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The Innovation Breakthrough in Digital and Disruptive Era
ABSTRACT
In this study, eighth graders at an Islamic Junior High School in Pamekasan were taught reading comprehension utilizing a context-clues-based strategy. The pre-experimental design was employed, while the instrument used to collect the data was a reading test. The pre-test and post-test were two separate tests. The eighth graders (VIII-C) class served as the study's sample. The results showed that using the context-clues-based strategy led to an improvement. To determine whether the hypothesis was accepted or rejected, the researcher conducted a t-test. The outcome revealed that the Ha is accepted, while the Ho is rejected, or t-score > t-table or 7.405 > 2.048. Students' reading comprehension skills are considerably improved by using a context-clues-based strategy.

Keywords: EFL students, Context-Clues-Based-Strategy, Reading Comprehension Skill.

1. BACKGROUND OF THE STUDY

One of the most critical aspects of learning and teaching is reading. It is an active process involving interaction between the reader and a text that creates meaning [1]. The English macro skills of writing, reading, speaking, and listening are crucial as they lay the groundwork for communication. The purpose of reading for the students is to learn or get knowledge. English is now one of the foreign languages that must be taught as a compulsory subject, per the Decree of Minister of Education Number 58 of the Year 2014 about Implementing Curriculum 2013 in Junior High Schools.

Reading is recognizing, interpreting, and taking in written or printed material. Comprehension is the process of interpreting written material and includes deliberate methods that result in comprehension. Reading comprehension, according to [2], is a sophisticated interaction that enables the reader to conceptualize the text. Regarding the National Assessment of Educational Progress (NCES, 2012), 33% of fourth-graders and 24% of eighth-graders failed to meet the standards for essential reading ability in 2011.

Improving students' reading comprehension is one of the critical objectives of education. [3] state that the curriculum focuses on students' knowledge construction, higher-order thinking abilities, and information-processing skills. Therefore, students should be exposed to a specific teaching method or intervention in order to increase learners' academic performance [4].

Additionally, English instruction in the classroom needs to be emphasized. [5] explains that comprehension of all text elements is reading, not merely looking at and uttering words in the text. A crucial talent for students to acquire is the capacity to grasp what they have read. Reading is a sophisticated interaction and deliberate cognitive activity that enables the reader to form a mental image of the text [2].

Usually, EFL learners need help comprehending texts, especially for beginners. They always open the dictionary, so the reading activity takes a long time. Several studies have found the advantages of using a context clue strategy. First, it is the intention of vocabulary mastery. The ability to use vocabulary effectively is crucial to comprehend the statement [5]. Sentences that provide context cues aid in elucidating the meaning of complex terms. The reader can understand the words through context clues [6]. The reader can be an independent reader through context clues without a dictionary.

To comprehend the text, the students should have the motivation to read English texts [7].
Therefore, the teacher as the facilitator should give and use appropriate strategies and techniques to help the students comprehend what they read. Effective teaching and learning methodologies would enhance students' reading comprehension [8].

In this paper, the implementation of a context-clues-based strategy is focused on recounting text. Using a context-clues-based strategy, the student becomes more active and connects with the subject matter. The study's subject was the Context Clues strategy's effects on junior high schools. This study focuses on the eighth grade of the Pamekasan, Indonesia, junior high school. [10] claims that reading techniques are ways to determine a text's meanings. Using these strategies in teaching reading is expected to help the students comprehend reading more. According to [11] contextual analysis guided the students to guess the meanings of unfamiliar words.

The following research question is formulated in light of the discussion that has already taken place:

"Is the use of context-clues-based strategy in teaching resulted in any significant enhancement in students' achievement?" As a consequence, the study's two main hypotheses are: "There is no significant enhancement in students' achievement who are taught with Context-Clues-Based-Strategy" and H1: "There is a significant improvement in students' achievement who are taught with Context-Clues-Based-Strategy." In order to discover whether there is a noticeable improvement for students who are taught utilizing the Context-Clues-Based technique, this study concludes. A method for enhancing students’ language comprehension skills is the context-clues-based strategy. Adequate reading comprehension helps students stay focused on the topic, which improves their ability to learn and remember more detailed information.

2. LITERATURE REVIEW

Readers use their existing knowledge to predict what is going to occur ahead in the content and how a new, unanticipated item of knowledge is connected with what is already known [12]. Decoding, fluency, vocabulary, sentence structure and coherence, logic and knowledge of the subject matter, memory and recall, and attention are the six elements of reading comprehension that students can master to grasp the material they are reading [13].

