TEACHING VOCABULARY THROUGH CONTEXTUAL CLUES

(A Pre-experimental Study at the First Year of SMK Puspita Bangsa Ciputat)

A “Skripsi”

Presented to the Faculty of Tarbiya and Teacher’s Training

In a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S-1)

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A skripsi titled “TEACHING VOCABULARY THROUGH CONTEXTUAL CLUES (A Pre-experimental Study at the First Year of SMK Puspita Bangsa Ciputat)” was examined in the examination session of the Faculty of Tarbiya and Teacher’s Training State Islamic University (UIN) Syarif Hidayatullah Jakarta on June 4th 2007. This skripsi has fulfilled the requirements for the degree of Strata 1 (S-1) at the English Education Department.

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Jakarta, June 2007

The writer
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APPENDIX
A. Background of the Study

Language is a tool of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. As the system of communication used by a particular community or country, language is the most sophisticated and effective tool to get communication, interaction and information about other people, society and other groups.

Language helps us understand ourselves and the world around us. Whenever we think of language we usually think of mastering the vocabulary. With large vocabulary, we can express our ideas precisely in communication. It also helps us travel in the past, in the present, and in the future.

Mastery of a language, is taken to mean the ability to use or even to understand “all the words” of a language, then none of us can be said to have mastered his own native language. In other words, we know the words for those areas of life or some fields with which we have had some experience. However, none of us, not even the editors of our dictionaries can know all the “words” of our languages.

“Mastery of a language must mean something other than knowing “all the words” of the language. It is true, that whenever we think of language and language learning we usually think of mastering the vocabulary of learning the
Knowledge of new words and new meanings keep increasing as we grow older and we are often very conscious of this growth and change.

Vocabulary is one of the most important elements in a language. We cannot speak well if we do not master it. No matter how well the students learn grammar, no matter how successfully the sounds of a foreign language is mastered, without words to express, communication in a foreign language cannot just happen in any meaningful way. Learning the vocabulary of a foreign language is limited by our experience and takes time. Growth in the knowledge of “meanings” accompanies our growing experience.

People who learn English language may have some specific reasons. They may learn it because they have to communicate with the communities that use English as their language. They may learn it because they are interested in the culture and want to know more about the people who speak it and to know the place (s) in which it is spoken. Many students study English only because they have to. English is a part of school curriculum because a decision has been taken by someone in authority that it should be so.

As an international language, English is a widely and internationally used. Many countries even serve English as their first language and others consider it as their second language.

In Indonesia, as we all may know English is (regarded as) a foreign language. It is equal to other foreign languages such as French, Arabic, Dutch, and

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1 Charles C. Fries, *Teaching and Learning English as a Foreign Language* (USA : The University of Michigan, 1945), p.2

so forth. However, English is the first priority among them. English becomes a compulsory subject from secondary level up to university.

In the teaching-learning process, the teachers may develop their students’ ability in order to communicate to others by giving them practice in patterns, which contains the vocabulary items for everyday situations. One of the effective ways to increase the students’ facility in communicating is to increase their vocabulary. “In learning a foreign language in school, the students learn to write the words they know and expand their vocabulary more arbitrarily following the school curriculum.”

In this time, students need to know the way to find the meaning of difficult words through context. There are several ways to figure out words students do not know, such as looking them up in a dictionary or figuring them out using word parts. Another, possibly more efficient way to figure out unfamiliar words is to use the context.

Using context means to figure out what words mean by how they are used in the sentence or paragraph where they appear. There are several different context clues we can use to help the students to figure out the unfamiliar words. This part will be discussed in chapter two of this paper.

As it has been mentioned above, many techniques can be used in the presentation of meaning and use. In this time, the writer wants to propose a technique that can improve the students’ ability to learn the target language. The proposed technique is using contextual clues to increase students’ vocabulary.

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By using contextual clues, the students are encouraged to find the meaning of difficult words in a sentence. It can help them to find the meaning of the unknown words to be easier and faster.

B. Objective of the Study

The objective of this study is to know the use of contextual clues in teaching vocabulary. According to the teachers who used the Grammar-Translation Method, “a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and the vocabulary of the target language. An important goal of the study is for the students to be able to translate each language into the other.”

By giving the information about contextual clues, the writer hopes this paper can help the students to understand and to master their vocabulary and read more about the literary and the subject they are interested in.

Mainly, the writer hopes it can help the English teachers to develop their students’ vocabulary in order to answer the questions in the target language based on their understanding of the sentences or the reading passage. And the writer also hopes it can be useful for the students to be interested in their study of English vocabulary.

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C. Scope of the Study

The scope of this writing is in the usage of contextual clues in order to find the meaning of difficult words in teaching vocabulary. Is teaching vocabulary by using contextual clues better for the students to learn English?

To support the study, the writer used a field research. In the field research the writer conducted an observation, an experiment, and an interview to the English teacher of the school. The experiment is done at the first grade of SMK Puspita Bangsa Ciputat.

The writer gave the achievement test to the students such as the pre-test in the beginning of attending class (the test given before the teacher did the experiment) and the post-test (the test given after the teacher did the experiment) at the end of teaching learning process. Then the writer compared the result of the test between before and after using it.

D. Formulation of the Problem

In this time, the writer wants to formulate the problem of the research in the result of the students’ pre-test and post-test. Can the using of contextual clues in teaching vocabulary increase the students’ vocabulary?

E. Significance of the Study
As we all may know, vocabulary is very important to improve our knowledge. We can find all information that we want by understanding our reading. As the English’ teachers, we can give our students some ways to make them interested in mastering their vocabulary. We do not have to spend much time just for looking up the difficult words in a dictionary. And the information about the contextual clues can help the students to find the words’ meaning. So it will be useful for them to answer the questions and to find the correct answer in a short time in a sentence and in a whole reading passage.

The result of the study is hoped to give input for the teacher, the students, and other researchers. For the teacher, it is hoped that this study can help him to improve his students’ vocabulary through contextual clues. For the students, it is hoped that they can learn to find the meaning of unknown word through contextual clues deeply by increasing their vocabulary knowledge, by knowing the clues given and by practicing a lot.

F. Organization of Writing

This writing is divided into five chapters. Chapter one consists of Background of the Study, Objective of the Study, Scope of the Study, Formulation of the Problem, Significance of the Study and Organization of the Study.

Chapter two consists of Theoretical Framework which is divided into four parts. It will begin from Theoretical Description consisting of General
Concept of Vocabulary, Definition of Vocabulary, Types of Vocabulary, and Ways in Teaching Vocabulary. The second part consists of Definition of Context clue, Types of Context clues, Teaching Vocabulary through Context clues, Advantages and Disadvantages of Context clues. The third part consists of Conceptual Framework and the last part is Research Hypothesis.

