THE CORRELATION BETWEEN CONTEXT CLUES STRATEGY AND READING COMPREHENSION ABILITY AT THE SECON SEMESTER ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG

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Abstract

This research amied to find out the correlation between context clues strategy and reading comprehension ability at the secon semester english department students of Universitas Negeri Padang. This research is descriptive quantitative research. The sample of this research is 39 students selected by simple random sampling. The instrument used in this research were context clues and reading comprehension test. The test consisted of 25 items multiple choice. The research data were in the form of interpretations of students' context clues and reading comprehension test results. Based on data analysis, it was found that there is significant correlation between students' context clues strategy and reading comprehension ability. It was proved by the students' ability in context clues in general is average by the mean 63,17. The students had difficulties in synonym context clues with percentage 53,84%. The students reading comprehension ability in general is good . It was proved by the mean 66,66. The students had difficulties in finding the fact of the passage and understanding vocabulary with percentage 62,39%. Furthermore, based on the result of analysis, it was found that there is significance correlation in strong category between context clues strategy and reading comprehension ability with r_{xy} is 0,82.

Key words: Context Clues, Reading Comprehension

INTRODUCTION

Reading is one of the language skill that should mastered by the students. Noor (2006) states reading is known as the most prominent academic skill for university students in any academic or higher learning.It is through reading that these learners will learn new information and are able to synthesize, evaluate and interpret to learn more about their subject matter. According to Fitrawati (2009:90) basically, the main goal of reading is comprehension of what is being read. Pam & Glenda (2008) state that reading comprehension is the intentional, active, interactive process that occurs before, during and after a person reads a particular

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piece of written text. Reading comprehension is the process of constructing meaning from text. In reading comprehension the students are able to understand what the text tells about.

According to Nuttal (1982) in Rahmayuni Wulandari (2016) there are five components of reading that are, Determaining Main Idea which is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words. Next, Finding Inference means the reader imply the sentence/passage understanding and conclude it logically. Finding Reference means interpreting and determining one linguistic expression to other. Finding the Detail Information or Part of Text, It is only scanning or looking for the relevant part(s) and ignore the irrelevant. Understanding Vocabulary means comprehend what the words mean. In order to comprehend the reading, the students need to have a lot of vocabulary to know what the meaning of the sentences in the text. A lot of problems in reading that are related to vocabulary that make students have difficulties to comprehend their reading. Annelando, Amir and Fitrawati (2014:269) state students have difficulty in finding the correct word to replace another word. Students are difficult to guess the meaning of a word that they do not know. Students are not used to guessing the meaning of the unknown or unfamiliar words that they found. So how can the students determine the meaning of most of these words? They figure them out by using context clues (Janet Elder, 2004).

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. Hiebert and Khamil (2005) as cited in Melwan (2014) state that students who were taught specific types of context clues were able to use contextual analysis to unlock the meanings of unfamiliar words. According to Troyka & Thweatt (2009) context clues can be divided into four categories : Restatement Context Clues, for restatement context clue, look for a thought that's repeated in different words in the same or nearby sentence. Defenition Context Clues, a defenitions context clue means that the word is formally defined in the same sentence. Formal defenitons are direct and easy to spot. Contrast Context Clues, acontrast context clue means you can figure out an unknown word when is opposie-or some other type of contrast-is mentioned close by. Example Context Clues, We are looking at an example clue when an unfamiliar word is followed by an example that reveals what the unknown word means.

According to Janet Elder (2004:4-6), there are five common types of context clues as follow : Definition or Synonym Clue, denefition is coming by introducing it with prahases such as is defined as, mens, is known as, the term and is called. Contrast Clue, a contrast clue consist of a word that means the opposite of the word you are trying to figure out. Example Clue, Example clues consist of one or more examples that authors include to illustrate the meaning of the unfamiliar word. General Sense of the Sentence, In this case, they call on their own prior knowledge and experience. Clue from Another Sentence, Sometimes authors include information in another sentence in the paragraph that allows the reader to determine the meaning of an unfamiliar word.

Related to this research, there was a prior study which is quite similar to this research. The rresearch was conducted by Melwan et.al (2014) who analyze the

influence of context clues mastery in students' reading comprehension of descriptive text at STKIP "Tapanuli Selatan" Padangsidimpuan. The result shows the students who were taught through the context clues had higher reading comprehension achievement than those who were taught using the conventional technique (using dictionary). And the research was conducted by Dita et.al (2015). who analyze the effectiveness of using context clues strategy on reading comprehension of the first year students at SMA Muhammadiyah 1 Pekanbaru. She found that there is a significant effect of using context clues strategy on reading comprehension.

