary tests to the students. The vocabulary tests were pretest and posttest. There were four types of content words in vocabulary: noun, verb, adverb, and adjective. The test was an objective test in multiple choice. While the total items of the pretest and posttest were 30 and each item had four options they were: a, b, c, and d.

3.4.2. Try Out

After choosing the subjects of the research, the tryout of test was carried out. Total item of tryout test was 50 questions. This research used the result of the try out test to measure the validity, reliability, level of difficulties, and discrimination power.

1. Validity

Heaton (1991) states that validity of the test was the extent to which it measures what it was supposed to be measures. It means that the test should measure every item included in one aspect that would be measured. So, when we are going to conduct the test, we should know or identify what kind of aspect or content included in the topic of the subject for the test itself. There are four types of validity, (Setiyadi, 2006:22). The first is face validity. Face validity is the validity that concerns with the layout of the text. The second validity is content validity that represents the material to be included. The third, construct validity which measures the spesific characteristic in accordance with a theory of language learning, and the last is predictive validity which concerns with measuring the success in the future. Furthermore, to know whether the test has a good validity, the researcher used content validity and constructs validity.

a. Content Validity

Based on Hatch and Farhady (1982) content validity is the extent to which the test measures a representative sample of the subject matter content. The focus of the

content validity is adequacy of the sample and not simply on the appearance of the test. The researcher also tried to match the test with teaching material in order to fulfil the requirement of content validity. The researcher adapted the test from students' book. In order word the researcher made the test based on the materials in English Curriculum that was School-based Curriculum (KTSP) for Junior High School and measured the validity by using inter-rater. The specification of items to measure the content validity is appropriate or not in vocabulary test by Arikunto (2006:196), could be seen on the table below:

Table 3.1. Specification of Tryout Test for Vocabulary Mastery

No	Aspect	Items	Total	Precentage
1	Noun	1, 5, 6, 7, 10, 17, 28, 33, 36, 38, 40, 42, 46.	13	26%
2	Verb	4, 8, 11, 16, 19, 20, 22, 23, 27, 29, 32, 43, 45.	13	26%
3	Adjective	2, 12, 14, 21, 25, 31, 35, 37, 39, 41, 47, 50.	12	24%
4	Adverb	3, 9, 13, 15, 18, 24, 26, 30, 34, 44, 48, 49.	12	24%
	Total		50	100%

The percentage of each vocabulary skill was the same because the researcher would find out which type of word that mostly increased by using contextual clues as a technique in teaching vocabulary.

This test was conducted to determine the quality of the data collecting instrument of the research. They were validity, reliability, level of difficulties, and discriminating power. Students were given 50 items of multiple choices test in 90 minutes.

Based on the table in the appendix 4, there were 50 items in the tryout test. After analyzing the criteria of good test by using level of difficulty and discrimination power, it could be seen that 20 items were dropped. The criteria for the item that

should be dropped was the number of item which has easy or difficult level of difficulties and poor result for discriminating power. while the average and satisfactory items were administered in the pretest and posttest.

Based on analyzing the discrimination power in Appendix 4, the items that had criteria level of difficulty < 0.30 and > 0.70 – 1.00 but had easy and good discrimination were revised; meanwhile the items which had average level of difficulty and good and satisfactory discrimination indexes were administrated for the pretest and posttest. Then, after analyzing the level of difficulty and discrimination power, it was found that 30 items were good and administered for the pretest and posttest. On the other hand, 20 items were bad and dropped because they did not fulfil the criteria of level of difficulty and discrimination power. The result of level of difficulties items and discrimination power items could be seen on the table below:

Table 3.2. Specification Level of Difficulties Items & Discrimination Power Items

Level of Difficulties Items				Discrimination Power Items		
Difficult (24)	**Average(25)**	**Easy (1)**	**Revised (7)**	**Poor(22)**	**Good (29)**	**Satisfactory (21)**
6, 8, 10, 11, 12, 13, 14, 19, 20, 23, 24, 26, 27, 28, 30, 32, 35, 36, 37, 38, 39, 43, 44, and 45.	1, 2, 3, 4, 5, 7, 9, 15, 16, 17,18, 21, 22, 25, 29, 31, 33, 34, 40, 41, 42, 46, 47, 48 and 50.	49	6, 10, 29, 30, 41, 44, and 49.	8, 11, 12, 13, 14, 19, 20, 23, 24, 25, 26, 27, 28, 32, 35, 36, 37, 38, 39, 41, 43, and 45.	10, 15, 21, 22, 31, 40, 47, 48 and 49	1, 2, 3, 4, 5, 6, 7, 9, 16, 17, 18, 29, 30, 33, 34, 42, 44, 46, and 50

The result of the pretest questions after dropped in the tryout test could be seen on the table below:

Table 3.3. Specification of Test Items for Vocabulary Mastery in Pretest

No	Aspect	Items	Total	Precentage
1	Noun	1, 2, 5, 6, 8, 12, 18, 20, 23.	9	30%
2	Verb	3, 7, 9, 15, 16, 24, 30.	7	23,3%
3	Adjective	11, 14, 19, 25, 26, 29.	6	20%
4	Adverb	4, 10, 13, 17, 21, 22, 27, 28.	8	26,7%
	Total		30	100%

Also the result of the posttest questions after dropped in the tryout test could be seen on the table below:

Table 3.4. Specification of Test Items for Vocabulary Mastery in Posttest

No	Aspect	Items	Total	Precentage
1	Noun	1, 2, 4, 6, 10, 11, 15, 18, 20.	9	30%
2	Verb	3, 8, 12, 21, 28, 29, 30.	7	23,3%
3	Adjective	5, 14, 22, 23, 25, 27.	6	20%
4	Adverb	7, 9, 13, 16, 17, 19, 24, 26.	8	26,7%
	Total		30	100%

From the explanation above, the researcher would give the test consisted of 30 points of questions, which was consisted the vocabulary mastery for each number with the options a, b, c, and d.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it meant to know the language (Shohamy, 1985:74). It meant that construct validity can be found by relating the instrument with the theory of what

it means to know certain knowledge skills. Fries (1973) as cited in Arbainaya (2012) classify English vocabulary or word into content words, function words, substitute words, and distributed words. The content words were divided into noun, verb, adjective and adverb. Based on the theory above, the researcher wanted to measure students' achievement in learning vocabulary using vocabulary test. In this case, the researcher focused on a vocabulary which was included in content words. These are noun, verb, adjective and adverb.

2. Reliability

Reliability refers to the extent to which the test consisted on its score gave us an indication of how accurated the test score (Shohamy, 1985:70). To measure the cooficient reability between the first half and the second half items the writter used the Pearson Product Moment formula as follows :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x2)(\sum y2)}}$$

 Notes :

r_{xy} : Cooficient of reliability odd and even numbers of item

X   : Odd number

y   : Even number

After getting the reliability of half test the researcher used Spearman Brown to determine the reability of the whole test as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_k : The reliability of the whole class

r_{xy} : The reliability of half class

The criteria of reliability as follows:

0.90-1.00   : High

0.50-0.89 : Moderate

0.0-0.49   : Low   (Arikunto, 2006 : 180)

3. Level of Difficulties

Level of difficulty was used to classify the test items into difficult or easy item taken from the point of view of the students who took the test. This research used this following formula:

$$LD = \frac{R}{N}$$

Notes:

LD   : Level of difficulty

R   : The number of students who answers correctly

N   : The total number of students following the test

The criteria are:

<0.30   : Difficult

0.30-0.70   : Average

<0.70   : Easy

(Shohamy, 1985: 79)

4. Discriminating Power

The discrimination power (DP) referred to the extent to which the item differentiated between high and low level students on the test. A good item according to this criterion was one which good students did well on and bad students failed. To know the discrimination power of the test, the researcher used the following formula:

$$DP = \frac{U - L}{1/2\ N}$$

Notes:

DP   : Discrimination Power

U   : The total of correct answer of the higher group

L   : The total of correct answer of the lower group

N   : Total number of students

The criteria are:

DP	: 0.00 – 0.20	Poor
DP	: 0.21 – 0.32	Satisfied
DP	: 0.41 – 0.70	Good
DP	: 0.71 – 1.00	Excellent
DP	: - (Negative)	Bad items (should be omitted)

The criteria are:

1. If the value is positive discrimination – a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.

2. If the value is negative, it means that more low students then high level students get the item correct.

3. In general, the higher, the discrimination index, the better. In classroom situation most items should be higher than 0.20 indexes.

(Heaton, 1975: 182)

In conclusion, the instrument that was used in this research was multiple choice vocabulary test in the pretest and posttest. The total items of the questions were 30. And each item consisted of a, b, c, and d, as the options.

3.5. Data Collection Procedure

In collecting the data, the writer carried out the following procedures which could be described as follows:

1. Determining Research Problem

   The first step was determining which problem that would be investigated.

2. Determining Subject and Sample of the Research

   The subject of this research was the second grade of MTs Negeri Tulang Bawang which consisted of four classes and there were 27-31 students for each

class, for the sample of this research, there were two classes that were used. The researcher used one class as tryout class and one class as experimental class.

3. Selecting the Materials

The researcher chose the appropriate materials based on the English Curriculum that was School-based Curriculum (KTSP) for Junior High School.

4. Administering the Tryout Test

This test would be multiple choice tests and it conducted in 90 minutes. There were 50 items of multiple choices with four options and one of them was the correct answer. After tryout test was done, the researcher knew the validity, reliability, level of difficulties and discrimination power. The vocabulary items would be developed based on the standard competence in syllabus for second grade of junior high school students.

5. Administering the Pretest

The pretest would be administered from the result of tryout test by preparing what kinds of tests, how many items, and what material that would be given to the students before treatment. The total item for pretest was 30 items and it was conducted in 60 minutes.

