

**THE EFFECTIVENESS OF USING CONTEXT CLUES ON THE  
STUDENTS' VOCABULARY MASTERY OF THE FOURTH  
GRADE AT MI AL-AZHAAR BANDUNG – TULUNGAGUNG IN  
THE ACADEMIC YEAR 2013/2014**

**THESIS**

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Education Program



By

**SELVIA BINTI QONITA**

**NIM. 3213103132**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE (IAIN)  
TULUNGAGUNG  
July 2014**

## **ADVISOR' S APPROVAL SHEET**

This is to certify that the Sarjana Thesis of Selvia Binti Qonita NIM. 3213103132 have been approved by the thesis advisor and for further approval by the Board of Examiners.

Tulungagung, July 12<sup>th</sup> 2014

Advisor,

**Dr. Susanto, S. S, M. Pd**

**NIP: 19730831 199903 1 002**

Acknowledge,

The Chief of English Education Program

**Arina Shofiya, M. Pd**

**NIP. 19770523 200312 2 002**

## THE BOARD OF EXAMINERS' APPROVAL SHEET

This is to certify that the Sarjana Thesis of Selvia Binti Qonita has been approved by the board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program.

Board of Thesis Examiners

**Chair:**

**Signature**

**Prof. Dr. H. Imam Fu'adi, M. Ag.**  
**NIP. 19690331 199403 1 002**

.....

**Main Examiner:**

**Arina Shofiya, M. Pd.**  
**NIP. 19770523 200312 2 002**

.....

**Secretary:**

**Drs. H. Mashudi, M. Pd. I**  
**NIP. 19690131 200112 1 003**

.....

Tulungagung, July 23<sup>rd</sup> 2014

Approved by,  
Dean Faculty of Education and Teacher Training  
IAIN Tulungagung

**Dr. H. Abd. Aziz, M.Pd.I**  
**NIP. 19720601 200003 1 002**

*MOTTO:*

*"Most of the important things in the world  
have been accomplished by people who have  
kept on trying when there seemed to be no  
hope at all."*

*(Dale Carnegie)*

## **DEDICATIONS**

*I dedicate this thesis to:*

- ☺ *My beloved parents, my Mom Lilik and my Dad Rohmad Daelami, who give me true love, affection, motivation, and everything for my life,*
- ☺ *My beloved family, who always become friends and give me more cheerful life,*
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- ☺ *All my relatives, friends, teachers, and everybody whom I cannot mention, that always color my life become very bright, thank you for everything,*
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## **DECLARATION OF AUTHORSHIP**

Name : Selvia Binti Qonita  
Place, date of birth : Tulungagung, December 31<sup>st</sup> 1991  
NIM : 3213103132  
Program : English Education Department of IAIN Tulungagung

States that thesis entitled “The effectiveness of using context clues on the students’ vocabulary mastery of the fourth grade at MI AL-AZHAAR Bandung - Tulungagung in the academic year 2013/2014” is truly my original work. It does not incorporate any material previously written or published by another person except those in indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis if there is any objection or claim from other.

Tulungagung, July 14<sup>th</sup> 2014

Selvia Binti Qonita  
3213103132

## ABSTRACT

Binti Qonita, Selvia. Registered Number Student. 3213103132. 2014. *The effectiveness of using context clues on the students' vocabulary mastery of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung in the academic year 2013/2014*. Thesis. English Education Program. IAIN Tulungagung. Advisor: Dr. Susanto, S. S, M. Pd.

Keywords: Effectiveness, context clues, vocabulary.

A 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 unfamiliar words with the other words, clauses, sentences, or paragraph. This is what we call guessing meaning from the context. Guessing meaning from the context is the most profitable way to teach English vocabulary.

The formulations of the research problem are: 1) How is students' vocabulary before being taught by using context clues? 2) How is students' vocabulary after being taught by using context clues? 3) Is there any significance different scores of the students before and after being taught by using context clues?

The purposes of the study are to: 1) Find out students' vocabulary score before being taught by using context clues, 2) Find out students' vocabulary score after being taught by using context clues, 3) Find out significance different score before and after being taught by using context clues.