Based on the background above, the researcher is interested in analyzed the correlation between context clue strategy and reading comprehension ability on students at the second semester English Department Students of UNP.

RESEARCH METHOD

The research design in this study was descriptive quantitative. According to Gay (2009: 176), descriptive research involves collecting data in order to answer the question concerning the current status of the subject of the study. There were two variables used in this research. Firstly, the context clues strategy was the independent variable (X) and the dependent variable (Y) was the students' reading comprehension ability.

The population of this research was the second semester English Department students of Universitas Negeri Padang. For education classes, there are 156 students and 100 for non-education classes. According to Arikunto (2002: 112) if the total of the population less than 100 people, it is better to take all of them. However, if the population is more than 100 people, it can be taken between 10%-15% and 20%-25%. From this explanation, the researcher takes the sample 15 % to each class. The total number of samples is 39 students.

The instrument used to collect the data in this research were reading comprehension and context clues test. In the context clues test, the students were given a context clues test that has 25 questions in multiple-choice form and researcher give 35 minutes to do the test. After conducting the context clues test, the students have reading comprehension test in multiple choices, which have 35 items. The researcher give 45 minutes for students to do the test.

In order to collect the data, the researcher asks the students to do the reading comprehension test in 35 minutes. After finishing the test, the researcher collects the students answer sheets. Then, the researcher gives the context clues test to the students and ask them to do the test in 35 minutes. After conducting the reading comprehension and context clues test, the researcher give a score on students' answer sheets.

In analyzing context clue test and reading comprehension test, the researcher use S formula by (Arikunto 2013) :

$$S = \frac{CA}{N} \times 100$$

Where :

S : Final Test Score
N : Number of Question
CA : Number of Correct Answer

  To find out the correlation between student's context clues strategy and reading comprehension ability, the researcher uses the correlation formula by Pearson Product Moment Correlation Formula to test the significant correlation between them. (Arikunto, 2014)

$$r_{xy} = \frac{n\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

N : The number of respondents
X : The student's score in context clues
Y : The student's score in reading test
ΣX : The sum of context clues score
ΣY : The sum of reading test scores
ΣX^2 : The sum of squares of context clues scores
ΣY^2 : The sum of squares of reading test scores
$(\Sigma X)^2$: The squares of the sum of context clues scores
$(\Sigma Y)^2$: The squares of the sum of reading test scores
ΣXY : The sum multiplication of context clues score and reading test scores

RESULT AND DISCUSSION
Research Finding
The Students' Context Clues Ability
Table 1. The Students' Ablity in Context Clues Strategy

  Based on computation the ability of the students in using context clues strategy in general is average. The score shown by the mean which is 63, 17. In detail, the students are grouped into 4 categories.

Students	Score Range	Classification
S10, S16, S33, S39	80-100	Excellent
S1, S9, S14, S15, S17, S18, S19, S20, S21, S26, S34	66-79	Good
S4, S5, S6, S7, S8, S13, S23, S24, S30, S31, S32, S35, S36, S37, S38.	56-65	Average
S2, S3, S11. S12, S22, S25, S27, S28, S29	30-55	Poor
	0-29	Fail

The Context Clues Analysis for Each Type
Table 2. The Percentage of Students Correct Answer Based on Context Clues Types

Types of Context Clues	The Students' Correct Answer (%)	Calssification
Restatement Context Clues	60,25%	Average
Definition Context Clues	55,76%	Poor
Example Clue	73,71%	Good
Contrast Clue	67,17%	Good
Synonym Clue	53,84%	Poor
Clue from Another Sentence	67,30%	Good

Restatement Context Clues

For restatement context clue, the students look for a thought that's repeated in different words in the same or nearby sentence. In this research, the students' ability in using restatement context clue in general was average there were 60,25% students who answered correctly for restatement context clues and 39,74% students who answered incorrectly. The frequent mistakes made by the students were on the number 3 and 6 in restatement context clues. The question number 3 and 6 ask the students to guess the meaning of unfamiliar word by using restatement context clues. In this types of questions, Troyka and Thweat (2009) states that the students sholud be able to guess the meaning by looking at the repeated in different words in the same or nearby sentence.

