CHAPTER I

INTRODUCTION

In this chapter the researcher presents: background of the study, formulation of the research problem, objective of the research, hypothesis of the study, significance of the study, scope and limitation of the study, definition of key terms and thesis organization.

A. Background of the study

English as a language for international communication is clearly needed by many learners to deliver through and interact in a variety of situation through the language, as for foreign travel, business or other professional reason. In Indonesia, English is one of international languages which take a widest range of using (Zaenuri, 2001:24). English is used for news and information or advertisement in newspapers, radio, and television. Therefore, English is regarded as the first foreign language taught in school, from the Elementary school to the university.

The function of teaching English at Elementary based on Kurikulum Muatan Lokal is as a tool for self-expression in understanding and using English so that the students may become clever and skilled citizens who are not isolated from the environment (Departemen pendidikan dan kebudayaan, 1994:29). Therefore, students are taught how to speak, read, listen and write in English. In order to achieve those goals, students must be able to master the vocabulary because it is one of or a

part of language components; vocabulary plays an important role in communication in both spoken and written forms.

According to Adil (1988:42) "vocabulary is one of the major problems confronting EFL learners", especially in learning new words. It is proven by the researcher's experience when teaching at the Elementary school. There are some factors why vocabulary learning is difficult for the students:

1. The students tend to forget the words that have already been taught because most of their teachers only give the list of new words of English with their meanings in the students' native language.

   Example: father = bapak   mother = ibu

2. The use of new words is not given in any meaningful sentences.

   Example: Mr. Ahmad is Ani's father. So, Ani is Mr. Ahmad's daughter.

3. The students cannot pronounce the new words of English well, because it usually uses a symbol in pronunciation.

Of course these entire make the vocabulary learning become tedious for the students because many words need to be memorized one without any good technique. As a result, the students always feel frustrated every time they learn new English words. Therefore, school teachers are expected to find suitable ways of teaching that can help their students get interested in the lesson and finally they can use the new words in their daily life.

The researcher tries to give an alternative technique of teaching English vocabulary using context clues. 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 paragraph. This is what we call guessing meaning from the context (Paul Nation, 1990:160).

As we know, there are many kinds of context clues and this research the researcher will focus on technique of guessing meaning from context which will be explained in the other chapters.

Guessing meaning from context is the most profitable way to teach English vocabulary. Yu Shu Ying (2001:19) confirms that; Guessing vocabulary from context is the most frequent way to discover the meaning of the words.

This technique is useful for teaching vocabulary especially in enlarging the student's vocabulary. Moreover, it helps students develop a holistic approach toward reading text.

Based on the explanation above, the researcher interested to conduct a research 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 of 2013/2014.

B. Formulation of the Research Problem

Based on the background of the study, the problem of this study is formulated as follow:

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?

C. The Purpose of the Study

Based on the research problem, the study is intended 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.

D. Hypothesis of the Study

In short, the hypothesis means prediction of the problem or a phenomenon is expected value from the relation between the variables of the problem. In this research, there are two kinds of hypothesis; these are null hypothesis (Ho) and alternative hypothesis (Ha).

1. Ha: there is significant difference score between the students before and after being taught using context clues of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung in academic year 2013/2014.

2. Ho: there is no significant difference score between the students before and after being taught using context clues of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung in academic year 2013/2014.

E. Significance of the Study

The researcher hopes that the result of this study will be expected for:

1. Theoretically

   Theoretically, of the result of this study will answer the question of the statement of the research problem. In general, student's satisfaction in English in engaging the activities related to English is very important for the learners because it will determine their level of attention and intensive of effort in learning.

2. Practically

   The researcher expects to give some scientific contributions for:

   a. For the teacher

      The writer expects this research may show the teacher that give knowledge about alternative way to teach vocabulary for their students. This research can motivate the teacher to make other techniques to improve students' score.

b. For the students

The result of this study may give motivate the students to improve their interest in vocabulary and students get significant result, so if the result is good they can use this method to improve their score to face their final practice examination. In addition, the result of using this method will be better than the students that use traditional method to improve their vocabulary and support their final practice examination.

c. For educational institution

The school will make a right decision to use some techniques or media for supporting teaching and learning process.

d. For the readers

The readers can get more information and knowledge from this research.

e. For the researcher

She expects that it will be useful knowledge when the researcher start her profession as a real teacher in the future and improves teaching technique.

F. Scope and limitation of the Study

a. This study is conducted in fourth grade at MI AL-AZHAAR Bandung in the academic year 2013/2014, because the writer thinks this

technique is suitable for them and do not want to disturb teaching and learning process.

b. The focus of this research is to find out the vocabulary achievement score of the students taught before and after using context clues. This is alternative way to teaching vocabulary especially in enlarging the student's vocabulary.

