

CHAPTER 1

INTRODUCTION

A. Background

English language is not only about four basic skills: listening, speaking, reading, and writing, but also about vocabulary. Vocabulary plays an important role. According to User (2013: 1) “vocabulary is needed for expressing meaning and conveying thoughts through both receptive and productive skill.”

Vocabulary is not only needed for students’ communication but also for students’ knowledge about information in reading skill activities. In learning reading, vocabulary can help students understand the meaning of the context; moreover, reading the context also gives the contribution to readers in enriching their vocabulary. According to Anderson & Freebody (1979) “Vocabulary is strongly associated with reading comprehension”. The National Reading Panel (2000) identified the components of reading as phonemic awareness, phonics, fluency, vocabulary and comprehension. It means that reading have a connection with vocabulary, as can be seen in the component of reading.

However, teaching vocabulary was not easy based on the writer’s experience in teaching practice. The reality in the school is that students had difficulty of understanding the context in learning reading because they lacked vocabulary. When they were given the text, they think it was difficult to know the meaning of the word and they were lazy to open the dictionary. Learning of context clues still had not been developed in junior high schools; instead, it could help developing the students’ vocabulary.

By using context clues, the students could find the meaning of words in the context without opening their dictionary. Additionally, this approach could make students are more critical in thinking because they must thrifty in reading the context. There are many advantages in using context clue in learning reading.

Apart from enlarging readers' vocabulary, this approach has some advantages such as, the intention of vocabulary acquisition, stimulate critical thinking of reader, for critical reader, it doesn't need longer time than opening dictionary, can be useful to define word meaning for any polysemous word depend on the context. (William, 2012: 1).

From the advantages mentioned above, so the context clue is one of approaches that is suitable to improve vocabulary in learning reading. Therefore, the research was under title, "**The Influence of Context Clues on Reading Texts to Improve Students' Vocabulary (An Experimental Study at Eighth Grade of SMPN 1 Sukawangi-Bekasi)**".

B. Research Questions

Some problems that could be identified in this research are formulated as follows:

1. How is students' vocabulary by using context clues at SMPN 1 Sukawangi-Bekasi?
2. How is students' vocabulary without using context clues at SMPN 1 Sukawangi-Bekasi?
3. How significant is the difference between students' vocabulary with and without using context clues at SMPN 1 Sukawangi-Bekasi?

C. Purposes of Research

Based on research questions above, the purposes of this research are:

1. To know students' vocabulary by using context clues at SMPN 1 Sukawangi-Bekasi.
2. To know students' vocabulary without using context clues at SMPN 1 Sukawangi-Bekasi.
3. To know significance of the difference between students' vocabulary with and without using context clues at SMPN 1 Sukawangi-Bekasi.

D. Significances of Research

The result of this study was expected to give contribution to the English teaching community, such as: to the teachers, the writer, other researchers, and to the students.

1. Teachers

The result of study was expected to be a good input in learning activity in class and can be used as learning approach in order to improve the students' ability in vocabulary.

2. Researchers

The result of this research could be expected to be reference for other researchers.

3. Students

This study was useful for students to improve their vocabulary by using context clues in learning reading.

E. Rationale

Vocabulary is the knowledge of meanings of words. "Vocabulary is that set of words for which an individual can assign meanings when listening or reading", Hiebert and Kamil (2005: 3). Not only from listening skill, but also in reading activities we can get more vocabularies because reading plays an influential role to give knowledge in new word by context. Moreover, "Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension," (National Reading Panel, 2000).

Hatch and Brown (1995: 327) describe five "essential steps" in vocabulary learning based on their research into learner's strategies such as:

1. Having source for a counting new words,

2. Getting a clear image whether visual or auditory or both, for the forms of the new words,
3. Learning the meaning of the words,
4. Making a strong memory connections between the forms and meanings of the words, and
5. Using the words in context.

Using the word in context means context is one of essential steps in learning strategy. Spears (2000) states that the word “context” refers to the way a word is used in a particular sentence or passage, while “the clues” are other words or phrases that help reveal the meaning of a word. “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” (context clue, p1).

According to *The Master Reader Book*, Henry (2005:49) states there are four types of context clues: synonym, antonym, general context, and example.