Definition Context Clue

The result shows that 4 students were included into excellent category, 11 students in good category, 15 students in average category, 9 students in poor category and no student fail in this test. Most of the students include into average category, it indicates that the most of the students have average context clues ability. there were 55,76% students who answered correctly for defenition context clues and 44,23% students who answered incorrectly. It can be concluded that the students mostly can guess the unfamiliar word by using defenition context clues. Maspufah (2017) states that the students were able to do the test because the clues were stated clearly, and they had sufficient experience and background knowledge to deduce meaning. The students should have sufficient experience to deduce meaning to answer the defenition context clues question to avoid them give the wrong answer and many students do not have it. It makes the students ability in answer the defenition context clues become poor.

Example Clue

An example clue, the students are looking at an example clue when an unfamiliar word is followed by an example that reveals what the unknown word

means. In this research, the students' ability is using example clue in general was good.

From the table, it can be seen that there were 73,71% students who answered correctly for example context clues and 26,28% students who answered incorrectly. It can be concluded that almost of the students can guess the unfamiliar word by using example context clues.

Contrast Clue

A contrast context clue means you can figure out an unknown word when it is opposite-or some other type of contrast-is mentioned close by. In this study, the students' ability is using contrast clue in general was good. Maspufah (2017) in her research found that the average of the students' score was 63 and it classify to good category. It was showed that the percentage of students' answers in this type of context clue was 67,17%. Based on the score range of classification of students achievement, the score 67,17% is classified as good.

Based on Maspufah (2017) the students often make mistake in answer the contrast clues question because most of them were able to identify the function words and sentence pattern, but they found difficulty to turn to semantic clue. Even they had employed various types of syntactic clue, yet they were fail to infer the meaning. Some students were also fail to find out the clue, especially the clue stated implicitly. The students who were able to identify the meaning of the clue surround the text, sometimes did not guarantee they would have the correct answer. They had incorrect meaning because they were wrong to take the clues to infer the meaning.

Synonym Clue

Synonyms are words or phrases that mean the same thing (such as big and large); they are similar to definitions. The author typically introduces the synonym with or, in other words, that is, by this we mean, that is to say, and also known as. In this study, the students' ability is using synonym clue in general was poor.

Mapufah (2017) in her research states that Even they have no idea about the meaning of some words, they were able to identify the certain word to be a noun, a verb, an adjective, and so on. By examining how the words are organized in a sentence pattern, they can guess the class of word. However, some students got difficulty to infer the exact meaning of the certain words as they confuse to find the clue. This condition leads them to deduce inaccurate meaning.

Clue from Another Sentence

In this type of context clue, authors include information in another sentence in the paragraph that allows the reader to determine the meaning of an unfamiliar word.

It was showed that the percentage of students' answers in this type of context clue was 67,30%. The result also showed that the percentage of students answer in using a clue from another sentence is in the second position from the highest percentage to the lowest among 6 types of context clues. It can be concluded that students' ability in using a clue from another sentence is good enough compared to the other types of context clues.

The Students' Reading Comprehension Ability
Table 3. Student's Ability in Reading Comprehension

Students	Score Range	Classification
S10, S17, S20, S21, S33, S34	80-100	Excellent
S5, S7, S9, S13, S15, S16, S19, S25, S26, S30, S31, S32, S35, S36, S37, S39	66-79	Good
S1, S3, S4, S6, S8, S14, S18, S23, S24, S27, S29, S31, S38	56-65	Average
S2, S11, S12, S22, S28	30-55	Poor
	0-29	Fail

The Context Clues Analysis for Each Type
Table 4. The Percentage of Students Correct Answer Based on Reading Comprehension Aspect

Aspects	The Students' Correct Answer (%)	Classifications
Main Idea	67,30%	Good
Finding Inference	80,76%	Excellent
Finding The Fact	62,39%	Good
Drawing Conclusion	79,48%	Good
Finding The Detail Information or Part of text	62,82%	Average
Understanding Vocabulary	62,39%	Average

Main Idea

The first aspect of reading comprehension is to determine the main idea. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words. In this aspect, the students should be able to identify the main idea of the paragraph in the text. In this research the students' ability in determining the idea from a passage was good. It was shown that the percentage of students' answers in this aspect of reading comprehension was 67,30%. There are 21 students give the correct answer for this question and 18 students give wrong answer. While the are 31 students give the correct answer for number 5 and 8 students give the wrong answer. This aspect of reading comprehension was classify to good category because almost of the students give the correct answer. To answer this question, the students should know the concept of general or main idea of the text to make them easily find the main idea and get the correct answer. The students who give the correct answers are those who understand the concept of how to find main ideas. Beers (2000) proposes the concept of general or main idea of the text can be described within three

characteristics, they are : (a) Inductive process, (b) Deductive process, (c) Beyond the lines. When they don't care about the supporting idea it can cause them give the wrong answer. In line with Beers (200) states that the way to find out the main ideas of the text can be searched by connecting the other information in the text that related to support the ideas we assume. supporting ideas are very important to know because we cannot find out the main ideas whenever supporting ideas are missed to get. Therefore, the supporting ideas of the text should be considered as the way how the readers come to the main ideas of the text.

