

THE INFLUENCE OF CONTEXT CLUES STRATEGY ON STUDENTS' READING ACHIEVEMENT

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Abstract: The main problem of this study was “Is there any significant influence of context clues strategy on student reading narrative text achievement of the tenth grade students of state Senior High School 2 of Palembang?”. Therefore, objective of this study was to find out whether or not there is significant influence of context clues strategy to their reading ability of the tenth grade students of state Senior High School 2 of Palembang. The population of this study was 185 students consisting of five classes. The writer took the sample from the population through purposive non random sampling with the total 37 students. In this study, the writer used pre-experimental method, the data were collected through the written test and where analyzed by using the matched t-test. Based on the findings, the students' average score in the pre-test was 55.74 the highest score in the pre-test was 82.5 achieved by one student and the lowest score in the pre-test was 2.5 achieved by one student. The average score in the post-test was 70.60, the highest score was 87.5 achieved by one student, and the lowest score was 57.5 obtained by three students. To compare the students' score in pre-test and the posttest, matched t-test was used, and it was found that t-obtained (6.016) was higher than critical value t-table (1.684). It means that H_0 was rejected and H_a was accepted. In means that there was a significant influence of context clues strategy on student reading narrative text achievement of the tenth grade students of state Senior High School 2 of Palembang.

Keywords: *influence, context clues, reading narrative text.*

I. BACKGROUND

Reading is one of the most important skills in English language, just as important as speaking, listening and writing. However, reading is closely related with other subjects. Most of the materials given by the teacher are presented in written form, the students most have the ability to look at and get the meaning of written text, that is called reading skill because of that reading is the most important to be taught to the students. By reading, the students can get much knowledge and information. They can know what kind of text such as narrative,

descriptive etc. Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. Its purpose is to describe and reveal a particular person, place, or thing. Anyway the narrative text of reading is good for the students get information about the content and make the students interested about it. The teachers give any strategy for improve the reading such as context clues strategy. In this strategy the writer help the students interest for read especially narrative text.

Context clues are the strategy that helps the students in comprehending over all of the text by clues. The context clues make the students to be easy to comprehend the unfamiliar. Clues that help a reader identifies an unknown or difficult word. They are the hint 'about the meaning or pronunciation of an unknown word based on words, phrases or sentences surround it so using context clues is a key reading strategy for students and make the readers easier to find unfamiliar words Ellery, V (2011/2012) so the context clues help the students to find meaning of unfamiliar words without open dictionary. There are some types of context clues synonym, antonym, the example-illustration, the contrast, the logic, the root words, affixes and the grammar. Definition means that the students know meaning of word in the sentence or selection. Synonym means the students uses a word similar in meaning, antonym means uses a word nearly opposite in meaning. Example-illustration means the students use an example or illustration to understand the unknown words. The contrast means that the students understand the unknown words because it's compared or contrasted with another word in the sentences. The logic means that the students think about the rest of the sentence to understand the unknown words. Jaya et al (2016) The root words and affixes means that the student uses their knowledge of their root words and affixes to figure out the unknown word. Grammar means that the students use the word's function in the sentence to figure out the unknown words. From the statement above, however the writer is interested to conduct a research entitled: "The Influence of Context Clues Strategy on Students' Reading achievement of the tenth grade students of state Senior High School 2 of Palembang". Based on the description above, the problem of this research is formulated as follows: Is there any significant influence of context clues strategy on students' reading achievement

on narrative text of the tenth grade students of state Senior High School 2 of Palembang?.

II. CONCEPTS OF CONTEXT CLUES

According Baumann J.F., Font. G., Edward. E.C & Boland E (2005) context clues give an idea or hint of what an unfamiliar word might mean. Such clues are found in both the text or illusion surrounding the unknown word and Context clues is one of techniques that can be used in presenting new word in teaching English reading. By using context clues, the teacher can present the language in an enjoyable and relaxed atmosphere.

