

A CORRELATION OF USING CONTEXT CLUES STRATEGY AND VOCABULARY MASTERY AT THE FIFTH SEMESTER STUDENTS OF INSTITUT PENDIDIKAN TAPANULI SELATAN PADANGSIDIMPUAN

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Abstract

The aim of this study to know whether there was a significant correlation of using context clue strategy and vocabulary mastery at the fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan. The research was conducted by applying quantitative descriptive with 20 students as the sample and they were taken by using random sampling technique. Questionnaire and test were used in collecting the data. Based on inferential statistics by using r product moment and R square, the result showed t_{table} was less $t_{calculated}$ ($0.444 < 0.516$) at a significant level of 5% and R square was 0.266470068. It means there was a significant correlation of using context clue strategy on vocabulary mastery at significant level of 5% at the fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan (IPTS) and strategy context clue gave contribution as big as 26,65% on vocabulary mastery.

Keywords: context clue strategy, vocabulary

1. INTRODUCTION

The fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan (IPTS) got *difficulty* in mastering vocabulary. This case seem when they got difficulty to understand the material in listening and reading form. They also got difficulty to express their ideas in speaking and writing form. The teaching vocabulary increasingly urgent to be conducted more seriously and directed because many students still got difficulty to master the subject, especially when learning four language skills (listening, speaking, reading and writing).

Several difficulties of students to master vocabulary, one of them was the students got difficulty when they identified the words based on the context and they still got difficulty in identifying idiom form. This problem is lined to Rohmatillah's research (2014) entitled "*Study of Student Difficulties in Learning Vocabulary*." She says that students were still confused in using the word based on the context and the students were also still confused when they found words or expression that were idiomatic.

Some experts say that there two main factors why students got difficulty in mastering vocabulary. The factors include external and internal factors. External factors include learning strategy,

To solve the problem above, the writer conducted context clue strategy in teaching vocabulary. This strategy used several clues around the paragraph in identifying the unfamiliar word. The clues included a word, phrase, synonym, antonym, summary, and the others. This strategy taught students in identifying the unfamiliar words

based on the context. Based on the explanation above, the writer was interested to investigate whether there is a significant correlation between using context clue strategy and students' ability in learning vocabulary.

2. METHOD OF THE RESEARCH

This research applied quantitative descriptive approach and correlational design to see the correlation of the both variables. Creswall (2012) says, "*Correlational design provide an opportunity to predict score and explain the relationship among variables.*" The writer used the correlation statistical test to describe and measure the degree of association (correlate two variables or sets of scores).

Furthermore, sample of the research was the fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan which include 20 students and they were taken by using random sampling technique. In collecting the data, the writer used test for vocabulary mastery and questionnaire for context clue strategy. To know whether there is a significant correlation of score of vocabulary mastery and the score context clues strategy at the fifth semester students of Institute Pendidikan Tapanuli Selatan Padangsidimpuan, the writer used *r product moment* (Agus Irianto : 2009).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

r = Angka index korelasi "r" product moment

n = Number of Cases (jumlah sample)

$$\begin{aligned}\sum XY &= \text{Jumlah perkalian antara } X \text{ dan } Y \\ \sum X &= \text{Jumlah seluruh score } X \\ \sum Y &= \text{Jumlah seluruh score } Y\end{aligned}$$

3. RESULT OF THE RESEARCH

To get the result of the research, the writer collected the data by using questionnaire for using context clue strategy and vocabulary test for students' vocabulary achievement. Based on inferential statistics, the result showed t_{table} was less $t_{calculated}$ ($0.444 < 0.516$) at a significant level of 5%. It means there was a significant correlation of using context clue strategy on vocabulary mastery at significant level of 5% at the fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan (IPTS).

Furthermore, by using R Square formulation showed 0.266470068, it means, strategy context clue gave contribution as big as 26,65% on vocabulary mastery at the fifth semester of English Departement of Institut Pendidikan Tapanuli Selatan Padangsidimpuan. To be clear, the calculation can be seen at the table. 1. below.

| SUMMARY OUTPUT | |
|------------------------------|--------------------|
| <i>Regression Statistics</i> | |
| Multiple R | 0.516207388 |
| R Square | 0.266470068 |
| Adjusted R Square | 0.225718405 |
| Standard Error | 0.246041857 |
| Observations | 20 |

Table. 1. Tha calculation of R Square by using Excel

4. CONCLUSION

Based on research result above, it is concluded using context clue strategy had significant correlation in mastering vocabulary at the fifth semester of English Departement of Institut Pendidikan Tapanuli Selatan Padangsidimpuan. Furthermore, context clue strategy gave contribution as big as 26, 65% on vocabulary mastery. Teacher who got problem in teaching vocabulary can use context clue strategy to improve students' ability as big as 26, 65%.

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