

## ABSTRACT

### **Aziz, M. H. (2026). Using Context Clues Strategy in Narrative Text to Enhance Students' Vocabulary Mastery: A Pre-experimental Study at Junior High School**

Vocabulary mastery is an essential aspect of English language learning because it enables students to understand and use English effectively. However, many students still experience difficulties in determining the meanings of unfamiliar words in reading texts and tend to rely on direct translation rather than contextual information. This difficulty affects the development of their vocabulary mastery.

This study aimed to examine the use of the Context Clues Strategy in narrative text to enhance students' vocabulary mastery at the junior high school level. The study was conducted to determine students' vocabulary mastery before and after the implementation of the strategy and to find out whether there was a significant difference between the pre-test and post-test results.

This research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants were 30 eighth-grade students of SMP Karya Budi Cileunyi selected through simple random sampling. The research instruments consisted of a pre-test and a post-test. Each test contained 25 items, including 20 multiple-choice questions and 5 true/false questions, and was designed to assess students' overall vocabulary mastery through context clues. The data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, the Wilcoxon Signed-Rank Test, and N-Gain analysis with the assistance of IBM SPSS Statistics version 20.

The findings showed that students' vocabulary mastery improved after the implementation of the Context Clues Strategy. The mean score increased from 74.13 in the pre-test to 88.80 in the post-test. The Wilcoxon Signed-Rank Test showed a statistically significant difference between the two scores,  $Z = -4.800$ ,  $p < .001$ . The mean N-Gain score was 0.6616, indicating a moderate improvement. These findings indicate that students' vocabulary scores improved after the implementation of the Context Clues Strategy. However, the pre-experimental design does not allow a definitive causal conclusion.

In conclusion, the implementation of the Context Clues Strategy in narrative text significantly enhanced students' vocabulary mastery. The findings indicated a significant difference in students' vocabulary mastery before and after the implementation of the Context Clues Strategy.

**Keywords:** *Context Clues Strategy, Narrative text, Vocabulary Mastery, EFL Students, Junior High School.*