Finding Inference.

Finding inference means the readers implies the sentence/passage understanding and concludes it logically. In this research, the students' ability in finding inference in general was excellent. It showed that the percentage of the students' answers in finding inference in a text was 80,76%.

Analysis of Finding the Fact

In finding the fact, the students should be able to find the information or the fact in a text. In this research, the students' ability in finding the fact in general was average. It was shown that the percentage of students' answers in this aspect of reading comprehension was 62,39. Based on the score range of classification of students achievement, the score 67,17 is classified as average. . From the table above, it could be seen that the frequent mistakes made by the students were on the number 4 and 9 in this aspect.

Analysis of Drawing Conclusion

In concluding, the students should be able to conclude passage. In this study, the student's ability was good. It was shown that the percentage of student's answers in this aspect of reading comprehension was 79,48. Based on the score range of classification of students achievement, the score 79,48 is classified as good.

Analysis of Finding the Detail Information or Part of text

In this aspect of reading comprehension, the students are only scanning or looking for the relevant part(s) and ignore the irrelevant. In this research, the students' ability is finding detail information in reading comprehension was average. It was shown that the percentage of students' answers in this aspect of reading comprehension was 62,82.

Analysis of understanding vocabulary

Understanding vocabulary means to comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. In this research, the students' ability in understanding vocabulary in reading comprehension was average. It was showed that the percentage of students' answers in this aspect of reading comprehension was 62,39. Based on the score range of classification of students achievement the score 62,39 is classified as average.

Discussion

Regarding to the result of data analysis, the result found that the students ability in using context clue in general is average. The score shown by the mean which is 63, 17. Most of the students include into average category, it indicates that the most of the students have average context clues ability. Furthermore, based on computation, the ability of the students' reading comprehension test in general is good. The score shown by the mean which is 66,7. Most of the students include into good category, it indicates that the most of the students have good ability in reading comprehension. The last result of this study about correlation between both of them, it was found that the correlation between context clues strategy and reading comprehension was 0,82. So, based on Correlation coefficient interpretation by Arikunto (2014), it can be concluded that the correlation both of them were strong. It indicated that students' context clues strategy and reading comprehension ability has a strong correlation. . The percentage of synonym context clues from all types of context clues is the lowest. The students feel difficult to guess the meaning of unknown word with synonym as a clue in the sentence. that students have difficulties in finding the fact in a passage and vocabulary understanding aspect clues types. Finding the fact and understanding vocabulary have the same score which is the lowest score from the other aspects. In finding the fact, the students should be able to find the fact in the passage. The another problem for the students in comprehend the text is understanding vocabulary. When the students face the questions related to vocabulary it means that they should able to comprehend what the word means in the passage. Puspita (2017) in her research found that understanding vocabulary is one of the problem face by the student in comprehend the reading test.

CONCLUSION AND SUGGESTIONS

Based on the result of the test, it is indicated that students' context clues ability is categorized average based on the mean that is 63,17.The students feel difficult to find the unknown word by using synonym context clues that are indicated by the percentage of the synonym context clue is 53,84% and it is the lowest level in figure 4.1. The highest score is example clue with a percentage of 73,18. Based on the result of the test, it is indicated that students' reading comprehension ability is categorized good based on the mean 66,66.The students feel difficulty in finding the detail information and understanding vocabulary that is indicated by the same percentage that is 62,39% and it is the lowest level in figure 4.2. The highest score was 80,76%. Based on the result of context clues and reading comprehension tests, it was found that there is a significant correlation in a strong level between students' context clues strategy and reading comprehension ability at the second semester English Department Students of UNP based on the correlation (r_{xy}) is 0,82.

In order to make the students understand the context clues strategy and make them easy to comprehend the text, it is suggested the students and teachers to discuss all types of context clues and how to use the strategy properly when they are reading the text. Moreover, it is suggested for the teachers to improve the student's reading comprehension.Since this research had some limitations, the

researcher wants to suggest other researchers conduct further analysis of the correlation between context clues strategy and reading comprehension ability.

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