IMPLEMENTING CONTEXT CLUES STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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ARTICLE INFO	ABSTRACT
	This research aimed at finding out whether or not the implementation of context clues strategy is effective to improve students` reading comprehension at the eighth grade of MTs. Al-Falah Baras Mamuju Utara. The students` reading comprehension was restricted to two indicators namely literal comprehension (main idea and conclusion) and interpretative comprehension (conclusion). The researcher used pre-experimental research. The researcher conducted pre-test, treatment and post-test in the total of six meetings. Reading test was used as instrument. The samples of the research were 23 students in VIII Putri class. The researcher took real data from school to know the students` reading comprehension. The result of the research showed that the t-test values in terms of literal comprehension (5.52) and interpretative comprehension (5.27). The final t-test values (5.395) were higher that t-table (1.717) at the level of significant (p) = 0.05 with degree of freedom (df) = 22. The differences between t-test and t-table was very significant. It means that the Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted. Therefore, it can be concluded that implementation context clues strategy is effective to improve students` reading comprehension.
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INTRODUCTION

Reading comprehension is knowledge understand after reading. According to St Asriati, Atmowardoyo, & Jabu (2018) Reading comprehension is a skill that must be improved and applied to children, or in school, or home environment because it is the basic to achieve success in this world life and the next. Therefore, It is an activity thinking process

with that not only depend on skill but also on students experience and prior knowledge which involved understanding of vocabularies to know the meaning of reading, to relationship among word to concept organizing ideas, to recognize the students purpose in making judgment, and to do evaluation. It is taught in compounding with the opposite language skills. As one of the language skills, reading received more emphasis than the other, it is given the first priority. Furthermore, comprehension is really important either in reading and other skills. The ability of some people to understand closely related to background knowledge. Comprehension is a capability to know the meaning or importance of something or the knowledge acquired as a result.

Klingner, Sharon and Alison (2007) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest within the topic, and their knowledge of text types. Those components interact with each other in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

In addition, Snow (2002) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and therefore the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for the activity Snow includes the purpose, processes, and results of any attitude in reading.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there`ll be difficulties in reading.

The context clues is one of strategy that could be used in presenting new words in teaching English vocabulary. By using contextual clues, the teacher could present the language and understand the meaning of word in an enjoyable and relaxed atmosphere. Boonchun (2018) assumes that context clue is a strategy for learners to predict the meaning of unfamiliar word or vocabulary by context and clues. However, clues do not only mean the surrounding words but they also related to reading process of the reader, background or experience of a learner. According to Reardon (2011) context clues are information on the text which can be used to help deduce the meaning of unknown vocabulary word within the text. 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.

Than according to Sholes (2011) says that, sometimes when readings, you came to unknown word. Look for clues in the text for help you figure it out. The words and sentences round the unknown word can give clues. These clues are called context clues.

Sometimes they`re found close on the brink of new word. Sometime you must look to the paragraph before or after the word. Use information provided in the text and what makes sense to figure out the meaning of the word.

RESEARCH METHOD

The method that was used in this research was pre-experimental research. A pre-test was administered to the subjects before the treatment to assessing their prior knowledge. A post-test was administered to measure the treatment effect. Chronologically, the design was involved one group to which the researcher administered a pre-test, expose a treatment and administer a post-test. The success of the treatment was determined by comparing the result of the pre-test and the post-test.

The population of the research was the eighth grade students of MTs. Al-Falah Baras Mamuju Utara in the academic year of 2020-2021. There were two classes, from VIII.Putra to VIII.Putri. Those classes consist of 23-25 students each class. Total number of population is 48 students. The researcher used cluster random sampling in the research. Where the researcher only took a class as a representation of the eighth grade. The class which has been will selected as sample was VIII grade that consists of 23 students.

RESULT AND DISCUSSION

The Improvement of Students' Reading Comprehension In Terms Of Literal Comprehension

Table 1. The students' literal comprehension score and improvement

Indicator	Pre-Test Score	Post-Test Score	Improvement %
Students' Literal Reading Comprehension	6,73	7,64	13,52%

Table 1 shows that there were an improvement of the students' Literal Comprehension. The total mean score in the pre-test before the researcher gave treatments was 6,73 and after giving treatment students' Literal Comprehension total mean score in post-test became 7,64. Therefore it can be seen that students' reading comprehension significantly improved became 13.52%.

The Students' Rate Percentages In Terms Of Literal Comprehension

Table 2. The students rate percentage of literal comprehension

No	Category	Score	Pre-test		Post-test	
			F	%	F	%
1	Excellent	9,6-10				
2	Very Good	8,6-9,5	3	13%	6	26%
3	Good	7,6-8,5	1	4%	6	26%
4	fairly Good	6,6-7,5	8	35%	7	30%
5	Fair	5,6-6,5	7	30%	3	13%

6	*Poor*	3,6-5,5	4	17%	1	4%
7	*Very Poor*	00-3,5				
	Total		23	100	23	100

Table 2 shows that the category, frequency, and percentage of students' reading in terms of literal comprehension, there were differences between pre-test and post-test. In the pre-test, most of the students' scores were in fairly good categories with 35% rate percentages and least of the students` score were in good categories with 4% rate percentages. In addition, there were no students in excellent and very poor categories.