G. Definition of key term

The following terms are given to make readers the same understanding or perception for same terms used in thing study. They are also intended to avoid ambiguity or misinterpretation, so the terms here are needed to be defined as follow:

1. Effectiveness is producing the result that someone wants or actual existing (Marten, 1999:30).

2. Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write (Jack C Richard and Willy A Renandya).

3. Context clues is a technique of inferring meaning of unfamiliar words based on the context (Paul Nation, 1990:160).

4. MI AL-AZHAAR is the acronym of Elementary school that is located at Jl. Panglima Sudirman, Bandung – Tulungagung.

H. Thesis Organization

The organization of research paper is given in order to make the readers know and understand the content of the paper easily. The organization of this research paper is given as follows:

Chapter I is the introduction of the research which deals with the formulation of the research problem, objective of the research, hypothesis of the study, significance of the study, scope and limitation of the study, definition of key terms and thesis organization.

Chapter II is the review of related literature used in this study. The reviews of related literature have a goal of information concerned with the research problems.

Chapter III is the research method/methodology. It covers research design, population, sampling and sample, variable, data and data source, method of collecting data and research instruments, technique of data analysis.

Chapter IV deals with the result and discussion of the study that is loaded of result that contains of data presentation and research findings. This chapter is very important, because in this chapter the researcher will analyze the data gotten.

Chapter V presents the conclusion of the study and suggestion for further study to make the better study. Conclusion is the summary of the research problem based on the research problem. This part is the last chapter of this research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of information concerned with the research problems.

A. Young learners

Here we need to know about some characteristic of young learner. The Elementary learner usually is in six to eleventh year old called children.

1. Definition of young learner

Learning English for children is called English by young learners (EYL). The students of EYL are young learners who are learning English. Generally, they are the beginner learners and it must be remembered that the teacher can't equalize them by giving the same task and same learning activity. Children in different age have different ability skill in learning English. Besides having different development, some of young learners have high motivation and develop rapidly. Some others have low motivation and develop slowly to learn, so their development slowest than their friends.

Nowadays many students of preschool or students in kindergarten that also learn English, so we can arrange them in a group namely very young learner groups (Suyanto, 2007:15). The young learners are the

students of the elementary school from the age of 6 – 12 years old. They can be subdivided into two groups: they are younger group (6 – 8 years old) and older group (9 – 12 years old). According to their level, they are called as students of lower classes (first, second and third year students) and upper classes (fourth, fifth and six year students). Meanwhile, Scot and Yterbeg (1990:18) subdivided them into two groups: they are level one (5 – 7 years old) and level two (8 – 10 years old).

2. The characteristics of young learners

Generally, characteristics of young learners are the children (5 – 7 years old) have egocentric where they like to connect between what they are doing and their self, the children (5 – 7 years old) still have difficult to difference both of concrete and abstract, the children have imaginative and active learning, their feeling are easy to boring, the children's life are colorful and happiness, the children like story as game, younger group more like to do something by their self with friends, young learners (8 – 10 years) have enough aware and ready to study the language and basically, the children like conversation about their own with their language, finally, and the children like learning by doing (Suyanto, 2007:16).

According to (Scott and Ytreberg 1990:1) the characteristic of English for young learners divided into two groups:

    a. Five to seven year olds

Young learners are five to seven year olds have characteristics such as they can talk about what they are doing, they can tell you about what they have done of heard, they can plan activities, they can argue for something and tell you why they think what they think, they can use logical of intonation patterns in their mother tongue, and they can understand direct human interaction.

Other characteristics of the young language learner are they know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed and the rules help to nurture a feeling of security, they understand situation more quickly than they understand the language used, they use language skill long before they are aware of them, their own understanding comes through hands, eyes and ears, they are very logical. What you say first happens times, they have a very short attention and concentration span, young children sometimes have difficulty in knowing what fact is and what fiction is, young children are often happy playing and working alone, but in the company of others, they will seldom admit that they don't know something either, young children cannot decide for themselves what to learn, young children love to play and learn best when they are enjoying themselves, young children are enthusiastic and positive about learning (Scott and Ytreberg, 1990:2).

b. Eight to ten year olds

Whereas, characteristic of eight to ten year olds are their basic concepts are formed, they have very decided views of the world, they can tell the difference between fact and fiction, they ask questions all the time, they rely on the spoken word as well as the physical world to convey and understand meaning, they are able to make some decision about their own learning, they have definite views about what they like and don't like doing, they have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions, they are able to work with other and learn from others (Scott and Ytreberg, 1990:3).

The young children especially those up the ages of nine or ten learn differently from older children, adolescents and adult. According to Harmer (2007:82) that the young children have difference in learning like they respond to meaning even if they do not understand individual words, they often learn indirectly rather directly that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught, their understanding comes not just from explanation but also from what they see and hear and crucially have a chance to touch and interact with, they fine abstract concepts such as grammar rules difficult to grasp, they generally display an enthusiasm for learning and a curiosity about

the world around them, they have a need for individual attention and approval from the teacher, they are keep to talk about themselves and respond well to learning that uses themselves and their own lives as main topic in the classroom, they have a limited attention span; unless activities are extremely engaging, they can get easily bored, and losing interest after ten minutes or so.