Another statement by Beck et al. in Karbalaei, A. et al. (2012), context clues are defined as words found around an unknown word that provides clues that reveal the meaning of the unknown word. The clues provided in the context can help students determine a word's meaning. According to Denton et al. (2007:201), context clues can give students an idea or hint of what an unknown word might mean. The clues are found around the unknown word – whether in the same sentence or in sentences before and after the sentence containing the unknown word. Thus, context clues technique gives benefit to students' cognitive competence in comprehending reading materials.

Kind of context clues: synonym, antonym, the example-illustration, the contrast, the logic, the root words, affixes and the grammar.

The advantages of context clues:

- 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. Therefore, when we just have a little vocabulary mastery, of course will be directly proportional to the mastery of context clues.

- Stimulate 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.

- 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 reader are able to decide upon an appropriate definition to fit the context.

- Can be Useful to Define word Meaning for any Polysemous word Depend on the Context

A polysemy is a word or phrase with different, but related senses. Since the test for polysemy is the vague concept of relatedness, judgments of polysemy can be difficult to make. Because applying pre-existing words to new situations is a natural process of language change, looking at words' etymologies helpful in determining polysemy but not the only solution; as words become lost in etymology, what once was a useful distinction of meaning may no longer be so. Some apparently unrelated words share a common historical origin, however, so etymology is not an infallible test for polysemy, and dictionary writers often defer to speakers' intuitions to judge polysemy in cases where it contradicts etymology.

III. CONCEPT OF READING

Reading is way in which something is understood (Hornby, 2011: 366) reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. Finochiaro and Bonomo in Tarigan (2013:9) state that reading is bringing meaning to and getting meaning from printed or written material.

According to Richard and Schmidt (2010:483) Reading is the processes by which the meaning of written text is understood. The understanding that result is called reading comprehension. Reading employs much different cognitive skill. Including letter and word recognition. Knowledge of syntax, and recognition of text types and text structure.

Based on the definition above, reading is a process that do by a reader to get information and also to comprehend what meaning the text gives and also Reading is specific abilities which enable a reader to read the written with independence, comprehension, fluency and mentally interact with the message.

IV. METHOD OF RESEARCH

The method in this research is pre-experimental method with one group in using pretest, treatment, and posttest. According to Fraeklen and Wallen (2012:265) Experimental research is unique in two very important respects: It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationships.

According to Fraenkel and Wallen (2012:77), a variable is concept-a noun that stands for variation within a class of object. Research variables are as contribution of a person or an object which "varies" from the person to person from object to object according to Fraenkel and Wallen

(2012:80) states that independent variables are those are the researcher choose to study and often manipulate or in order to access their possible effect on one or more variable, which dependent variable are those are affected by the independent variable.

V. INTERPRETATIONS

There was a significant different between the students' average score of the pre-test and the post-test. The average score of the pre-test was 55.74 and the average score of the post-test was 70.60 by the result of the students' score in the pre-test and post-test. Next, According to Denton et al. (2007:201), context clues can give students an idea or hint of what an unknown word might mean. The clues are found around the unknown word – whether in the same sentence or in sentences before and after the sentence containing the unknown word. Thus, context clues technique gives benefit to students' cognitive competence in comprehending reading materials. Kind of context clues: synonym, antonym, the example-illustration, the contrast, the logic, the root words, affixes and the grammar. Finally, the writer's experience when teaching

learning process in the eighth grade students of the tenth grade students of state Senior High School 2 of Palembang used context clues as strategy in reading narrative text got motivated to learning reading.

VI. CONCLUSION

Based on the findings and interpretations above, it could be concluded there is influence of context clues strategy on students' reading achievement on narrative text in of the tenth grade students of state Senior High School 2 of Palembang. The differences scores gained to the students in both terms; pretest and post test. By applying matched t-test, the t-obtained was higher than the criteria value in t-table. It was found that the value of t-obtained was where 6.016 the value of the t-table was 1.684. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Because context clues strategy could help the students to be more interested in learning reading especially narrative text. Furthermore, it also proved that students' mean score in post-test higher than in the pre-test ($70.60 > 55.74$).

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