Similar to the pre-test result, the post-test result shows no students' score in excellent and very poor categories. Instead, the values fell into five categories, they were very good, good, fairly good, fair and poor. Most of them still in fairly good categories with 30% of rate percentages and least of the students` score were changed into poor categories with 4% of rate percentages. The improvement can be seen in the following figure.
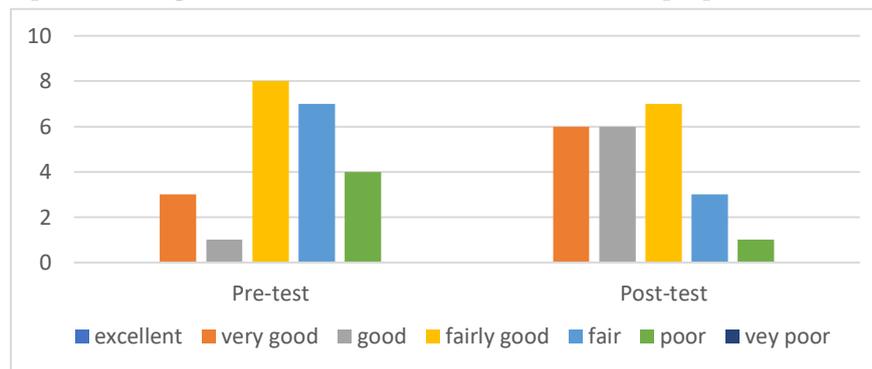

Fig. 1. The rated frequency of the students' literal score in pre-test and post-test

Figure 1 shows that there were significant differences between students' rate frequency in pre-test and post-test. In pre-test, very good and good categories was very low and it was increased sharply in the post-test after the researcher gave a treatment. Meanwhile, poor categories was very high in the pre-test and it has decreased significantly in the post-test. It was followed by fair and fairly good categories was become low in the post-test. Additionally there were no students` in excellent and very poor categories both of pre-test and post-test.

The Improvement of the Students' Reading Comprehension in Terms of Interpretative Comprehension

Table 3. The students' literal comprehension score and improvement

Indicator	Pre- Test Score	Post-test Score	Improvement %
Students' Interpretative Reading Comprehension	4,13	6,08	47,21%

The data above shows that there were improvement after applying context clues strategy. The result of students' score in post-test is higher (4.13) than pre-test (6.08) with percentage 47.21%.

The students' rate percentage in terms of interpretative comprehension

Table 4. Students' rate percentage in terms of interpretative comprehension

No	Category	Score	Pre-test		Post-test	
			F	%	F	%
1	*Excellent*	9,6-10			2	9%
2	*Very Good*	8,6-9,5			3	13%
3	*Good*	7,6-8,5				
4	*fairly Good*	6,6-7,5	1	4%	9	39%
5	*Fair*	5,6-6,5				
6	*Poor*	3,6-5,5	13	57%	9	39%
7	*Very Poor*	00-3,5	9	39%	2	9%
	Total		23	100	23	100

Table 4 shows that the category, frequency, and percentage of students' reading in terms of interpretative comprehension, there were differences between pre-test and post-test. In the pre-test, most of the students score were in poor categories with 57% rate percentages and least of the students score were in fairly good categories with 1% rate percentages. Additionally, there were no students in excellent, very good, good and fair categories.

Meanwhile, in the post-test shows most of the students in fairly good and poor categories with both of it in 39% of rate percentages and least of the students score were in excellent and very poor categories. Supplementary, there were no students in good and fair categories. The improvement can be seen in the following figure.
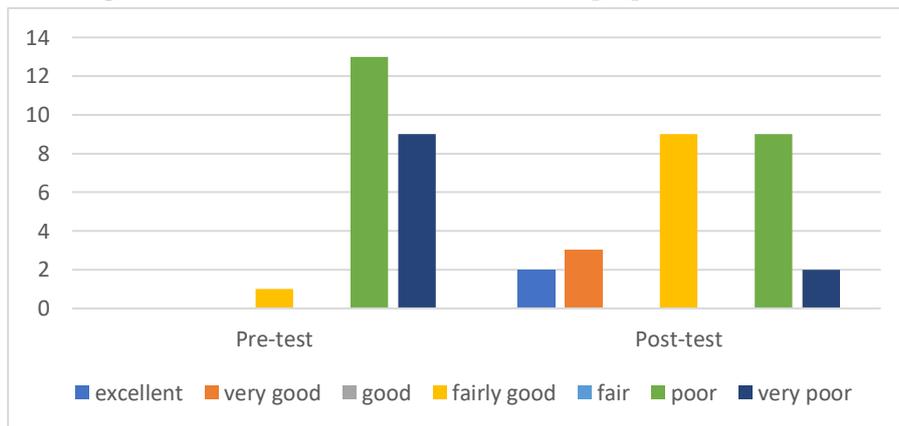