3. The characteristics of children

(Scott and Ytreberg, 1992) in teaching English to children book divided the children into two main groups. They are:

a. Five to seven year olds

1. They can talk about what they are doing.

2. They can tell you about what they have done or heard.

3. They can plan activities.

4. They can argue for something and tell you why they think what they think.

5. They can use logical reasoning.

6. They can use their vivid imaginations.

7. They can use a wide range of intonation patterns in their mother tongue.

8. They can understand direct human interaction.

b. Eight to ten year olds

Of course, they are all having different characteristics. Because this study focuses on the students in the fourth years and

they are in the ten years. So, the researcher explains some characteristics of them. These are some characteristics of the ten years old children:

1. Their basic concepts are formed. They have very decided views of the world.

2. They can tell the difference between fact and fiction.

3. They ask question all the time.

4. They rely on the spoken word as well as the physical world to convey and understand meaning.

5. They are able to make some decisions about their own learning.

6. They have definite views about they like and don't like doing.

7. They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.

8. They are able to work with other and learn from others.

According to (Scott and Ytreberg in Kasihini, 2004:13) there are some characteristics of young learners, they are:

a. They are learning while playing.

b. They are tell what they have done and listened.

c. They can do debating about something (Scott and Ytreberg, 1992:4).

d. They like to play and learn by themselves.

e. They learn English by spelling it.

The age of six to twelve years, is called by school age. They are easy to be educated than before. Because the function of their five sense and their memorization is strong enough to catch and save the lesson or materials. Eight to ten years old have a language with all the basic elements in place. There are competent users of their mother tongue. And in this connection, they are aware of the main rules of syntax in their own language. By the age of ten children can:

a. Understand abstracts.

b. Understand symbols (beginning with words).

c. Generalize and systematize.

This refers to children's general language development. When it comes to learning a foreign language, there is still a lot we do not know. There are many similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available. So far nobody has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue pupils speak and on social and emotional factors in the child's background. What is clear here is that most eight to ten years old will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

B. Vocabulary

1. The Definition of Vocabulary

Vocabulary as one of the language aspects, which the people should learn when they are learning language. According to George D. Spache (1964:326) "vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing". Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery. Kufaishi (1988:45) pointed out that, "students" listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary".

When a student has mastered the fundamental grammatical patterns of language, the next task is to master its vocabulary-or at least that part of its vocabulary that the student needs. They need to learn what words mean and how they are used (Harmer, 1991:34).

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their student"s master vocabulary.

The words that students know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence.

According to Penny Ur (1996:60) "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation.

As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language".

Form the definition given above, it can be concluded simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression.

2. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language area about the kinds of vocabulary.

According to Mary Finocchiaro (1989:21), vocabulary is divided into two types:

a. Function word needs to be learned as quickly as feasible (in a logical order and sequence, however).

b. Content words can be learned in small groups around "life" situations.

Furthermore Charles C. Fries (1995:47) classified the content word into:

a) Word for things represent sets of phenomena that seem to endure with some stability (nouns).

b) Word for actions represents sets of phenomena that seem to change or be in process (verbs).

c) Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjectives and adverbs).

Meanwhile, According to Evelyn Hatch and Cheryl Brown (1997:139), vocabulary can be divided into two kinds, they are:

a. Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.

b. Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly.

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field (1997:139) also classified vocabulary into: active vocabulary and passive vocabulary.

a) Active Vocabulary

Active vocabulary is all of the words a student"s produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary,

although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

b) Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

Corson that is quoted by I.S.P nation (1990:94) called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

a. Words which are only partly understood and are not well known enough to use actively.

b. Words which are not needed in daily communication.

Caleb Gattegno (1963:53) also classified vocabulary into two kinds; they are luxury vocabulary and semi-luxury vocabulary. Semi luxury is of the words we would need to get along with natives in the business of day-to day life, which include food, clothing, travel, family life, outings and the like. While luxury vocabulary is the words we would

need in the philosophical discussions, political arguments and sources of information (economic, military, diplomatic, etc), and also as the specialized language of professions, and trades.

C. The Importance of Learning Vocabulary

According to Alkhufaishi (1988:45), "vocabulary is one of the major problem confronting EFL learners", because of their limited vocabulary, they cannot communicate their ideas as clearly as they would like to and they cannot grasp the ideas transmitted to them. They cannot read the columns of a newspaper or magazine or even understand newscasts in the radio or television, their listening – comprehension, writing, speaking and reading abilities are hampered by their limited vocabulary. Whereas according to Edge (1993:27), "knowing a lot of words in foreign language is very important. The more words you know, the better your chance of understanding or making yourself understood.

Phun (1986:35) also talks about the importance of vocabulary in language learning, "the teaching and learning of vocabulary are important in language learning especially in second language or foreign language learning.