In **Chapter three**, the writer will discuss Teaching Vocabulary through Contextual Clues in the First Year of SMK Puspita Bangsa Ciputat. This chapter consists of six parts. First is Time and Location, the second is Population and Sample, the third is Research Method, the fourth is Teaching Procedures, the fifth is Instrument of the Research, and the last is Technique of Analyzing the Data.

**Chapter four** consists of Research Findings. And Conclusions and Suggestions will be found in **Chapter five**.
CHAPTER II
THEORETICAL FRAMEWORK

A. THEORETICAL DESCRIPTION

1. Vocabulary

   1. General Concept of Vocabulary

      Vocabulary plays an important role in improving our skills in English. Vocabulary becomes one of the most important aspects of improving communication skill. Without having enough vocabularies, communication will end up in unpleasant situation and make the students reluctant to continue their sentences or ideas.

      Learning English is different from learning other subjects. Marianne Celce-Murcia says that “words are perceived as the building blocks upon which knowledge of the second language can be built”. In learning vocabulary, students are ought to practice it very often and they cannot practice or build that language if they are lack of vocabulary.

      When someone talks about vocabulary, the first thing comes in his mind; vocabulary is a group of words on a certain language as a part of teaching-learning a foreign language. “Words mean the memory of the situation in which they have been observed and understood, brought out by the context in which they

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are used. It means that to know a word is to be able to use it or to understand in situation in which the person has not experienced it before.”

Vocabulary consists of knowing how to use words, which represents image. A learner of a foreign language will speak fluently and accurately, write easily, and understand what he reads or hears if he has enough vocabulary and has a capability of using it accurately.

2. Definition of Vocabulary

Many definitions can be found about vocabulary from some experts. But the writer only chooses several of them which are important to talk about.

“Vocabulary is one of the most important aspects in a language teaching, beside grammar and pronunciation. As a stock of words used by a person, it can be defined, roughly as the words we teach in the foreign language.”

In Webster’s Dictionary, vocabulary is defined as follows:

1. A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

2. A sum or stock of words employed by a language group, individual, or work or in relation to a subject: scope of language.

3. A list of foreign language textbook of the words or phrases taught or used.

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6Robert Lado, *op. cit.*, p.118

Grambs David defined vocabulary as “a list of words usually defined and alphabetized as in a dictionary or specialized glossary; complete word stock of a language; some corpus of words used in a sub language or by a group, class or individual; scope of diction; command of words or range of expressions.”

Another definition, vocabulary is “a list or set of words for a particular language or a list or set of words that individual speaker of language might use.” Burns defined vocabulary as “a stock of the words used by a person, class, or profession.”

Meanwhile, Oxford Advanced Learner’s Dictionary of Current English mentioned that: “vocabulary is total of words, which (with rules for combining them) make up a language and (range up) words known to, or used by, a person, in a trade profession, etc.”

3. Types of Vocabulary

“Vocabulary is divided into two, namely; function words and content words. The function words are closed class; we cannot add to the preposition or auxiliaries or modals or any structure word of the language. The content words, on

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11 Paul C. Burns, et. al., The Language Arts in Childhood Education (Chicago: Rond Mc. Nally Company, 1996), P. 68

12 A.S Hornby, Oxford Advanced Learner’s Dictionary of Current English (Oxford: Oxford University Press, 1974), P .95
the other hand can be added to any time a new scientific advances make new words and communication about new inventions necessary.” \(^{13}\)

The content words can be divided into three general classes:

1. Words naming things, ideas, entitles, that we might be called them nouns,
2. Words naming actions called verbs,
3. Words used to describe the qualities of those things or actions called adjectives and adverbs. \(^{14}\)

Nation has divided vocabulary in the specific reference such as word:

1. Receptive knowledge, involves knowing how to recognize the word when it is heard or when it is seen, being able to distinguish it from word with a similar form, being able to judge if the word form sounds right or looks right, being able to recall its meaning when it is met, being able to see which shade of meaning which most suitable for the context that it occurs in, and being able to make a various associations with other related words.

2. Productive knowledge, involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns, and using word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there are any. \(^{15}\)

Haycraft (in Carol) said that, there are receptive and productive vocabularies (passive and active). Receptive vocabulary: “words that the students

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\(^{14}\)Charles C. Fries, *op. cit*, P.47

\(^{15}\)I.S.P Nation, *Teaching and Learning Vocabulary* (Boston, Massachusetts: Heinle & Heinle Publishers, 1990), P. 31-32 (paraphrased by the writer)
recognize and understand, when they occur in a context, but he cannot produce correctly”. And productive vocabulary is: “words which the students understand can produce correctly and use constructively in speaking and writing”.\footnote{16}{Carol J. Fisher and A. Ann Terry, \textit{Children’s Language and the Language Arts} (USA: McGraw-Hill, Inc, 1977), P.92}

“There are two kinds of vocabulary used by people in communication, namely general and special vocabulary. The general vocabulary is the words used in general; there is no limit of fields or users, general in meaning and use. And the special vocabulary is used in certain field, job, profession, or special science.” \footnote{17}{H.S Burton and J.A Humphries, \textit{Mastering English Language} (London: The Macmillan Press, 1992), P. 100.} All these have specialized vocabulary arising from particular circumstances of their lives and work.

Meanwhile, Fries classifies the vocabulary into four groups. The various groups contain some of the same vocabulary items, they are:

1. First there are “function words” those words which, although some of them may have also full-word meaning content, primarily or largely operate as means of expressing relations of grammatical structure. These include the so-called auxiliaries, prepositions, conjunctions, interrogative particles, and a miscellaneous group consisting of the words for degree, for generalizing, the article, etc.
2. The second kind of vocabulary items consists of the “substitute” words, those words which represent not individual things or specific actions, but functions as substitute for whole form-classes of words.
3. The third kind of vocabulary item consists of those that are distributed in use according to such grammatical matters as the presence or absence of a negative.
4. The large body of “content” words constitutes the fourth group of vocabulary items and the chief material usually considered when the vocabulary of a language is discussed. These are the words that function as symbols for the phenomena which we react upon as the world of reality about us, symbols for “things,” for “actions,” for “qualities.”\footnote{18}{Charles C. Fries, \textit{op. cit.}, P. 44-47}
From the definitions above we can say that vocabulary can be divided generally into two categories, receptive and productive vocabulary. Knowing a word includes being able to recall its meaning and being able to see which shade of meaning is most suitable for the context that occurs in.