In order to understand the meaning of the sentence or text, a usual technique gathers information about a definition, synonym, antonym, or example that appears close to a word or phrase [14]. [15] earlier research examined using context cues to learn new words when reading. Furthermore, according to [16], the reader can pick up a trick from the definitions of new words. With the support of this method, students could be asked to infer the meaning of a word in reading. It results from the students' propensity to look up complicated definitions in dictionaries [17]. However, when taking the test, students cannot consult a dictionary to obtain more complex interpretations.

There are various ways to use context to relief in comprehending new terms. Information may be included after unusual terms to clarify their meaning. Using words like "for example," "consist of," and "for instance," among others, the teacher should employ phrases to assist the students in identifying examples and explanations. [18] the paragraph's phrases and sentences may provide more information and direct the students in inferring the word's meaning without using specific words. Second, occasionally the text's definitions of sentences serve as a model for the s' creation of the subsequent phrases and sentences. Third, describe experiences using language that are foreign to the speaker. It aids in word comprehension for the s.

The researcher employed recount texts as a text genre for the context-clues-based implementation technique. Text that recounts prior incidents, occurrences, experiences, or phenomena is employed [19]. In Fisher's definition from 2016, a recount is a writing that describes prior experiences or occurrences, which may be based on the author's own life or actual historical events. Recount Text is written content intended to educate and amuse readers.

This type of writing aims to describe a person's experience in a more intimate and reality-based way. The recount text is organized into three sections: orientation concerning the story's opening, happenings, and reorientation at the end. Help the students comprehend the text's details because they only need to concentrate on the pictures and make tale predictions.
3. METHODOLOGY

3.1 Research Design

The pre-experimental quantitative study was used in this research. Establishing a cause-and-effect link is an effective research technique [20]. In experimental research, conditions are purposefully controlled and altered, or the value of the independent variable is changed, and the impact of the change on the dependent variable is observed [21].

The pre-test and post-test average scores are compared to determine the teaching program's effectiveness. One Group Pretest-Posttest Design is another term for this pre-experimental study [22]. In this study, the independent variable was a context-clues-based technique, while the dependent variable was achievement.

3.2 Participants

The second-grade students of MTsN Pademawu Pamekasan contribute to the study's population. The researcher experimented while instructing second grade class 8-C. There are 29 students in the class as a whole. Both classes shared the same traits, including identical grades and reading comprehension struggles.

3.3 Instrument

The researcher employed the pre-test and post-test, two test instruments, to get the results. The pre-test was administered before the experiment in order to collect data. This exam was conducted to gather preliminary information about the students' performance that would be compared to post-test results after therapy. There are 42 questions in the combined pre-and post-test. The researcher gave the students 22 questions to answer during the pre-test. In the meantime, the researcher asked the students 20 questions during the post-test.

3.4 Data Collection

The pre-test was administered before the treatment in order to collect data. In order to gather preliminary data to compare with the post-test results as evidence of the students' achievement of the outcomes, a pre-test of the students was undertaken. The post-test was used after the strategy was put into action. Using a context-clues-based approach, the test seeks to gauge the students' proficiency after instruction. The test was designed to ascertain whether the treatment significantly impacted the students' performance.

3.3 Data Analysis

The data was processed and analyzed by using statistical formulas. The researcher scored the reading performance by using the scoring rubric followed by using the formula from [23]:

$$SC = \frac{true}{n} \times 100$$

Description:

- \( SC \) = the score
- \( n \) = the questions' number
- \( true \) = the correct answer's number
- \( 100 \) = the score's maximum

The maximum score is 20, with 1 being the correct response and 0 being the incorrect response for each question. After obtaining the final scores, the writer will tabulate the scores into the mean score and the t-test. If there is a significant difference between before and after the therapy, it will be used to justify it. The research will summarize the information after receiving the results.

The researcher calculated the increase in the students' accomplishment after following the method using a normalized gain score algorithm developed by [24]. To determine the differences between pre-test and post-test results, the researcher used a t-test. The researcher used the average score (M) from the data prior to data analysis from the pre-test and post-test scores.

4. FINDING & DISCUSSION

After the context-clues-based strategy was used, the data were processed to show the differences between the students' pre-test and post-test scores. Before the treatment began, the researcher tested each student's fundamental reading comprehension abilities by administering pre-and post-tests. After the treatment, the students took a post-test to gauge their reading comprehension using a context-clues-based method.