Because of comprehending and mastering vocabulary of language, one can express his ideas and understanding the massages that are transmitted to him. So, he will not find difficulties in is social and intellectual life as mentioned by Alkhufaishi:

"The possession of a large number of vocabulary items is necessary to be success in social, professional and intellectual life; that vocabulary is a vehicle for thought, self – expression, interpretation and communication".

As discussed before, vocabulary is needed to master these four language skills namely: reading, writing, speaking and listening. Consequently, the acquisition of language will not take place without the comprehension of vocabulary. Krashen and Terrel (1988:155), points out that:

"Vocabulary is basic to communicate.
Vocabulary is also very important for the acquisition process. Thus, acquisition will not take place without comprehension of vocabulary".

Even though we know the vocabulary of a language, it cannot guarantee that we can master it easily. Because according to Moy (1980:76) "knowing vocabulary means knowing the meaning of or and being able to use it correctly".

Benda (1983) also states:

"We should always make sure that students can use the words they learn in acceptable context because words come to life only when they are used in the situation representing the cultural ethos of the language under use".

So, it is important for teacher to teach not only the meaning of the difficult words but also the correct use of them in an acceptable context.

D. Teaching English Vocabularies to Young Learners

Teaching young learners is different from teaching adult. It is absolutely more difficult. It is due to their age that is too young. In teaching them, the teacher should raise their will in joining the learning process.

As stated by M.Williams (1991:207), "children learn better if they have a positive attitude towards what they are doing and if they are motivated or want to do it". Therefore, the teacher is suggested that he make an interesting learning activity to the student in order that they can understand well and the learning process can run well too.

According to Brown, there are five factors that may help teacher to teach English to the children. They are:

1. Intellectual Developments.

   This category helps the teacher to teach children since children are skill in an intellectual stage of what Piaget (1997) called "Concrete Operation".

2. Attention Span.

   It is one of the differences between children and adult. The teacher should not let their students happen this span by boredom, or too difficult in learning process. Moreover, the teacher had better try to make the class more productive and active.

3. Sensory Input.

The teacher should design the teaching process to stimulate the children well beyond the visual and auditory modes.

4. Affective Factors.

Children are so innovative in language form but still have many inhibitions. The teacher should help them, to overcome such potential berries for learning.

5. Authentic, Meaningful Language.

The teacher must know that children are less willing to put up with language that does not hold immediate rewards for them. So, a very special teacher who is able to teach children effectively is needed.

Beside these, to realize an interesting learning activity, a teacher should have a certain techniques of presenting new words to young learner. It will help the teacher to attract the student's attention and it makes young learners respond well to concrete object. It is also stated by Scott and Yterberg, "don't relay on the spoken word only.

Most activities of the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surrounding." (Scott and Yterberg, 1990:5). That is why the presentation technique is absolutely needed.

There are several techniques of presentation according to Jeremy Harmer in his book *Practice of English Language Teaching*; one of this is by using pictures. Pictures can be used to explain the meaning of vocabularies item. Teacher can draw things on the board or bring in pictures. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can see the objects at the same time as hearing the new word. This would appeal to a wide range of learner styles.

It can be said that using pictures is aimed to make the students more active in receiving information during the learning process because the roles of the student are also important to support the lesson. It is stated by McCarthy (1990:121), "we concentrated on vocabulary presentation in the classroom very much from the teacher's point of view, but success in vocabulary lesson crucially depends on the interaction between teacher and learners, and of the work the learner themselves put into the assimilation and practicing of new words.".

By applying this technique, it is expected that the teaching and learning process can run better and the students can get the best result of learning process. So, they can use it as the basic knowledge for their next stage of English learning.

E. Context Clues

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

a. The definition of context clues

As what have been discussed before, according to Nation (160-162), context clues 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.

However, the use of context clues to infer meaning of unfamiliar words is often neglected by the students because they do not know that context clues can help them to recognize the meaning of unfamiliar words. Whereas according to Mariana Celce Murcia (1991:305), context clues technique is one of the most helpful ways of recognizing new words. She expresses her opinion as follows:

> "The students should be allowed to read the text and confront the difficult vocabulary in context, searching for clues, using guessing strategies and thereby working out meaning for themselves".

b. The kinds of context clues

According to Brown (1980:10), there are several kinds of context clues, such as Definition, Experience, Contras, Creativity, and Guessing.

1) Definition

Sometimes there is a definition present in the text either before or after the new word.

Example: Tono, my uncle's Son, is my cousin.

So, we know that cousin is child of our uncle or aunt.

2) Experience

Students need to be encouraged not to leave their experience of the world behind when they come to English classes.

Example: We went to the railway station. Soleh arrived by train

We know the word train, so railway station is a stopping-place for train or the same as train station.

3) Contrast

Students are taught to guess the meaning of unfamiliar words by telling them that world "but" signals contrast.