4. Ways in Teaching Vocabulary

There are many ways of teaching vocabulary and presenting the meaning of the new items, such as follow:

1. Concise definition (as in a dictionary, often a subordinate with qualifications, …)
2. Detailed description (of appearance, qualities, …)
3. Examples (hyponyms)
4. Illustration (picture, object, realia, …)
5. Demonstration (acting, mime, …)
6. Context (story of sentence in which the item occurs)
7. Synonym
8. Opposites (antonyms)
9. Translation
10. Associated ideas, collocations.19

Meanwhile, Harmer said that frequently the teacher will find it is necessary to explain the meaning of a word or short phrase. In this time the teacher’ aims is to explain the new word as quickly as efficiently as possible. The following are aids that can help the teacher in presenting vocabulary. These aids and measures may be useful for explaining the meaning of a word or sentence.

1. Realia. This is the word we use to refer to the use of real objects in the classroom.
2. Pictures. Pictures are clearly indispensable for the language teacher since they can be used in so many ways.
3. Mime, action, and gesture. Actions, in particular, are probably better explained by mime, and gesture is useful for explaining words like from, to, etc.

19Penny Ur, *op. cit*, P.63
4. Contrast. Sometime a visual element may not be sufficient to explain meaning and contrast can be used.

5. Enumeration. The teacher rapidly lists (or enumerate) a number of words and the meaning will be clear.

6. Explanation. Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanation. So, the explanation should include information about when the item can be used.

7. Translation. Translation seems a useful measure if used sparingly, but it should be used with caution.20

As it has been mentioned above, many ways have been used to teach vocabulary. But it is always important to think about the principles on which vocabulary building is based on. Some teachers think that vocabulary building means knowing the meaning of the words: giving the same meanings, giving the opposite meanings, or translating the words into their native language. Other teachers believe that vocabulary means the ability to understand words as they are used in situations.

At this point, we will discuss the two things about vocabulary building:

a. What vocabulary to teach and

b. How to teach it. 21

a. What vocabulary to teach

Language is used to communicate ideas and experiences. Words are units of the language that expresses units in our experiences. In a foreign language teaching, first we are hoped to teach the words that express the most common of our students’ experiences. We should teach the words that express the situations that our students know very well.

20 Jeremy Harmer, op. cit., P.85-86

21 Raja T. Nasr, The Teaching of English to Arab students (London: Longman, 1963), P.133
The vocabulary connected with activities and experiences can be taught to the students without too much difficulty because they will need to use them often. The general principles can be mentioned in connection with what vocabulary to teach:

➢ The students’ needs and experiences, and
➢ How often they use the words?

In the Vocational High School Curriculum, the vocabulary is studied by the students in order to know the meaning of new words find in a text. The students are hoped to have mastered about 500-1500 words for the first grade. Moreover, it should be done without looking them up in dictionaries. The students should guess them from the context. They also learn the words from derivations found in the text. The English’ materials are taken not only from the textbook but also from other resources such as newspapers, magazines, English program on TV, radio, etc.

b. How to teach vocabulary

The word usually fits into larger language contexts such as sentences. Even groups of words still belong to larger language contexts or in certain situations. In teaching of words, therefore, it is necessary to place the words in larger language structures.

There are three matters that a teacher is supposed to remember when he is teaching vocabulary:
Words are important not only in themselves but also in their distribution with other words.

In teaching a foreign language, one should remember that words have many meanings.

We learn languages (including our native language) on two levels: the level of understanding and the level of production.\textsuperscript{22}

Another opinion in the teaching of vocabulary based on James Coady and Thomas Huckin’s book, vocabulary can be taught in two ways that it can be readily accessed. They are:

1. Fluency activities that provide a well-beaten path to an item,

2. Richness activities that increases the syntagmatic and paradigmatic associations and network, thus providing many points of access to an item.\textsuperscript{23}

In addition, there are several activities that can be developed to each activity:

1. Activities that can be used to develop fluency activities are:
   
   - Repeated reading, involves learners silently rereading the same text with the goal of reaching a faster speed or doing increasingly more difficult comprehension tasks.
   
   - The 4/3/2 technique, requires the learners to repeat the same story or talk to three successive listeners with 4 minutes for the first telling, 3 minutes for the second, and 2 minutes for the third.

\textsuperscript{22}\textit{Ibid}, P. 135-137

The recording technique, involves the learner repeatedly recording a talk in the language laboratory until the learner is satisfied that the best performance has been recorded.

Read a text to a high level of understanding and then work in pairs questioning each other about the content of the text.

2. Activities that can be used to develop richness activities are:
   - Collocation activities. It gets learners to match collocates with given items.
   - Semantic mapping. It involves drawing a diagram of the relationships between words according to their use in a particular text.
   - Dictation and related activities. It focuses learners’ attention on the collocational relationships within dictated phrases.

Meanwhile, there are also several additional premises and comments related to the teaching of vocabulary, these are offered for the teacher’ consideration. They are:

- Vocabulary should always be introduced in normal speech utterances.
- New vocabulary items should always be introduced in known structures.
- Whenever feasible, the vocabulary items should be centered about one topic.
- Content words should be presented and practiced with the words which they generally co-occur.
- Whenever a familiar word is met in a new context or situation, it should be taught and practiced.
- Vocabulary items are taught in the same way we teach everything else.
- We practiced vocabulary as we practiced structures.
- We reintroduced vocabulary items many times with all the structures in all the structures in which they can logically be used.

In cases where the full understandings of the meaning of a word depend on knowledge of an item of culture, the overt facet of culture should be explained.\(^{24}\)

\(^{24}\)Marry Finocchiaro and Michael Bonomo, *op. cit.*, P. 86-87
2. Context Clue

1. Definition of Context

“A context is a sentence, paragraph, or longer unit of writing that surrounds a word and determines its meaning.”

Neil Mercer said that “a context is a mental phenomenon that consists of whatever information listeners (or readers) use to make sense of what is said (or written).”

“A context is the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood or the parts that immediately precede and follow a word or passage and clarify its meaning.”

“Contextual is a clue based on the text or informants’ knowledge of the world.”

Words reveal their meaning through context, the words that surround them, or the situations in which they are used. Context is often a matter of situation-time, place, and circumstances. In speaking situations, context is often a matter of tune and gesture.

From the definition above, we can say that a context is a combination of many elements; the words in a sentence, the idea within a given discourse, the time, the place, the circumstances, tone of voice and gesture.

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Meanwhile, “a clue is the information or key that guides through an intricate procedure or a maze of difficulties or a clue is an indication that properly interpreted and may lead to full understanding of something or to discovery of something unknown or hidden.”\(^{29}\)

“A context clue is one of the techniques that can be used in presenting new words in teaching English vocabulary. By using contextual clue, the teacher can present the language in an enjoyable and relaxed atmosphere.”