Fig. 2. The rated frequency of the students' interpretative score in pre-test and post-test

Figure 2 shows that there were significant differences between students' rate frequency in pre-test and post-test. In pre-test, no students got excellent and very good categories but in the post-test, there were students got it. In the pre-test fairly good was very low and it was improved significantly in the post-test. Meantime, very poor categories has decreased significantly in the post-test and it was followed by poor categories in the post-test

after the researcher gave a treatment. Additionally, no more students got excellent, very good, good and fair in the pre-test. While in the post-test, no students got good and fair categories.
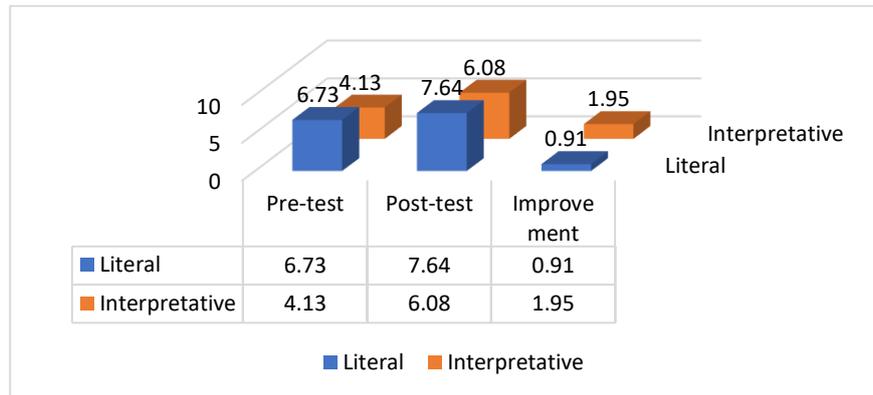
The Students' Improvement

Fig. 3. The students' improvement in pre-test and post-test of literal comprehension and interpretative comprehension

Figure 3 shows that from 23 students who followed the pre-test in terms of literal comprehension got 6,73% while in the post-test got 7,64% and 0,91% of improvement. the result also shows that in terms of interpretative comprehension students in the pre-test got 4,13% and the post-test became 6,08%, the students' improvement in terms of interpretative comprehension were 1,95%. It means the students' scores and percentages in the post-test were better and higher than the pre-test. It can say that the improvement was given evidence that implementing Context Clues Strategy effective in enhance literal comprehension and interpretative comprehension.

Hypothesis Testing

To know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1 (23-1= 22), where the number of subjects (students) the value of the table is 1.717. The t-test statistical, analysis for the independent sample is applied. The following table shows the result of the t-test calculation:

Table 5. The t-test of students' improvement

Indicators	t-test value	t-table value
Literal	5.52	
Interpretative	5,27	1.717

Table 5 shows that the t-test value in terms of literal comprehension higher than the t-table (5.52>1.717), it means that there is a difference between the students' reading comprehension in terms of literal before and after using context clues strategy. Table 5 shows that the t-test value in terms of interpretative higher than the t-table (5.27>1.717) it was improved.

From the result above, Context clues strategy was given significance difference to the students` reading comprehension on literal comprehension and interpretative

comprehension. Context clues strategy can help students to comprehending reading texts without using a dictionary because in some condition students are not allowed or not supposed to use a dictionary. As explained by Rhoder and Huester (2002) Using context clues as a strategy could assist students to identify unknown words in sentences or longer texts. After implementing context clues strategy, Students were able to train themselves to understand unfamiliar words they found by looking at surrounding sentence, paraghraph, or text / clues of the word. This is supported by the research conducted by Karbalaei, Amoli, Tavakoli (2012) that explicit instruction of context clues is effective in improving college students' abilities to determine the meaning of unknown words while reading. Moreover, after the students have a control over context clues strategy, the students were able to comprehend texts.

CONCLUSION

Based on the discussion proposed in the previous chapter, the researcher concluded that implementing context clues strategy effective in improve students' reading comprehension in terms of literal comprehension (main idea and supporting details) and interpretative comprehension (conclusion) at the eighth grade students of MTs. Al-Falah Baras Mamuju Utara. After applying context clues strategy, the mean score of the students` reading comprehension in terms of literal comprehension and interpretative comprehension was improved. This statement was proved by the mean score of students pre-test in terms of literal comprehension was 6.73 and post-test was 7.64. While the mean score of students pre-test was 4.13 and become 6.08 in post-test after giving treatment. The context clues strategy had a significant effect on students' reading comprehension. It could be seen from the result of the t-test that there were significant differences between the t-test value which was higher than the t-table (5.395>1.717). It proved by the data of literal comprehension was greater than t-table (5.52>1.717) and similar to the literal comprehension, interpretative comprehension was greater than t-table (5.27>1.753).

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