
**THE EFFECT OF CONTEXT CLUES MASTERY ON STUDENTS'
READING COMPREHENSION OF
PROCEDURE TEXT
(A Study at the Eleventh Grade Students of
SMA Negeri 5 Padangsidempuan)**

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Abstract

The objectives of the research are to find out: 1) the extent of the application of context clues mastery, 2) the extent of students' reading comprehension of procedure text before and after using context clues mastery, 3) whether there is any significant effect of context clues mastery on students' reading comprehension of procedure text at the eleventh grade students of SMA Negeri 5 Padangsidempuan. This research uses experimental method. The population is all the eleventh grade which are divided into six classes and total are 178 students. The sample consists of 31 students by using cluster sampling. The technique of collecting data is used observation and test. After collecting the data, the mean of application description of context clues mastery is 3.60. It is categorized "Very Good". The students' reading comprehension of procedure text before using context clues mastery is 73.23. It is categorized "Good". The students' reading comprehension of procedure text after using context clues mastery is 85.81. It is categorized "Very Good". The calculation of t_{test} formula is 7.82, and t_{table} is 2.04. It means that there is a significant effect of context clues mastery on students' reading comprehension of procedure text at the eleventh grade students of SMA Negeri 5 Padangsidempuan.

Keywords: Context Clues, Reading Comprehension, Procedure Text.

Abstrak: Tujuan penelitian ini yaitu untuk menemukan: 1) penerapan penguasaan petunjuk konteks, 2) pemahaman membaca teks prosedur sebelum dan sesudah menggunakan penguasaan petunjuk konteks, 3) apakah ada pengaruh yang signifikan dari penguasaan petunjuk konteks terhadap pemahaman membaca teks prosedur siswa kelas X SMA Negeri 5 Padangsidempuan. Penelitian ini menggunakan metode eksperimental. Populasi yaitu seluruh siswa kelas XI yang terdiri dari enam kelas dengan total 178 siswa. Sampel terdiri dari 31 siswa dengan menggunakan menggunakan sampel pengelompokan. Teknik pengumpulan data yaitu dengan menggunakan observasi dan tes. Setelah data dikumpul, nilai rata-rata penerapan penguasaan petunjuk konteks yaitu 3,60 dikategorikan "Sangat Baik". Nilai rata-rata pemahaman membaca teks prosedur sebelum menggunakan penguasaan petunjuk konteks yaitu 73,23 dikategorikan "Baik. Pemahaman membaca teks prosedur sesudah menggunakan penguasaan petunjuk konteks yaitu 85,81 dikategorikan "Sangat Baik". Hasil t_{tes} yaitu 7,82 dan t_{tabel} yaitu 2,04. Ini berarti ada pengaruh yang

signifikan dari penguasaan petunjuk konteks terhadap pemahaman membaca teks prosedur siswa kelas X SMA Negeri 5 Padangsidimpuan.

Kata Kunci: *Context Clues, Reading Comprehension, Procedure Text.*

I. INTRODUCTION

Reading comprehension is the ability to understand and integrate the meaning with what the reader already knows. Fundamental skills required in efficient reading comprehension are to know the meaning of words. Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how their knowledge outside the text/message.

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone.

There many kinds of text that must be comprehended by the senior high school students according to the curriculum. They are narrative, descriptive, procedure, recount, spoof, hortatory, analytical, and so on. But, in this research the writer cannot explain about all the text one by one. Therefore, the writer only focuses on a text, and it is about procedure text. The writer chooses procedure text because procedure text is an interesting text to be comprehended.

Procedure text is a text that explains something works or how to use instruction/operation manual. Procedure text is an instruction how to do a particular activity. Procedure text is a kind of text that used to explain the way or process to do something through sequence of events or process. Procedure text explains something works or how to use something.

In fact, not all students are successful especially reading comprehension of procedure text. It can be seen from the score of the students based on the writer's observation, the writer gives test to the students and it is multiple choices form that consist of twenty items. The test is about reading comprehension of procedure text. They get the average is 69. Meanwhile, it is hoped that they get the average score is 75. It means that students' reading comprehension of procedure text still need improvement. It happened because of their ability in students' reading comprehension of procedure text are still low. There are some factors that have some effects why their ability is low in students' reading comprehension of procedure text, such as; students' context clues mastery is low, and also their interest is still low and they think that English is not important for them. Based on this fact, the writer sees their achievement on English subject is not suitable with expectation.

There are many ways that must be done by the teacher in order to make teaching learning process successful, for examples; prepare teaching material, participate, motivate them to increase their understand, and the teacher should be able to use some methods in order to get the best result in teaching. In this research the writer focuses on context clues mastery because by mastering context clues in students' reading comprehension of procedure text material, the writer believes students will more understand.

Context clues are hints that an author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers,

or it may follow in a preceding sentence. Because most of one's vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues.