According to Nation, context clue is a technique of inferring meaning of unfamiliar words based on the context. It can be done by combining our knowledge of English or simply look at the relationship between the unfamiliar words with the other words, clauses, sentences, or paragraphs. This is what we call guessing meaning from context.\(^{30}\)

Another definition according to Marianne Celce-Murcia “context clue is one of the most helpful ways of recognizing new words”. She expresses her opinion as follows:

“The students are allowed to read the text and confront the difficult vocabulary in context, searching for clues, using guessing strategies, and thereby working meaning for them.”\(^{31}\)

\(^{29}\)Philip Babcock Gove, *op. cit*, P. 422


\(^{31}\)Marianne Celce Murcia, *op. cit*, Pp. 296
However, the uses of contextual clues to infer meaning of the unfamiliar words are often neglected by the students because they do not know that contextual clues can help them to recognize the meaning of the unfamiliar words.

From the explanation above, we know that the teacher’s job in this stage is to present the students with clear information about the language they are learning. With the uses of context, students are able to find the meaning of the difficult words more easily and efficiently.

2. Types of Context

According to Brown, “there are several types of context clues, such as definition, experience, contras, creativity, and guessing.”

1. Definition

Sometimes there is a definition that appears in the text either before or after the new word. Definition is a formal statement of the exact meaning of a word or an exact description of the nature, scope, or meaning of something. With the definition given, we can find the meaning quickly and exactly.

Example:

Rocky, my aunt’s son, is my cousin.

From the definition given we know that cousin is a child of our aunt or uncle.

2. Experience

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Experience is knowledge or skill acquired over the time. Students need to be encouraged not to leave their experience of the world behind when they come to English classes.

Example:
My father will go to Surabaya by train, so he will wait for the train in the railway station.
We know the word train, so we can conclude that the railway station is a stopping-place for the train.

3. Contrast

Contrast is the state of being strikingly different from something else in juxtaposition or close association. The writer uses an antonym or opposite expression to build the meaning of the unknown word. Usually includes words such as but, however, in contrast, instead, even though, although, etc.

Example:
The cotton is light but the stone is heavy.
If we know that heavy means berat, so the contrast of it is ringan, in English is light.

4. Creativity

Creativity is a relation of the use of imagination or original ideas in order to create something. Another technique for students to be creative is by using
interesting pictures. This clue is so obvious for the students to find the meaning of the words.

Examples:

Choose the appropriate verb based on the picture!

Azizah is ........ on her computer.

We know from the picture that she is typing on her computer.

5. Guessing

Guess means to estimate or supposes (something) without sufficient information to be sure of being correct. Guessing the meaning of the unfamiliar words from context is the application of all those skills above. It can be done by looking at the relationship between the unfamiliar words with the other words, clauses, sentences, or paragraph.

Example:

One of the rewards that space travelers receive is the beautiful view of the planet on which we live.

From the sentence above we do not know the meaning of reward, but we can guess the meaning from the word “receive” and “the beautiful view”. We know that “reward” is a noun here, because it is used after “the”. And the sentence tells us that a reward is something that is received and it must be something valuable because it is the”beautiful view”. 
From the analysis above, we can get the meaning of the reward by guessing. Guessing is one of the context clues which is suitable for teaching vocabulary for students in the elementary school.

3. Teaching Vocabulary through Context

The experiment suggests that in teaching “new vocabulary”, we begin with teaching the new items in context; however in the high level learners should be given the opportunity dealing with the words out of context.

Kruse (in Nunan) makes five suggestions for teaching written vocabulary in context:

1. Word elements such as prefixes, suffixes, and roots. The ability to recognize component parts of words, words families, and so on is probably the single most important vocabulary skill a student of reading in EFL can have.
2. Pictures, diagrams, and charts. These clues so obvious to the native speaker, and must be pointed out to the EFL student.
3. Clues of definition. The student must be taught to notice the many types of highly useful definition clues. Among these are: parentheses or footnotes, synonym, and antonym.
4. Inference clues from discourse, which are usually not confining to one sentence like example clues, summary clues, and experience clues.
5. General aids, which usually do not help the student with specific meaning, narrow the possibilities. 33

Meanwhile, Honeyfield (in Nunan) stresses the importance of context in the teaching of vocabulary. He points out that even with a functional vocabulary of the three thousand most frequently occurring items in English, learners will still not know around 20 percent of the items they will encounter in unsimplified text. The problem confronting both teacher and learners is that no course can provide

learners with anything like the vocabulary they will need to comprehend authentic texts.\textsuperscript{34}

It is therefore important to provide learners with strategies for inferring the meaning of the unknown vocabulary from the context in which it occurs (rather than getting them to undertake the time-consuming task of memorizing long lists of words, or looking up unknown words in a dictionary which will make the reading process unbearably slow and tedious, and which will probably contribute little to the actual learning of vocabulary).

Honeyfield (in Nunan) also makes a number of suggestions for helping learners to develop their skills in inferring meaning from context: “These include the familiar cloze or gap exercises, words-in-context exercises, and context enrichment exercises.”\textsuperscript{35}

- Cloze or gap exercises, the exercises in which words are deleted from a text. In this exercises some words have been taken out of the paragraph of English and students try to guess all the words and write them in the correct places.
- Words-in-context exercises are those in which learners encounter target vocabulary items in the meaningful context of a continuous text, and use the surrounding context to arrive at the meaning through focused discussion.
- Context enrichment exercises take learners through several stages in which progressively more context are provided.

\textsuperscript{34} \textit{Ibid}, P.122. (paraphrased by the writer)

\textsuperscript{35} \textit{Ibid.}, p 122-123
The exercises above are designed to show learners how the more context one takes into account, the greater are the chances of guessing an unknown word.

4. Advantages of Using Contextual Clues in Teaching Vocabulary

As we see above, the result of contextual clues in teaching vocabulary is better than other ways. From the test, the students were increasing in their scores after they used contextual clues as a technique to find the difficult words without using a dictionary.

The experiment has proved that using contextual clues gives some benefits; it can be seen from the result of the test. The score gained are much higher after using such the technique as the way to teach vocabulary. The technique has also encouraged the students to have more self confidence. It is also encourage them not to be afraid of making mistakes. They have trained not to be much dependent on dictionary. They feel that they can do something with their English although the dictionary is not by their sides.

Using contextual clues has also avoided the students of wasting time because of looking up dictionary. We know that most of our students are got blocked when they find a new word and they spontaneously think that dictionary is the only way out. They did not find another way. The contextual clues has made them realize that consulting the dictionary every time they meet the new word is only taking and wasting time. Other advantage is they could finish the test more quickly and easily.
5. **Disadvantages of Using Contextual Clues in Teaching Vocabulary.**

We cannot ignore that besides the advantages, the using of contextual clues in teaching vocabulary has some disadvantages. The students who have just enough vocabulary will be difficult to understand the clue given in a sentence. It means that successful guessing meaning from context relating to the students’ vocabulary size.