The analysis technique used the Gain-score, mean score, and t-test score to determine the students' achievement in reading comprehension skills. Table 1 and Figure 1 both display the Gain-score.
There are three categories for the normalized gain-score rate: high (gain 0.7), average (gain 0.3-0.7), low (gain 0.3), stable (gain = 0), and decreasing (gain -1.00 gain 0). The researcher concluded that each group of s' improvement scores occurred frequently. With a total gain of 1.325, there were 3 s in the decrease category, 7 in the low category, 13 in the average category, and 9 in the high category.

Table 1. The Normality Test

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov²</td>
<td>.136</td>
<td>29</td>
<td>.180</td>
<td>.904</td>
<td>29</td>
<td>.012</td>
</tr>
<tr>
<td>Shapiro-Wilk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

In addition, according to Table 1, the context-clues-based strategy considerably enhances s' reading comprehension scores. The normality distribution is insignificant, as indicated by the test's normality score of 0.012.

Using N-Gain formulae, the efficacy of the context-clues-based strategy was examined:

\[
N - Gain = \frac{Post\ test\ score - Pre\ test\ Score}{100 - Pre\ -\ test\ score}
\]

The score of N-Gain is 45.7083, or 46%, according to Figure 2, with a minimum score of 53% and a maximum N-Gain score of 85%. After obtaining the N-Gain result, we must evaluate the score to determine whether the result indicated effectiveness, quite effectiveness, a lack of adequate effectiveness, or ineffectiveness. Table 2 below shows the interpretation table:

Table 2. The Interpretation of Effective Ineffective

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>&lt; 40</td>
</tr>
<tr>
<td>Lack of Effective</td>
<td>40-55</td>
</tr>
<tr>
<td>Quite Effective</td>
<td>56-75</td>
</tr>
<tr>
<td>Effective</td>
<td>&gt;76</td>
</tr>
</tbody>
</table>

Regarding Table 2, based on the effectiveness interpretation N-Gain, the score is 46%. The Context-Clues-Based-Strategy needed more effectiveness in improving s' reading comprehension skills.

After checking the N-Gain score and interpretation, we must check the T-Score. The T-score result can be seen in Table 3.

The researcher drew the conclusion that the post-test s performed better on average than they did on the pre-test. On the pre-test, the s’ mean score is 70.3; on the post-test, it is 86. According to Table 3, the t-score
is 0.000, indicating a significant improvement in s’ reading comprehension success after implementing a context-clues-based strategy.

The researcher employed statistical processes to examine the test's data after gathering and processing all of the test's data. This study aims to determine whether or not a context-clues-based method can help s' reading comprehension.

The researcher discovered that the t-score is 7.405 and that the t-table value for 29 samples at the significance level of 0.05 is 2.048. [25] states that the following factors determine whether a hypothesis is accepted or rejected:

1. If t-score > t-table, Ho is accepted, and Ha is rejected.
2. If t-score > t-table, Ho is rejected, and Ha is accepted.

Figure 1’s t-score> t-table, or 7.405>2.048, indicates that the Ho is rejected and the Ha is approved. As a result, the significance score for the t-test above is 0.0000.05, indicating a significant difference between the two periods before and after applying the context-clues-based technique. The EFL s' choice to use a specific reading comprehension strategy resulted in superior reading comprehension outcomes.

4. CONCLUSION

The researcher discovered that the s’ reading comprehension increased after experimenting with a context-clues-based technique to teach reading comprehension of recount texts. The t-test was used to determine whether the mean difference between the pre-and post-tests was significant and easily identifiable.

The initial finding revealed a considerable improvement in s’ reading comprehension skills due to the context-clues-based strategy. The t-score in this study was 7.450, and the t-table was 2.048, showing a significant difference between before and after using the context-clues-based strategy. The t-score is higher than the t-table score, so according to the t-formula, an alternate hypothesis (Ha) is accepted. It shows that a context-clues-based teaching technique helped the s' reading comprehension. It may be concluded that the context-clue-based method impacted students' reading.

A suitable story that relates to the picture becomes paramount in implementing Context-Clues-Based-Strategy. The researcher hopes that the future researcher can give more variety of the assignment in implementing the strategy. It is also suggested to consider preparing before doing the research.

AUTHORS’ CONTRIBUTIONS

First Author: Participate in developing research concepts, systematic writing, research techniques, data collection, processing, and data interpretation.

Second Author: Participated in the analysis of the interpretation's findings.

Third Author: Participate in language editing

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REFERENCES