According to the explanation above, context clues could develop students’ vocabulary. By applying this approach, students can understand that context clues can help them to know more vocabularies from the meaning of the context, by synonym, antonym, general context and example. Therefore, to implement context clues in learning reading, the researcher uses scheme:

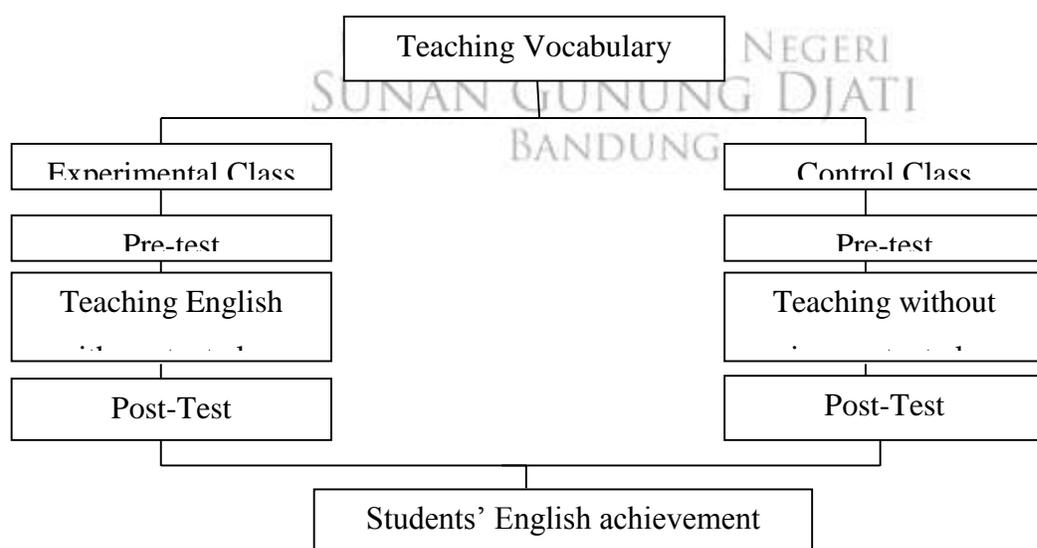


Figure 1.1 Theoretical framework

Based on scheme above, this research was divided into two classes, the first class as experimental group and the second as control group. In six times the research was conducted. Pre-test was given in the first meeting, conducted in both of the classes. It was to know the level students' knowledge about the context clues in learning reading. In the second until the fifth meeting, the context clues were employed in learning reading. For the control group, conventional technique was used. Then, post-test was given in the last meeting; the goal was to know the difference between students' vocabulary with and without using context clues.

F. Hypothesis

According to Arikunto (2010: 112), the hypothesis is a tentative answer to the research problem, until it is proven by the data collected. Based on the background of the research and formulation of problems can be formulated the hypothesis as follows:

1. Alternative hypothesis (H_a) there is significant difference between the result of teaching using context clue and without using context clue.
2. Null hypothesis (H_o) there is no significant different between the result of teaching using context clue and without using context clue.

G. Methodology

a. Method of Research

This research used quantitative research which adopted experimental method. According to Sugiyono (2013: 24), the experimental methods are used to know the influence of the independent variable to dependent variable. There were two groups in this study. The first was as the experimental group which was given context clue as its treatments. The second was control group that should receive no treatment.

b. Source of Data

1) Research of Location

The research was conducted in SMPN 1 Sukawangi-Bekasi. It was because the problem of students in SMPN 1 Sukawangi-Bekasi, they were difficult to understand the text since they lacked vocabulary and also the context clues were never used in this school, this information was from the teacher of SMPN 1 Sukawangi-Bekasi.

2) Population

According to Sugiyono (2013: 62), population is a set of research area that consists of object/subject that has certain qualities and characteristics settled by the researcher to be learned and observed. The population of this study was taken from the students of SMPN 1 Sukawangi-Bekasi.

3) Sample

According to Sugiyono (2013: 62), sample is part of number and characters of the population. In taking sample writer will use random sampling. *Random sampling adalah sampel yang pengambilan anggotanya dari populasi yang dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi.* (Sugiyono, 2013: 64). The writer chose two classes of second grade of SMPN 1 Sukawangi-Bekasi. There were class VIII5 as experimental class and the second VIII6 as control class

Table 1.1
The Condition of Population and Sample Student of Eight Grade of
SMPN 1 Sukawangi-Bekasi

NO	CLASS	NUMBER OF STUDENTS		
		Male	Female	Total
1.	Experimental group	21	21	21
2.	Control group	20	20	20
	Total			83

Source: taken from the attendance list of student at year one of the SMPN 1 Sukawangi-Bekasi.