It is also difficult to guess the meaning of the unfamiliar words if the students do not have knowledge about the part of speech. Or they have no experiences to decide whether the unknown word is noun, verb, or adjective, and so on. They will be unable to choose the most suitable meaning of the unknown word because they do not understand the clue. So finally they will look up the words’ meaning in a dictionary.

Contextual clues are also difficult for the students to use if they do not know the relationship between the clause and sentence containing the unknown word. The students will fail to understand the context and will make errors in meaning of the unknown word. In this time, there are some factors that will influence the students’ ability in finding meaning from context. Nation noted that their vocabulary knowledge, their ability in using the clues and analyzing form of the word to be guessed, their background knowledge about the topic and their skills in guessing meaning.

**B. Conceptual Framework**
As it has been mentioned in the previous chapter, the problem that the students faced in learning vocabulary was the difficulties in finding the meaning of the unfamiliar words. In other words, the students were lack of vocabulary. They often feel bored easily when they cannot find the meaning of the difficult words because they were seldom to memorize the vocabulary.

It also happens because of the differences from their first language, some words, and sets of words are especially difficult to teach and to learn. They have to be taught as a special problem with the strategy determined by the particular problem in each case.

As a matter of fact, in daily teaching-learning process, students often find difficulties in guessing meaning of vocabulary in a sentence. It is also hard for them to understand the lesson well when they cannot grasp the information that is being said by their teacher.

Using context clue to increase the students’ vocabulary is one of the alternatives in teaching vocabulary. The context makes the situation clear and this is in turn illuminates the meaning of the new word. They can find the meaning quickly and precisely based on the context and clue given.

In this time, activities such as presenting words to learners before reading and defining words as they occur in context increases the amount of vocabulary learning. “Swanborn and de Glopper (in I.S.P Nation) in a meta-analysis of 20 studies of learning from context found that the nature of the vocabulary pre-test affected the amount of words learned.”36

---

36 I.S.P Nation, *op.cit*, p. 251
C. Research Hypothesis

This research is to know whether using context clue in teaching vocabulary better for the students to learn English. To find the answer of the problem, the writer should propose alternative hypothesis (Ha) and null hypothesis (Ho) as below:

1. Alternative Hypothesis (Ha) : There is a significant difference between teaching vocabulary by using context clue for the students at SMK Puspita Bangsa Ciputat.

2. Null Hypothesis (Ho) : There is no significant difference between teaching vocabulary by using context clue for the students at SMK Puspita Bangsa Ciputat.
CHAPTER III

TEACHING VOCABULARY THROUGH

CONTEXTUAL CLUES

A. Time and Location

This research was carried out from April to June 2006. The English pre-test was given on April 3rd 2006 and the English post-test was given on May 12th 2006. To know more about the English teaching process, the writer took a class observation and an interview with the English teacher on May 26th and 27th 2006. Finally, information about SMK Puspita Bangsa was completed on June 3rd 2006.

The location of the research is at SMK Puspita Bangsa which is located on Jl. Aria Putra No.9 Ciputat, Tangerang.

B. Population and Sample

The population of the study was the first year of SMK Puspita Bangsa Ciputat. There are three classes of each grade with the population about 120 students, the classes are 1st Accountancy, 1st Trade, 2nd Trade. In this case, the writer just took one class as the population and sample of experiment class. There are about 45 students of the first grade (1st Accountancy) but the writer only took 30 students which are chosen by random sampling system. The writer took this class as the sample of the research.

C. Teaching Procedures
In the teaching procedures, the first the teacher prepared such as:

1. Lesson plan
2. Material
3. Technique
4. Objective
5. Teaching aids
6. Evaluation

The teaching process was held in the first grade (1st Accountancy). Before teaching, the teacher gave pre-test to all of the students to check the students’ knowledge of the materials that would be taught and done in the experiment. The teacher presented the lesson through some steps as follows:

1. Pre–Teaching
   - Greeting the students
   - Telling the students that they are going to study about contextual clues
   - Distributing the hand-out of the materials to the students

2. While - Teaching
   - Explaining the materials and giving the examples of each type of contextual clue.
   - Asking the students to think carefully about the unfamiliar word and the clue given in each sentence.
   - Asking the students to find out what kind of word is, then asking them to think the possible meanings of the unfamiliar words.

3. Follow up
Asking the students whether they have questions

Checking the students’ comprehension by giving the exercises in the written form. The teacher gives and underlines the clues for each sentence and the students are asked to answer by filling them in the blank spaces with the appropriate words

4. Post – Teaching

Checking the students’ answers.

Giving the feedback

1. Teaching-learning process

The following is the teaching-learning process in the class.

In teaching vocabulary through contextual clues, first, the teacher gave the students the Pre-test. The test materials were the numbers of items that they had to do based on their own knowledge. He had not given them any idea about what the contextual clues were. They did not completely have knowledge about contextual clues yet. In a few minutes they had to finish the test. After taking the test, she checked the results.

The next step, he tried to explain what the contextual clues was, accompanied with some examples that led them to understanding of the concept. He also gave the different types of clues. He explained the types and gave the examples of each type.

He wrote five sentences on the whiteboard and underlined the clues for each sentence. The clues given consisted of words they had known before or the
words that are familiar for them. He asked the students to think carefully about the entire sentences in which the unfamiliar words appeared. Then they looked carefully at the unknown word of each sentence to decide what kind of word it was. After they knew its kind, they were asked to think about possible meanings for that kind of word in that sentence.

After the teaching, he gave the exercise related to each type of context. To make the concept deeply understood, he explained repeatedly and automatically with its examples. It was sometime inserted by the question - answer process during the teaching – learning activity to make the class alive.

The further step was giving them the post-test. Through this test he wanted to know whether the teaching – learning process was successfully and effectively conducted or not. After giving the explanation of what contextual clues was, how about their result then? Was it better? Was it worse? Or was it the same? That was all he wanted to know.

Comparing between the pre-test and the post-test result was the final step of the research process. Through this step he wanted to measure and ensures if the method he used was effective and applicable in teaching vocabulary.

2. Testing Vocabulary

Language testing have many uses in educational program, and quite often the same test will be used for two or more related purposes. In this time, the chief objective of this test is to evaluate the effectiveness of the technique. This achievement test indicates the extent to which an individual has mastered the specific skill or body of information acquired in a formal learning situation.
The test was made by the teacher and he gave it to the students. The test material was taken from the subject that was presented to the students in the class. It is aimed at making the reliability and the validity of the test. The test was also prepared, administered, and scored by the teacher.