Example: The tea is hot but ice is cold.

We know "hot" means panas and the word "but" signals contrast. So, "cold" means dingin.

4) Creativity

One technique to help students to be creative is using really interesting pictures, let the students study them and find the vocabulary they need.

5) Guessing

Guessing the meaning of unfamiliar words from context is the application of all those skills above. It can be done by looking at the relationship between the unfamiliar word with the other word, clause, sentence or paragraph.

Example: The baby is crying because he is <u>hungry</u>.

> We do not know the word <u>hungry</u> but we can guess the meaning from the word crying because we know from experience that babies always cry every time they are hungry or thirsty.

Guessing is one of the context clues which are suitable for teaching vocabulary to children as stated by Brown that:

> "Adult, usually, does not like to be wrong so they are more hesitant about guessing than children are, yet children learn by guessing and become better at it".

F. The Advantages of Using Context Clues

The technique of guessing meaning from context is the most profitable way to teach English vocabulary, we cannot use a meaning of one words only according to word in the dictionary without looking at the context because the meaning may change according to situation of the context. As Harmer states that: when we come across a word, then, and try to decipher its meaning we will have to look at the context in which it is used.

The profit of guessing meaning from the context is explained in detail by Fenging:

Apart from enlarging the readers' vocabulary, context clues also: makes the readers aware that context determines the meaning of words, helps the readers develop a holistic approach towards reading a text, encourage the readers to develop the quality of taking risks and make them more confident and independent in their approach to reading.

G. Teaching Vocabulary Through Context Clues

According to Deighton (1970), "the essential ingredients of vocabulary development are a sense of excitement about words, a sense of wonder and a feeling of pleasure". Therefore, teaching vocabulary to the students especially children should be enjoyable and interesting.

For children, learning vocabulary through context clues will fulfill those requirements because they can discover meaning of unfamiliar words.

As Spaulding (1970) states, "learning words is a task which cannot possibly be intrinsically motivating". And learning vocabulary through guessing meaning is a way to understand the meaning of unfamiliar words because learning vocabulary by these techniques make the meaning clear and memorable. Absolutely, if they succeed in doing this, they will be happy to do it again.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents: research design, population, sampling and sample, variable, data and data source, method of collecting data and research instruments, technique of data analysis.

A. Research Design

Before doing the research, the researcher arranged a research design. Considering the purposes of the research and the nature of the problems, this research conducted in pre-experimental using quantitative approach with one group pretest – posttest design to identify 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.

Experimental research is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables (Ary, 1985:26)

Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research was done in the class with taking students as population.

Experimental research is unique in two very important respects. It is the only type of research that directly attempts to influence a particular

variable, and when properly applied, it one or more dependent variable. An experimental usually involves two group of subject, an experimental group and a control group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups (Frankle & Wallen, 1996:164).

According to Arikunto (2006:85) there are three kinds of Pre-experimental design, they are one shot case study, pretest and posttest group and static group comparison. In the pretest and posttest group, the observation is done twice, before giving treatment called pretest and after giving treatment called posttest.

This study was classified as pre-experimental design because it was little or no control of extraneous variables. In the one group pretest − posttest design, a single group was measured or observed before and after being exposed to a treatment of some sort.

The one group pretest-posttest design involves three steps:

1. Administering a pretest measuring the dependent variable

2. Applying the experimental treatment X to the subjects

3. Administering a posttest again measuring the dependent variable.

Table 3.1

A diagram One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
Y_1	X	Y_2

The procedures of experimental research that use one group pretest-posttest design applied in this study are:

1) Administrating a pretest with a purpose of measuring students' vocabulary mastery of fourth grade at MI AL-AZHAAR Bandung – Tulungagung.

2) Applying the experimental treatment in teaching vocabulary by using context clues.

3) Administrating a posttest with a purpose of measuring students' vocabulary mastery of fourth grade at MI AL-AZHAAR Bandung – Tulungagung.

In this case, the researcher wanted to know the effectiveness of using context clues in teaching vocabulary by conducting pre-experimental research. The effectiveness of the technique was known after knowing the significant differences between the students who were taught before and after using context clues.

B. Population, Sampling, And Sample

In this study, the populations were all of fourth grade at MI AL-AZHAAR Bandung - Tulungagung in the academic year 2013/2014, which consisted of three classes. The researcher took the C class as the sample of this research that consisted of 20 students with 9 boys and 11 girls.

In selecting the sample, in this study, purposive sampling technique was used and C class was taken because among other classes the students of the C class had average proficiency.

C. Variable

There were two variables in this research, independent and dependent variables. The independent variable was the major variable to be investigated. This variable was selected, manipulated, and measured by the researcher. So, the independent variable of this research was context clues. Meanwhile, the dependent variable was the variable that was observed and measuring knowing the effect of independent variable. In this study, the dependent variable was students' achievement in vocabulary mastery.