H. Technique of Collecting Data

a. Test

According to Arikunto (2010: 266), “test is a feature of question or exercise to measure someone’s skill, knowledge, intelligent, or ability”. The implementation of the test was pre-test and post-test.

1) Validity of test

The validity test was used to know the suitable of the questions using for pre-test and post-test. The set of validity test can be seen in appendix II.

2) Pre-test

Pre-test was used to know students’ vocabulary before giving the context clues to improve students’ vocabulary. The implementation of pre-test is in the reading skill material that they were given the questions in multiple choices.

3) Treatments

Treatments were given in experimental class by using context clues in learning reading and for the control class with no treatment. Treatments were done in four meetings in teaching learning process.

4) Post test

The implementation of post-test was conducted in class. The test was given after the students had been already given the new approach to improve their vocabulary in reading activities. The test was conducted to know the influence of experimental method and to know how far the influence of context clue in learning vocabulary was.

b. Observation

Arikunto (2013: 272) states, "Observation is a kind of technique this is done by undertaking carefully supervision and recording or registration systematically." Therefore, the condition of the school, learning process, and the students of SMPN 1 Sukawangi- Bekasi were observed to get more information. Additionally, it was conducted in three times depends on satisfied data that has been taken.

I. Data Analysis

The steps of analysing data can be formulated as follows:

a. Determining the normality of data by conducting the steps:

1) *Making distribution table of frequency, with procedure:*

- i. Determining range of data (R) by using the formula:

$$R = \text{the higher score and low score} + 1$$

(Sudjana, 2005: 47)

- ii. Determining class interval (K) by using the formula:

$$k = 1 + 3.3 \log n \quad (\text{Sudjana, 2005: 47})$$

- iii. Determining length of class (P) by using the formula :

$$p = \frac{R}{k} \quad (\text{Sudjana, 2005: 47})$$

2). *Determining central tendency with procedures as follows:*

a) Computing Mean (\tilde{x}) by using the formula:

$$\tilde{X} = \frac{\sum f_i x_i}{\sum f_i} \quad (\text{Sudjana, 2005: 70})$$

b) Determining the standard deviation (S) by using the formula:

$$S^2 = \frac{\sum f_i (x_i - \tilde{x})^2}{(n-1)} \quad (\text{Sudjana, 2005: 95})$$

c) Arranging the distribution of observation and expectation frequency

Class interval	Class limit	Z _{count}	Z _{table}	Li	Ei	Oi	$\frac{(O_i - E_i)}{E_i}$

d) Determining Chi Square count (λ^2) by using the following formula:

$$\lambda^2 = \sum \frac{(oi - Ei)}{Ei} \quad (\text{Sudjana, 2005: 273})$$

e) Determining degree of freedom, (df) by using the formula :

$$Dk = K - 3 \quad (\text{Sudjana, 2005: 293})$$

f) Determining chi square table (x_t^2) on certain significant degree.

g) Interpreting data normality by comparing chi square count (x^2) and chi square table (x_t^2) with formula:

if $(x^2) \leq (x_t^2)$, the data is normal

if $(x^2) > (x_t^2)$, the data is not normal

b. Determining the homogeneity of two variance by conducting the steps are as follows:

ii. Determining score F by using the formula:

$$F = \frac{S_1^2}{S_2^2} \quad (\text{Sudjana, 2005: 249})$$

iii. To determining the degree of freedom of data.

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

iv. To determine homogeneity of the data with criterion:

It is called homogenous if $F_{table} > F_{count}$

It is called not homogenous if $F_{table} < F_{count}$

c. Testing hypothesis y using T- test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad (\text{Sudjana, 2005: 239})$$

Explanation:

\bar{x}_1 = means of experimental class

\bar{x}_2 = means of control class

n_1 = total number of data for experimental class

n_2 = total number of data for control class

dsg = cumulative standard deviation of both classes

Where by,

$$Dsg = \sqrt{\frac{(n_1)v_1 + (n_2)v_2}{n_1 + n_2 - 2}} \quad (\text{sudjana, 2005: 239})$$

Explantation:

dsg = cumulative standard deviation of both classes

v_1 = Varian of data for experimental class $(S_1^2)^2$

v_2 = Varian of data for control class $(S_2^2)^2$



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