The test consists of multiple-choice items to measure the students’ understanding in learning the target language. Since these items can be answered fairly rapidly, the teacher can include a large number of different tasks in the testing section. The teacher also gave the limited time for both pre-test and post-test.

The advantage of this test besides efficient, it is also easy in the scoring. The scoring of the test can be done quickly and easily, it involves no judgments to degrees of correctness because multiple-choice tests tend to have superior reliability and validity.

After teaching-learning process, the writer used the post-test to check the students’ comprehension in the use of context clues to find the words meaning.

4. Research Method

In this time, the writer gives the report concerning the method of research. She held the field research by taking the students’ scores of the vocabulary tests (pre-test and post-test), by doing an observation and an interview with the English’ teacher of the school.
This study is a pre-experimental research because it is used pre-test and post-test in collecting the data.

5. Technique of Analyzing the Data

The writer used a quantitative data which is related to the numerals and it is analyzed by statistics. She used “t-test” formula to calculate the data. The procedure of calculation is as follows:

a. Determining mean of variable x

\[ M_x = \frac{\sum x}{N} \]

b. Determining mean of variable y

\[ M_y = \frac{\sum y}{N} \]

c. Determining deviation standard of variable x and y

\[ SD_D = \frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2 \]

d. Determining standard error of mean of difference

\[ SEM_D = \frac{SD_D}{\sqrt{N-1}} \]

e. Determining mean of difference

\[ M_D = \frac{\sum D}{N} \]

f. Determining test of hypothesis \((t_o)\)

\[ t_o = \frac{M_D}{SEM_D} \]

g. Determining degrees of freedom \((df)\)
\[ df = (N - 1) \]

\( M \) = The average score

\( X \) = The score of pre-test

\( Y \) = The score of post-test

\( N \) = Number of cases.
CHAPTER IV

RESEARCH FINDINGS

A. Data Description

To know the result of the students pre-test and post-test, the writer makes the table of the students’ score such as follows:

1. The Pre-test Scores

To know the result of the students’ pre-test, the writer makes the table of the students’ scores.

<table>
<thead>
<tr>
<th>Students</th>
<th>The score (x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
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<td>6</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
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<tr>
<td>9</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
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<tr>
<td>11</td>
<td>75</td>
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<tr>
<td>12</td>
<td>70</td>
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<td>13</td>
<td>60</td>
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<tr>
<td>14</td>
<td>45</td>
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<tr>
<td>15</td>
<td>70</td>
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<tr>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>77</td>
</tr>
</tbody>
</table>

TABLE 1

The Result of the Students’ Pre-test
Based on the table above, the writer calculated the result of variable x (\(\Sigma x\)) is 1775, and seeking the mean score of variable y, the higher score, and the lower score of the students’ pre-test with formula:

\[
M_x = \frac{\Sigma x}{N} = \frac{1775}{30} = 59.1 \text{ (Mean score)}
\]

- The higher score = 85
- The lower score = 45

### 2. The Post-test’ Scores

**TABLE 2**

The result of the students’ Post-test

<table>
<thead>
<tr>
<th>Students</th>
<th>The score (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
</tr>
</tbody>
</table>
Based on the data collected in post-test of English at the first semester, the writer calculated the result variable $y (\Sigma y) = 2205$. Then she calculated the mean of variable $y$ with formula and seek the higher score and the lower score of the students’ post-test as follows:

- $My = \frac{\Sigma y}{N} = \frac{2205}{30} = 73.05$
- The higher score = 90
- The lower score = 40

3. The Comparison of the Students’ Pre-test and Post-test

After finding the score of the students’ pre-test and post-test, she compared the result of the test by using t-test formula, such as follows:
Table 3
The result of the students’ English Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>Name</th>
<th>The score of pre-test (x)</th>
<th>The score of post-test (y)</th>
<th>D = (x-y)</th>
<th>D² = (x-y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62</td>
<td>70</td>
<td>-8</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>80</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>55</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
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<td>100</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>40</td>
<td>+5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>65</td>
<td>-5</td>
<td>25</td>
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<tr>
<td>8</td>
<td>70</td>
<td>68</td>
<td>+2</td>
<td>4</td>
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<tr>
<td>9</td>
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<td>90</td>
<td>-10</td>
<td>100</td>
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<td>4</td>
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<td>11</td>
<td>75</td>
<td>85</td>
<td>-10</td>
<td>100</td>
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<tr>
<td>12</td>
<td>70</td>
<td>60</td>
<td>+10</td>
<td>100</td>
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<tr>
<td>13</td>
<td>60</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>14</td>
<td>45</td>
<td>55</td>
<td>-10</td>
<td>100</td>
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<tr>
<td>15</td>
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<td>0</td>
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<tr>
<td>16</td>
<td>70</td>
<td>80</td>
<td>-10</td>
<td>100</td>
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<tr>
<td>17</td>
<td>85</td>
<td>80</td>
<td>+5</td>
<td>25</td>
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<td>18</td>
<td>70</td>
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<td>25</td>
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<td>19</td>
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<td>20</td>
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<td>25</td>
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<tr>
<td>21</td>
<td>60</td>
<td>65</td>
<td>-5</td>
<td>25</td>
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<td>22</td>
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<td>80</td>
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<td>225</td>
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<td>23</td>
<td>75</td>
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<td>-5</td>
<td>25</td>
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<td>+5</td>
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<td>28</td>
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</tr>
<tr>
<td>30</td>
<td>66</td>
<td>70</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>N</td>
<td>1775</td>
<td>Σy = 2205</td>
<td>ΣD = -113</td>
<td>ΣD^2 = 1551</td>
</tr>
</tbody>
</table>

Notes:
N = Number of cases
x = the score of pre-test
y = the score of post-test
D = Difference
Σx = the total score of x
Σy = the total score of y
ΣD = the total of difference
ΣD^2 = the total of quadrate difference

According to the data in the table above, the writer calculated the result of the students’ pre-test (variable x) and post-test (variable y).

The first step was seeking the difference between variable x and y and we got it by using formula x-y = D, ΣD = -113 and ΣD^2 = 1551. After that, we seek the Standard of Difference between two variables (x and y) using formula as follows:

\[ SD_D = \frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{(N)} \]

\[ = \sqrt{\frac{1551}{30} - \frac{(-113)^2}{(30)}} \]

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37 Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Gaya Grafindo Persada, 1999), P. 306
\[ \sqrt{51.7 - (-3.76)^2} = \sqrt{51.7 - 14.13} = \sqrt{37.57} = 6.13 \]

After finding the result of SD_D, we can seek SEM_D (Standard Error of the Mean of Difference) using formula as follows:\(^{38}\)

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[ = \frac{6.13}{\sqrt{29}} \]

\[ = \frac{6.13}{5.38} = 1.14 \]

After the result of SEM_D was found, we seek M_D (Mean of Difference) using formula as follows:\(^{39}\)

\[
M_D = \frac{\Sigma D}{N} = \frac{-113}{30} = -3.76
\]

Finally, we seek t_o (Test of Hypothesis), using formula as follows:

\[
t_o = \frac{M_D}{SEM_D}
\]

\(^{38}\)Ibid, P.307

\(^{39}\)Ibid, P. 305
Further she found out the *df* (*degrees of freedom*) with formula:

\[
\text{df} = (N - 1) = 30 - 1 = 29
\]

**B. Interpretation of the Data**

According to the test of hypothesis (*t₀*), at the significance level 5% and 1% are:

- T-table at the significance level of 5% = 2,04
- T-table at the significance level of 1% = 2,76.