D. Data And Data Source

"The term data refers to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis" (Bogdan & Biklen, 1998:106). Data in this research were a quantitative data. In this study, the data were in the form of score and they were gotten from the result of students' pretest and posttest.

The data taken from the primary data source are called primary data. Primary data source was source of data from which the researcher could collect the data directly. Ary (1985) stated that, the primary data is

data that are collected directly from sample. In addition, primary data of this research was students' score before and after being taught using context clues.

E. Method Of Collecting Data And Research Instruments

Method of collecting data deals with how the researcher gets the data. The data in this study were collected by administrating tests. The researcher conducted pretest and posttest.

In this research, the researcher used achievement test. Tanzeh (2009:66) states that achievement test is a test that is used to measure the process that students making after learn something. This test used to measure students' achievement in understanding vocabulary before and after taught using context clues.

The technique of collecting data was clarified as follow:

1. Pre-test

Pre-test was given to the students before the researcher taught by using context clues. Pre-test is needed to know the basic competence for student and how far the students' know about the subject that will be taught. Pre-test was given to the students on May 17th 2014. The students must answer 15 questions. The numbers of students who took the test were 20 students.

2. **Treatment**

The treatment was conducted after the administration of the pre-test on May 28th – June 10th 2014. The purpose of treatment was to help each students in understanding vocabulary. It was done by using context clues to facilitate students learning.

3. **Post-test**

After the treatment, post-test was given to the students on June 12th – 14th 2014. The numbers of the post-test were exactly the same as those in the pre-test. The goal of this test is to measure students' vocabulary after treatment. The students must answer 15 questions. The numbers of students who take the test there were 20 students.

Brown (2004:19) stated that the test is effective and can be applied if possessed two qualities, i.e. reliability and validity. Those characteristics of a good test would be explained below:

1) **Reliability**

Frankle (1990) stated that reliability is the consistency of score obtained. A reliable test is consistent and dependable. Thus, if the students are given the same test on two different occasions, the test should yield similar result and the more similar the scores are, the more reliable the test is.

In this test, the researcher used test retest where the researcher examines the test twice with the same students in the

different time. After that, the researcher analyzed the correlation of two scores by using Pearson correlation which was called Pearson product moment. The result showed that the two scores were reliable. For analyzing the correlation the researcher uses SPSS 16.0 for windows.

Table 3.2

Correlation

Correlations

		PRE	POST
PRE	Pearson Correlation	1	.758[**]
	Sig. (2-tailed)		.000
	N	20	20
POST	Pearson Correlation	.758[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

From the correlation analyzing, the researcher got differences of two score. The value of correlation was 0.758 it meant that correlation of score 1 and score 2 was strong, it was found that this test was reliable.

2) **Validity**

Validity is the extent to which inference made from assessment result is appropriate, meaningful, and useful in terms of the purpose of assessment (Gronlund in Brown, 2004:22). Thus, a test should test what the tester wants to test.

Content validity is kind of validity depend on careful analysis of the language being tested and the particular treatment activity. The test should be constructed to contain representative sample because the relevancy of the objective and the content of the test items showed the content validity of the test.

In this test, the researcher asked students' to answer the questions based on the text. The researcher made this test based on the course objectives in the syllabus of the fourth grade MI AL-AZHAAR Bandung - Tulungagung. Therefore, this test is valid in term of content validity.

F. Technique of Data Analysis

Data analysis is a review of a series of activities, grouping, systematization, interpretation and verification of data so that a phenomenon has social value, academic, and scientific (Suprayoga in Tanzeh 2009:69). The data obtained from research result of students test that were analyzed quantitatively. Quantitative analysis was done using statistic which is called statistical analysis or inferential statistic. The quantitative data of this research in analyzed using stastical computation. The data collected (data result) was processed by comparing with the pre-test and post-test to see whether there will be significant difference after give by treatment. This technique was used to find the significant

difference on students' understanding after being taught using context clues. In this research, the researcher uses by SPSS 16.0.

After getting the data either from pretest or posttest, the researcher analyzes the data by using formula of t-test and the explanation can be seen in the following computation.

$$t = \frac{\overline{X}_D - \mu_0}{s_D/\sqrt{n}}.$$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents; research finding, the hypothesis testing and discussion.

A. Research Finding

In this research, the researcher did a pre-experimental research about 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. The researcher involves a class which consists of 20 students. The researcher used three steps: pre-test, treatment, and post-test. Pre-test and post-test were done to get vocabulary achievement score of the students.

After doing pre-test and post-test, the researcher got scores from the students. The table of the student's vocabulary achievement in pretest and posttest can be seen below:

Table 4.1

The result of the pre-test and post-test the students' vocabulary before and after they were taught using context clues.