Based on the explanation above, the writer would like to conduct a research entitled: "The Effect of Context Clues Mastery on Students' Reading Comprehension of Procedure Text (A Study at the Eleventh Grade Students of SMA Negeri 5 Padangsidempuan)".

1. The Nature of Students' Reading Comprehension of Procedure Text

Reading is the action or skill of reading written or printed matter silently or aloud. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Reading is a process that involves recognizing words, leading to the development comprehension.

According to Mills (2013:3), "Reading is a complex process. What counts as effective reading varies from context to context according to what the reader wants to and needs to achieve, the texts that are being encountered, and what the dominant culture expects. One-dimensional definitions have an appeal of simplicity, but ignore the complexity of the reading process and can often lead to narrow or skewed teaching". While, Siahaan (2008:3) says, "The receptive written language skill is called reading. It is the skill of a reader or a group of reader to interpret information transferred by a writer".

Based on the explanation above the writer concludes that reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader a goal and focuses their attention.

Although the reasons for reading may vary, the primary purpose of reading is to understand the text.

a. Topic Sentence

The topic sentence is the broad, general theme or message. It is what some call the subject. A writer will state main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the *topic sentence* of that paragraph.

According to Siahaan (2008:22), “The topic sentence is the introductory part of a paragraph. It is the most important part of the paragraph”. Then, Langen and Jenkins (2012:2) say, “Topic sentences are usually in the first sentence of the paragraph, but not always. They may also be located within the paragraph or at the end of the paragraph. They may even appear twice at the beginning and at the end”.

Based on the explanation above, the writer concludes that topic sentence is the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

b. Supporting Sentence

Supporting sentences give information that explains and expands the topic of the paragraph. Supporting sentences in a paragraph give information in order to explain, describe, and develop the main idea in the topic sentence. It is important that all your supporting sentences are connected to the main idea and that you do not get off topic. According to Siahaan (2008:33), “The supporting sentence of a paragraph develops its topic sentence. They function

as the body of the paragraph". Then, Langen and Jenkins (2012:3) say, "A paragraph contains facts, statements, examples specifies which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand, and illustrate the main idea and are supporting details".

Based on the explanation above, the writer concludes that supporting sentence is do not support the main idea in the topic sentence. Therefore, they should not be included in the paragraph. Body follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

c. Concluding Sentence

The last sentence of a paragraph is likely to be a concluding sentence. It is used to sum up a discussion, to emphasize a point, or to restate all or part of the topic sentence so as to bring the paragraph to a close. The last sentence may also be a transitional sentence leading to the next paragraph. According to Siahaan (2008:85), "Concluding sentence is the last part of paragraph. It is a single sentence. It ends a paragraph. It closes the development of a paragraph. It is a important as the topic sentence is. So, the concluding sentence is a single sentence which closes the development of a paragraph". While, Janeiro (2013:86) says, "The concluding sentence is the last sentence of the paragraph. It concludes, or wraps up, a paragraph. It lets the reader know that you have finished talking about the idea introduced by the topic sentence".

Based on the explanation above, the writer concludes that concluding sentence is the final sentence of the paragraph often reminds the reader about the topic and main idea of the paragraph. It describes the main idea one more

time, but with different words. Concluding sentence is the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

d. Main Idea

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about. Once we can find the topic, we are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. A main idea is important information that tells more about the overall idea of a paragraph or section of a text. According to Langen and Jenskin (2012:1), "Main idea is chief point an author is making about topic. It sums up the author's primary message". While, Behne (2010:1) says, "Main idea is the most important idea about the topic (usually a sentence)".

Based on the explanation above, the writer concludes that main idea the sentence in which is the main idea of the paragraph. The main idea is explained by the other sentences in the paragraph, which referred to the explanatory sentence. Another name for the main sentence is topic sentence. A paragraph in which said complete if there are explanatory sentences in full to show the main idea or main sentence.

e. Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. Vocabulary is the collection of words that an individual knows. Vocabulary is as the total number of words in a language, vocabulary is a list of words with their meanings. According to Hornby in Utami (2015:7), "Vocabulary is all the words that a person knows or uses when they are talking about particular

subject in particular language". Similarly, Nation in Izzah (2015:7) says, "Vocabulary is central to language".

Based on the explanation above, the writer concludes that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is reason why it is important to learn vocabulary. Vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

f. Definition of Procedure Text

Procedure text is a text that explains something works or how to use instruction/operation manual, example how to use the telephone, the mouse, and the car. Then, instruction how to do a particular activity, example recipes, rules of games, science experiments, and the last dealing with human behavior, example how to live happily, how to be a good online students, and how to sleep well. According to Pardiyono (2007:125), "Direction about the steps that must do to make the work can finish well can packed in a procedure text". While, Iwuk (2007:54) says, "Procedure text is a text that contain about information that can help us to do something or to make something".