Research method: 1) the research design is pre-experimental design using quantitative approach, 2) the population of this study are all students of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung in the academic year 2013/2014, 3) the sample is IV-C's class consisting 20 students, 4) the research instrument is test, 5) the technique of data analysis is t-test.

The result shows that the total of students' scores before being taught using context clues is 428, while the total score after being taught using context clues is 525. The  $t_{\text{count}} = 10.960$  whereas  $t_{\text{table}}$  with significant level 5% was 2.093. So,  $t_{\text{count}}$  was greater than  $t_{\text{table}}$ . This means that  $H_a$  which states that there is significant effect in using context clues for teaching vocabulary mastery to fourth grade students at MI AL-AZHAAR Bandung – Tulungagung in the academic year 2013/2014 is accepted. Whereas,  $H_o$ , which states that there is no significant effect of using context clues and pictures is rejected. In other words, context clues is effective used as an alternative way for teaching vocabulary to the students at elementary level.

## ABSTRAK

Binti Qonita, Selvia. NIM. 3213103132. 2014. *The effectiveness of using context clues on the students' vocabulary mastery of the fourth grade at MI AL-AZHAAR Bandung - Tulungagung in the academic year 2013/2014*. Thesis. Pendidikan Bahasa Inggris. IAIN Tulungagung. Pembimbing: Dr. Susanto, S. S, M. Pd.

Kata kunci: Effectiveness, context clues, vocabulary.

Context clues adalah teknik menyimpulkan makna dari kata-kata asing berdasarkan konteks. Hal ini dapat dilakukan dengan menggabungkan pengetahuan kita tentang bahasa Inggris atau hanya melihat hubungan antara kata-kata asing dengan kata lain, klausa, kalimat, atau paragraf. Ini bisa kita sebut dengan menebak makna dari konteks. Menebak makna dari konteks adalah cara yang paling menguntungkan untuk mengajar kosa kata bahasa Inggris.

Rumusan masalah penelitian adalah: 1) Bagaimana penguasaan kosakata siswa sebelum diajar dengan menggunakan context clues? 2) Bagaimana penguasaan kosakata siswa setelah diajarkan dengan menggunakan context clues? 3) Adakah perbedaan yang signifikan antara sebelum dan setelah diajarkan dengan menggunakan context clues?

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui penguasaan kosakata sebelum diajarkan dengan menggunakan context clues, 2) untuk mengetahui penguasaan kosakata siswa setelah diajarkan dengan menggunakan context clues, 3) untuk mengetahui perbedaan penguasaan kosakata siswa sebelum dan sesudah diajarkan dengan menggunakan context clues.

Metode penelitian: 1) desain penelitian ini adalah pre-eksperimen dengan menggunakan pendekatan kuantitatif, 2) populasi penelitian adalah seluruh siswa kelas IV di MI AL-AZHAAR Bandung - Tulungagung pada tahun akademik 2013/2014, 3) sampel adalah kelas IV-C yang terdiri 20 siswa, 4) instrumen penelitian adalah tes, 5) teknik analisis data yang di gunakan adalah t-test.

Hasil dari penelitian ini menunjukkan bahwa jumlah skor siswa sebelum diajarkan menggunakan context clues adalah 428, sedangkan jumlah skor setelah diajarkan menggunakan petunjuk context clues adalah 525. Hasil hitungan  $t_{count} = 10.960$ , sedangkan  $t_{table}$  dengan tingkat signifikan 5% adalah 2,093 . Jadi,  $t_{count}$  lebih besar dari  $t_{table}$ . Hal ini membuktikan bahwa  $H_a$  yang menyatakan bahwa ada pengaruh yang signifikan dalam menggunakan context clues untuk mengajar penguasaan kosa kata kepada siswa kelas IV di MI AL-AZHAAR Bandung - Tulungagung pada tahun akademik 2013/2014 diterima. Dan  $H_o$ , yang menyatakan bahwa tidak ada pengaruh yang signifikan menggunakan context clues and pictures ditolak. Dengan kata lain, context clues efektif digunakan sebagai teknik alternatif untuk mengajarkan kosakata kepada siswa di tingkat SD.



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The writer realizes this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 15<sup>th</sup> 2014

The Writer

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