**Statistical Hypothesis:**

- If *t₀* > *t₁*: There is a significant difference and the alternative hypothesis (*Ha*) is accepted and null hypothesis is rejected.
- If *t₀* < *t₁*: There is no significant difference and the alternative hypothesis (*Ha*) is rejected and the null hypothesis (*Ho*) is accepted.

The value of *t₀* has been found with the amount 3,23 So, with formula (*2,04 < 3,23 > 2,76*), it means that t-observation is bigger than t-table.

According to the data, the value of *t₀* is bigger than *t₁* which means that null hypothesis is rejected and the alternative hypothesis is accepted. There is a

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*ibid, P. 308*
significant difference between students by using context clues toward their achievement in learning vocabulary.

From the result of the test, we know that the score of the students’ post-test is bigger than pre-test which means that the using of context clues in teaching vocabulary can increase the students’ vocabulary. The context makes the situation clear and illuminates the meaning of new word.

Many experiments have proved that context clue can be one of the most helpful ways of recognizing new words. Marianne Celce-Murcia said that “the students are allowed to read the text and confront the difficult vocabulary in context, searching for clues, and using guessing strategy to find the words’ meaning. “

In theory, at least, if students can find enough clues in a passage to guess 80 percent of the previously unknown words, then every learner can achieve a similar score with training. The using of context clues to find the words’ meaning can increase the students’ vocabulary. Buikema and Graves (in I.S.P Nation) found positive effect for training teenaged native speakers in guessing from context. The training involved introducing the learners to the idea of using clues to guess and to for many clues. So, training the students to guess the words’ meaning from context helps vocabulary learning simply because it encourages the students to give deliberate thoughtful attention to vocabulary items.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Anyone who works hard at improving his/her vocabulary stands a good chance of achieving higher grades as he/she would be able to understand a text. The students with better vocabulary can express themselves better, and produce better quality writing in their assignments, tests, and exams.

From the result of the test, the writer concludes that context clues can be one of the alternatives in improving students’ ability to understand and to find the meaning of difficult words. Context clues can be more helpful for the students to understand a language. It also helps them to decide how they can get the meaning across most clearly and quickly.

Many new words can be understood through the context in which they appear in the accompanying illustrations. The new words are also more effectively learnt when the learners engaged in sufficient practice with the using of context clues to internalize their meaning. So, using context clues is a way to find the unfamiliar words. With this skill, the students are encouraged to improve their English lesson. They also will be more interested in their reading of English text because they can understand and comprehend its content.

B. Suggestion
After doing the research, it is known that a context clue can be one of the techniques in learning English for the students of a foreign language. So, it will be useful for the English teacher to teach vocabulary by using context clues because it is actually much more effective and efficient to use this technique then we ask them to consult their own dictionary every time they find difficulty with a new word.

Making a prediction from context is important when we read a text in a foreign language. In this time, we try to read and to understand the text without stopping to look it up in a dictionary. It is because in the final examination, the students are not allowed to use a dictionary. So, the teacher should give their students a skill to improve their vocabulary.

Context helps them to create a general prediction from a sentence; it is a combination of vocabulary, and a rule of language which exists surrounding a word. Context clues would be a good technique for the English teacher in teaching vocabulary for the students in a foreign language.

In order to make the teaching of vocabulary effective, there are the most important ways to help the English’ teacher to improve his teaching with context:

1. Helping the students to find and choose reading and listening material of appropriate difficulty,
2. Encouraging the students to read a lot and helping them gain a lot of comprehensible spoken input,
3. Improving their reading skills so that they read fluently and with good comprehension,
4. Providing training in guessing from context.

The writer hopes that the way above can help the English teacher in teaching vocabulary to be more simple and easy. And for the students, the way is useful to encourage them in giving deliberate attention to vocabulary items.


Appendix

LESSON PLAN 1

Date : April 4th 2006
Subject : English
School/Class : SMK/ 1 AK
Chapter/ Topic: 12/ Permissions
Time : 2 x 45 Minutes
Objective : The students are able to responding and expressing permissions with words and expression used in the contexts.

Techniques : Fill-in-the-blanks exercise, Role-Play, Question and Answer.

Resources : English in Progress for SMK 1, Syllabus, Curriculum

Procedures:

1. Warming up
   - Greeting and checking the students’ attendance lists.
   - Good afternoon students (T)  → Good afternoon Mr. Rozi (S)
   - How are you all (T)  → We are fine, how about you?, etc.

2. Lead in
   - Telling the students what they are going to study.
   - Opening the textbook and asking the students to read the topic first.
3. Presentation
   ➢ Instructing the students to pay attention to the teacher explanation
   ➢ Explaining the material of “Permissions”
   ➢ Asking the students whether they have questions related to the topic.

4. Practice and closure
   ➢ Asking the students to do the exercise relating to the topic by creating sentences of permissions and answering the questions of fill-in-the-blank form based on the dialog (using a dictionary).
   ➢ Giving clear instruction.
   ➢ Giving the limit time to finish the exercise.
   ➢ Checking the students’ answers together.

5. Assessment
   ➢ Giving the feedback to know the understanding of the material was given by the teacher.
   ➢ Evaluating the students’ comprehension.

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Activity 1 :
Read the dialog of asking for and giving for information then practice it in pairs.

John and Martha share an office. Martha likes to keep all of the windows close because she is afraid of cold, but John cannot stand that...

John : It’s like an oven here! You must be roasting!
Martha : Actually, I’m just comfortable.
John : You’ve got to be kidding me. It has to be over 95 degrees in here!
Martha : What can I say? I’m a cold-blooded person. The warmer, the better, as far as I am concerned.
John : Well, can we at least open a window and get some ventilation in here?
Martha : Knock yourself out.
John : Thanks, I will.

Activity 2 :
Answer the questions based on the dialog above!
1. What is the difference perception of both speakers toward the temperature?
2. What is “it’s like an oven in here” in simple language?
3. What kind of person who cannot feel a hot air according to Martha?
4. What does John permit to Martha?
5. And how does Martha respond?