6. Conducting the Treatments

After giving the pretest to the students, the researcher conducted the treatment for three meetings with 90 minutes in every meeting. The procedure of implementation contextual clues in teaching vocabulary consisted of pre teaching, while teaching and post teaching.

7. Administering Posttest

   The posttest was administered after the treatment. It was conducted for 30 items with the time allocation 60 minutes. Posttest was administered in order to know the progress of vocabulary skill after using contextual clues.

8. Analyzing the Data

   This step was conducted in order to find out which type of content word mastery increased the most after being taught through contextual clues. After conducting the data, the researcher analyzed the data by using Repeated Measure T-Test, and the data computed through Statistical Package for Social Science (SPSS) program to investigate the score.

9. Making Conclusion

   As the last step, conclusion would be made carefully by considering the result of the data analysis.

3.6. Data Analysis

In order to know the students progress, the students score were computed by doing the activities:

1) Scoring the pretest and postest, the formula as follows:

$$PS = \frac{R}{N} \; x \; 100$$

   Notes:

   PS : Percentage Score

R　: The total of right answer

N　: Total item　　　　　　　　　　　　　　　(Henning, 1987)

2) Tabulating the results of the tests and finding the means of the pretest and posttest.

$$\bar{X} = \frac{\Sigma x}{N}$$

Notes :

X　= Mean

Σx = The total number of students score

N　= The number of the students

(Arikunto, 2006 : 272)

3) Drawing conclusion from the tabulated results of the tests given by comparing the means of the pretest and posttest

$$I = \bar{M}_1 - \bar{M}_2$$

Notes:

I = The improvement of vocabulary mastery

$\bar{M}_2$ = The average score of posttest

$\bar{M}_1$ = The average of pretest score

3.7. Data Treatment

In other to find out which type of content words mastery increased the most after being taught through contextual clues the research used statistical to analyze the data using the statistical computation like Repeated Measure T-Test using SPSS version 16.0.

According to Setiyadi (2006:168-169), using Repeated Measure T-Test for the hyphotesis testing had three basic assumptions, namely:

1. The data was interval or ratio
2. The data was taken from random sample in population (not absolute)
3. The data was distributed normally

To measure which type of content words mastery increased the most after being taught through contextual clues, the reseacher would use Repeated Measure T-Test.

3.8. Hypothesis Testing

After collecting the data, the researcher tried to analyze them in order to find out the result of contextual clues in students' vocabulary mastery and which types of content words in vocabulary provides better increase for the students' vocabulary mastery.

The hypotheses were as follows:

H_0 : There was no significant difference between the students' vocabulary

            mastery after being taught through contextual clues.

H_1 : There was a significant difference between the students' vocabulary

mastery after being taught through contextual clues.

The level of significance for this test was 0.05.

The criteria are:

If the t-ratio was higher than t-table : H_1 was accepted

If the t-ratio was lower than t-table : H_0 was accepted

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply contextual clues as a technique in teaching vocabulary.

5.1. Conclusions

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

The increase of students' vocabulary mastery can be seen from the mean and also the gain in pretest and posttest. In pretest, the mean of the studens score is 39.93 and in the posttest is 55. And the gain is 15.07. It could be concluded that contextual clues technique was evident that it was useful to all of the students, although to varying degrees. The researcher found that the contextual clues made them to learn how to find the meaning of unfamiliar words and new words without using dictionary. It allowed the students to find the meaning of a new word more quickly, because they did not need to translate all of the words in the sentence but they just needed to connect the clues or keywords to guess the meaning of the words in the text.

All of the types of vocabulary (content words) increase. The gain score of students' mean score in pretest and posttest in noun was 6.11, verb was 4.14, adjective was 5.44 and adverb was 3.62. Noun becomes the most increased type of vocabulary (content words), because the students in their ages especially in

Junior High School more preferred to focus and interested to map the name of the physical objects around them and adverb becomes the lowest type of content words, because Adverbs have many kinds of meanings and the position and it can be challenging for students because adverbs can fall into various positions of a sentence.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. In teaching process it would be better if the teacher chooses appropriate media to make the students interest in learning English especially in vocabulary by using contextual clues. For example uses picture series, video, etc.

2. The teacher should more focus to select the appropriate materials (i.e. familiar and simple texts) for the students in teaching vocabulary by using contextual clues technique. So, the students are more easier to understand the text and it can help them to master vocabulary by using contextual clues technique.

For further researchers:

a. In this research, the researcher applies contextual clues in teaching vocabulary by using guessing meaning technique, content words and descriptive text at the second grade of Junior High School. Other researchers can conduct other kinds of types of contextual clues techniques (i.e. definition, experience, contrast, and creativity), kinds of words (i.e. function words, substitute words and distributed words) and also kinds of text (i.e. exposition, recount, narrative, or report text)

b. For further researcher are recomended to consider the construct validity of vocabulary test to make a good instruments form, especially focusing to select vocabulary items to measure students vocabulary mastery.

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