NO.	Subject	Pre-test score (x)	Post-test score (y)
1.	A	19	25
2.	B	22	26
3.	C	24	20

4.	D	20	26
5.	E	19	27
6.	F	22	28
7.	G	23	30
8.	H	21	27
9.	I	26	32
10.	J	25	29
11.	K	23	27
12.	L	21	28
13.	M	18	16
14.	N	22	27
15.	O	24	29
16.	P	21	29
17.	Q	22	25
18.	R	20	27
19.	S	19	24
20.	T	17	23
	N=20	428	525

Note:

N: Amount of students given the test

X: The result of pretest

Y: The result of posttest

Based on the table above, there are 20 students as respondents or subjects of the research. The test was conducted by the researcher before and after using context clues.

1) **Students' vocabulary mastery before being taught by using context clues.**

This pretest was given by asking students. The students must answer 15 questions. There are 20 students as respondents or subject of the research.

Table 4.2

Descriptive Statistic of Pre-test Score

Statistics

PRE

N	Valid	20
	Missing	0
	Mean	21.4000
	Median	21.5000
	Mode	22.00

Based on the table above can that consist of 20 students. It shows that the mean score 21.40. The median score is 21.50. The mode is simply that value which has the highest frequency. It means that the most frequent score is 22.00.

Table 4.3

Frequency of Pre-test

PRE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	5.0	5.0	5.0
	18	1	5.0	5.0	10.0
	19	3	15.0	15.0	25.0
	20	2	10.0	10.0	35.0
	21	3	15.0	15.0	50.0
	22	4	20.0	20.0	70.0
	23	2	10.0	10.0	80.0
	24	2	10.0	10.0	90.0
	25	1	5.0	5.0	95.0
	26	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Descriptive statistic is a statistic functioning to describe the condition of certain group of people or a group entity. Based on the tables of experimental group above, that consist 20 students. It shows that mean score 21.40, it's mean that the average of 20 students are get score 21.40. The median score 21.50. In the data score (score 17-26) median is 21.50. The mode score is 22.

2) **Students' vocabulary mastery after being taught by using context clues.**

After got treatment, the students were given post test. The test is different with the pretest but both of them have same level difficulties. This post-test was given by asking students. The students must answer 15 questions. There are 20 students as respondents or subject of the research.

Table 4.4

Descriptive Statistic of Post-test

Statistics

POST

N	Valid	20
	Missing	0
	Mean	26.7500
	Median	27.0000
	Mode	27.00

Based on the table 4.4 can see that the students consist of 20 students. It shows that mean score 26.75 its mean that the average of 20 students are get score is 26.75, means that the students can mastery vocabulary well. The median score is 27.00. In this case the mode score is 27. It means that the most score frequent score is 27 so there are many students got enough score.

Table 4.5

Frequency of Post-Test

POST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	5.0	5.0	5.0
	23	1	5.0	5.0	10.0
	24	1	5.0	5.0	15.0
	25	2	10.0	10.0	25.0
	26	2	10.0	10.0	35.0
	27	5	25.0	25.0	60.0
	28	2	10.0	10.0	70.0
	29	3	15.0	15.0	85.0
	30	2	10.0	10.0	95.0
	32	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Based on the tables of post test score above, the mean score 26.75. Its mean that the averages of 20 students are get score 26.75. The median score (16-32) is 27.00. In this case, the mode score is 27.00.

3) **The significant difference between the students' vocabulary mastery before and after being taught by using context clues.**

There are differences data presentations between before and after taught by using context clues as a technique. The data present that the score after taught by using context clues as technique better than higher before taught by using context clues.

The researcher uses statistical test using paired sample t-test stated by SPSS 16.00 to ensure the effectiveness of using context clues. The result as follows:

Table 4.6

Paired Sample Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE	21.4000	20	2.37088	.53014
POST	26.7500	20	3.33837	.74648

Based on the table.4.6, output paired samples statistic shows mean of pretest (21.40) and mean of posttest (26.75), while N for cell there are 20. Meanwhile, standard deviation for pretest (2.730) and standard deviation for posttest (3.338). Mean standard error for pretest (0.530), while posttest (0.746).

Table 4.7

Paired sample correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE & POST	20	.758	.000

Based on the table 4.7, output paired samples correlation shows the large correlation between sample, where can be seen numeral both correlation is (0.758) and numeral significance (0.000).

For interpretation of decision based on result of probability achievement, that is:

a. If the probability > 0.05 then the hypothesis null accepted.

b. If the probability < 0.05 then the hypothesis null rejected.

The large of numeral significant (0.000) smaller from (0.05). It means that the hypothesis clarify there is no significant different score using context clues as a technique on the students' vocabulary mastery of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung is rejected. The other word, taught using context clues as a technique is effective on the students' vocabulary mastery.

Table 4.8

Paired samples test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE - POST	-5.35000	2.18307	.48815	-6.37171	-4.32829	-10.960	19	.000

Based on the table 4.8, output *paired samples test* show the result of compare analysis with using test t. *Output* shows *mean* pre-test and post-test is (-5.350), standard deviation (2.183), *mean* standard *error* (0.488). The lower different (-6.371), while the upper different (-4.328). The result test t = (-10.960) with df 19 and significance 0.000.