Activity 3 :
How do you respond to asking permissions below?
1. I wonder if you would mind if I leave the office earlier to go to dentist.
2. Do you mind if I leave an hour early? I need to see my father in the hospital.
4. Can I see you for a moment?
5. Can I borrow your motorbike, Pal?

Activity 4 :
Identify the verb 1, object, and verb 2. Then create different sentences using the verbs.
1. The teacher warned me not to be late again.
2. I saw the boy running fast.
3. Will you let me go now?
4. Her parents have told her not to leave the school.
5. Our teacher warned us not to wear sport shoes in the classroom.

Activity 5:
Fill in the blanks to form a good dialog involving permissions.

Amar : Good morning.
Am  : Hi, Good morning.
Amar : ................., please.
Am  : Of course, here is my pen.
Amar : Thank you very much.
Am  : Don’t mention it. By the way, do you have any disk?
Amar : Yes, I have some empty disks.
Am  : .................one?
Amar : Sure.
Am  : Thanks

Appendix

LESSON PLAN 2
Date: April 10th 2006
Subject: English
School/Class: SMK/1 AK
Chapter/Topic: 13 / Expressing Possibilities
Time: 2 x 45 Minutes
Objective: The students are able to express possibilities with words and expression used to show possibilities and used in the contexts’
Techniques: Fill-in-the-blanks exercise, Role-Play, Question and Answer.
Resources: English in Progress for SMK 1, Syllabus, Curriculum

Procedures:
1. Warming up
   - Greeting and checking the students’ attendance lists.
   - Good afternoon students (T) → Good afternoon Mr. Rozi (S)
   - How are you all? (T) → We are fine, how about You?, etc.

2. Lead in
   - Telling the students what they are going to study.
   - Opening the textbook and asking the students to read the material first.
   - Distributing the hand-out to the students which consists of contextual clues materials.

3. Presentation
Instructing the students to pay attention to the teacher explanation

Explaining the material of “Expressing Possibilities” which consist of contextual clues (with words and expression used in the context).

Giving the examples of expressing possibilities.

Asking the students whether they have questions related to the topic.

4. Practice and closure
   - Asking the students to do the exercise relating to the material with the using of contextual clues to answer the questions in fill-in-the-blank form. (without using a dictionary)
   - Giving clear instruction.
   - Giving the limit time to finish the exercise.
   - Checking the students’ answers together.

5. Assessment
   - Giving the feedback to know the understanding of the material was given by the teacher.
   - Evaluating the students’ comprehension.

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Activity 1:

Listen to the dialog then fill the blanks and answer the questions based on dialog!

Lisa : Ross, you look so worried. What happened?
Ross : Well, I want to get into the class, but I just found that there are so many people on the waiting list, I guess .......... are probably slim.

Lisa : I wouldn’t say that! Many people might .......... the class and then there will be some .......... You never know.

Ross : I hope so.

Lisa : Come on, .......... up. Don’t worry so much. Everything will work out just ..........

Questions:
1. What happened to Ross?
2. Why did Ross look worried?
3. What possibility stated by Ross?
4. What possibility stated by Lisa?
5. How did Lisa suggest to Ross?

Activity 2 :
State whether each sentence express possibility, informal permission, informal polite request, suggestion, or impossibility!
1. The secretary can help you.
2. Tom can lift the box.
3. My friend can meet you in the airport.
4. Professor Aditya cannot come to the meeting.
5. Could I use your phone?
6. They couldn’t have been mistake.
7. She couldn’t be at cinema at seven.
8. You could go to the doctor.

Activity 3 :
State whether each of the possibility expressions is for the future or past!
1. I think a drought has set in.
2. I guess chances are probably slim.
3. Don’t worry so much. Everything will work out just fine.
4. If it doesn’t rain, it’s going to get critical.
5. Many people might drop the class and then there will be some openings.

Appendix

Instruction : Read each sentence carefully and choose the correct words based on the clue given.

Name : 
Score : 

Choose the correct answer by crossing A, B, C, or D!

1. The people living near the river may dump their garbage there. It pollutes the river water. The underlined word means…
   A. fish          B. dish          C. leaves          D. rubbish
2. I think the President SBY will **come to** the summit conference of Non Aligned Countries. The underlined words mean…
   A. attend  B. arrive  C. exist  D. go

3. From 1967 onward, **cinemas** begin to lose their …. They prefers watching TV Programs at homes.
   A. sponsors  B. audiences  C. producers  D. companies

4. The astronomer use a ……to see the stars. **It makes far away things looks larger and clearer.**
   A. telescope  B. periscope  C. stethoscope  D. microscope

5. The teacher **rejected** his apologies because he made a big mistake. **Reject** means…
   A. denied  B. refused  C. ignored  D. accepted

6. The government has given a/an ……to factories which are polluting a neighboring river with their waste.
   A. note  B. warning  C. attention  D. regulation

7. People living near the river are prohibited to use its water because it has been heavily …… **with industrial chemical waste.**
   A. refined  B. purified  C. damaged  D. contaminated

8. It’s **incredible** that in our country the inflation rate has risen to two digits. The underlined word means ….
   A. impolite  B. impossible  C. unbelievable  D. unbreakable

9. Candi Borobudur is a/an …. **work of art which depicts the history of Budhism.**
   A. relaxing  B. spectacular  C. entertaining  D. encouraging

10. To attract readers, a reporter should provide **up to date** articles for his newspapers. The underlined words mean ….
    A. modern  B. earliest  C. factual  D. latest
11. In the area of high technology, solar energy is used to power various **devices** used to make life more comfortable. The underlined word means …
   A. designs  B. inventions  C. equipments  D. developments

12. Many people **might** drop the class and then three will be some openings. The sentence is expressing of …
   A. possibility  B. impossibility  C. suggestion  D. permission

13. A **transcontinental** train is a train that goes across a …
   A. continent  B. country  C. village  D. sea

14. A machine that **malfunction** is a machine that functions …
   A. poorly  B. good  C. efficiently  D. badly

15. A **prehistoric** animal is an animal that lived … history began.
   A. after  B. before  C. since  D. when

16. When we **rewrite** something, we should write it …
   A. again  B. more  C. first  D. many

17. A **subway** does not go above the city, it goes …
   A. under  B. below  C. before  D. after

18. Sometimes a **strong** man is not aware of his own …
   A. strength  B. health  C. youth  D. height

19. I do not know how … that ceiling is, but I’m going to measure its **height**.
   A. wide  B. big  C. high  D. deep

20. She prepares to **book** reservations at a hotel. The underlined words includes of …
   A. noun  B. verb  C. adjective  D. adverb