Interpretation toward t_c conducted by two methods:

1) Based on the test score t with compare t_c (t count) with t_t (t table), where df = 19, the result of numeral: 2.093 for standard significant 5% and 2.861 for standard significant 1%. With t_0 = -10.960, it means that more large from t_t (symbol minus in this matter ignored at standard significant 5% as well at standard significant 1%, it means the hypothesis null was rejected.

2) Based on the large of digit significant. In this case decision taken from determine :

a. If probability > 0.05 then hypothesis null accepted

b. If probability < 0.05 then hypothesis null rejected

With the numeral of significant 0.000, it means that smaller from 0.05, then the hypothesis null clarify that there is no significant different score using by context clues on the students' vocabulary mastery of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung is rejected.

B. Hypothesis Testing

The hypothesis testing of this study is as follow:

1. If the significant value < significant level, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is different score on the students' vocabulary

achievement before and after being taught by using context clues as a technique. The different is significant.

2. If the significant value > significant level, the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is not different score on the students' vocabulary achievement before and after being taught by using context clues as a technique. The different is not significant.

Based on statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. The significant value of the research is 0.000, significant level 0.05 and the t_{table} 2.093 the *df* : 19 whereas the t_{count} 10.960. When the significant value (0.000) < significant level (0.05) the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. While significant value (0.000) > significant level (0.05) the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. Because significant value (0.000) is smaller than significant level (0.05), it can be concluding that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is different score on the students' vocabulary mastery before and after being taught by using context clues as a technique.

There is different on *Paired Sample Statistic* that the mean before taught using context clues is 21.40, and after taught using context clues is 26.75, means that the mean before taught using context clues is lower than after taught using context clues. Thus, it can conclude that by using

context clues on the students' vocabulary mastery of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung is effective.

C. Discussion

From the data analysis, the objective of this study is to know 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.

In order to gain the objectives of the study, the researcher conducts an experiment in a pretest and posttest design. The research procedures done during teaching and learning process is divided into three steps.

First step is preliminary study in which the researcher conducts the preliminary study to know the students' achievement by administrating pretest. The second step is giving treatment to the same students. The treatment here is teaching vocabulary by using context clues as a technique. The last step is giving posttest. In the posttest, the students are given a test to know their vocabulary after they are treated by using context clues.

Based on the results of the statistical computation, the results show that there is significant increase between pretest and posttest scores, the researcher knows that t_{count} bigger than t_{table} (10.960 > 2.093). It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is

rejected. So, there is different score of the fourth grade at MI AL-AZHAAR Bandung – Tulungagung.

The result of the study is line with the Murcia's (1991:305) statement, saying that context clues technique is one of the most helpful ways of recognizing new words. She expresses her opinion as follows:

> "The students should be allowed to read the text and confront the difficult vocabulary in context, searching for clues, using guessing strategies and thereby working out meaning for themselves".

The quotation above is obvious that through context clues, the students get various kinds of vocabulary used in context.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter is devoted to draw some conclusions and suggestions based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the result of data analysis, some conclusion are draw as follow:

1. The students' vocabulary before being taught using context clues is generally low. It can be seen from the score obtained by the students before taught using context clues that from 20 students.

2. The students' vocabulary after being taught using context clues and picture is better than before. It is shown from the score obtained by the students after taught using context clues.

3. There is significant difference score of the students' achievement in vocabulary mastery before and after being taught using context clues. The total score after being taught using context clues is higher than before. It means that Ha is accepted and Ho is rejected. In conclusion, context clue as a technique is effective used in teaching vocabulary mastery for the fourth grade at MI AL-AZHAAR Bandung – Tulungagung in the academic year 2013/2014.

B. Suggestion

From the conclusion above, there some suggestions that might be useful for those who are going to improve their English vocabulary achievement, such as:

1. The teacher should choose the technique and materials which are appropriate with the students' need and experience, so that learning become enjoyable and interesting, for example; if the teacher wants to teach the students the vocabulary related to the words found in family, the teacher should introduce the vocabulary from the members of a family first, like: a father, a mother, a son a daughter, etc.

2. It is important for teacher to teach not only the meaning of the difficult words but also the correct use them in acceptable context. For example, if the teacher wants to teach the words related to family, he should introduce the words in the sentences like: Mr.Ahmad is Ani's father. So, Ani is Mr.Ahmad's daughter.

3. The teacher should present the language in an enjoyable and relaxed atmosphere. It can be done by using context clue, pictures, games, etc.

4. To get success in study, the students who have a chance to take learning course have to attend and follow that course regularly.

5. The student should learn seriously although in non − formal institution, where, usually, there is no result report book for students.

6. For teachers who teach in learning course should be more enduring and tolerant when teaching the materials, and also should give more motivation in learning by giving the students English magazine or newspapers.