Based on the explanation above, the writer concludes that procedure text is a kind of text that used to explain the way or process to do something through sequence of events or process. Besides that, procedure text explains something works or how to use something.

g. Aim/Goal

Basically, procedure text is a kind of text that has a purpose to help everyone to do a task or more some things. In communication context, everyone often have to explain about how to do a works in squints steps that

must be done can be packed in a procedure text. According to Setyawan (2008:4), "The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form". While, Maharani (2007:70) says, "Aim contains the purpose of activity or title". Next, Pardiyono (2007:128) says, "Aim/goal is the aim of written text. Aim/goal of procedure text actually use as title. Therefore, aim/goal put in the top of the text".

Based on the explanation above, the researcher concludes that aim/goal means the topic or the purpose of the text, and actually it put on top of the text as the title of the text. The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form.

h. Material

Procedure text is a kind of text that has purpose to help everyone do a task or make something. Therefore, material is an important element in procedure text. Materials means prepare tools to used. According to Setyawan (2008:4), "For this part explains the materials or tools that needed". Then, Iwuk (2007:55) says, "Material is information about the substance that needed".

Based on the explanation above, the writer concludes that material means anything out of something is or may be made. It also can say as essential or important belonging to the world. Besides that, material is an important element in procedure text.

i. Steps/Methods

Steps/methods mean a stage in progress. It also can say as an action or move or towards accomplishing an aim. A flat surface, or one flat surface in a series, example on a stair or stepladder, on which to place the feet or foot in moving up or down. According to Iwuk (2007:55), "Method is the steps that must do. The step is

written orderly. To make the reader easier to identify the sequence of events, steps in method are written use bullet". Then, Pardiyono (2007:129) says, "Closing (optional) contains a conclusion or statements about the other advice to be done. Based on the explanation above, the writer concludes that method means the ways how to make or to do something by the steps. The steps write ordinary. To easier the reader to identify the steps, the steps in method write use bullet or form.

Based on the all explanations above, the writer concludes that students' reading comprehension of procedure text means the ability to process text, understand its meaning, and to integrate it with what the reader already knows about text that used to explain the way or process to do something through sequence of events or process. Besides that, procedure text explains something works or how to use something

2. The Nature of Context Clues Mastery

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new own familiar words. Because most of one's vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues.

According to Roell (2010:1), "Context clues are simply that: hints or additional information the author provides (purposefully or not) that can help you understand the meaning of a particular word or phrase". While, Kelly (2005:1) says, "Context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence".

Based on the explanation above, the writer concludes that a context clue is a source of information about a word that helps readers to understand the word. This

word or phrase offers insight, either directly or indirectly, into the word's meaning. The word is defined directly and clearly in the sentence in which it appears.

a. Synonym

A synonym or repeat context clue which appears in that sentence. The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. Synonyms are words with the same meaning. Words next to the unknown word can be a clue that there is a synonym. According to Roell (2010:2), "The sentence uses a similar word to help explain the meaning of the vocabulary word". While, Kelly (2005:1) says, "A synonym, or word with the same meaning, is used in the sentence".

Based on the explanation above, the writer concludes that synonym (or restatement) other words are used in the sentence with similar meanings. The author uses a word having the same or nearly the same meaning as another word another words in a sentence

b. Antonym

Antonym or contrast context clue that has the opposite meaning, which can reveal the meaning of an unknown term. Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Antonym is opposite information about unknown word can be offset by words and phrases. According to Roell (2010:2), "The sentence uses a word with an opposite definition to give the meaning of the vocabulary word". While, Tompkins (2012:3) says, "The idea: opposite information about the unknown word can be offset by words and phrases such as unlike, as opposed to, different from".

Based on the explanation above, the writer concludes that antonym (or contrast)—often signaled by the words *whereas*, *unlike*, or *as opposed to*. The author uses another word or phrase that means the opposite of an unfamiliar word. Readers understand the unknown word because it is compared or contrasted with another word in the sentence.

c. Explanation

An explanation for an unknown word is given a definition context clue within the sentence or in the sentence immediately preceding. Explanation is look for a definition or an explanation within the sentence. Readers use an example or illustration to understand the unknown word. The author provides examples or additional explanations or summaries to help you understand an unfamiliar word. The word is cleared up by giving an example. According to Tompkins (2012:1), "The idea: Look for a definition or an explanation within the sentence". While, Stahl (2012:2) says, "This type of context clue uses examples to help the reader infer the meaning of the vocabulary word".

Based on the explanation above, the writer concludes that explanation is type of context clue uses examples to help the reader infer the meaning of the vocabulary word. Therefore, context clues are hints that an author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence.

II. METHODOLOGY OF RESEARCH

Method of the research means the way that should be chosen to solve the problem of the research. Suryabrata (2010:11) says, "Research means a process, a part of procedure that do systematically to get the problem solving or get the answer of the certain question". According to Arikunto (2009:63), "Experimental method is the

way to find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence". Anggoro (2007:4.2) says, "Population is the group of complete individual that each characteristic is going to be known". all the eleventh grade students of SMA 5 Padangsidimpuan which are divided into 6 classes and total are 178 students. According to Sudijono (2008:280), "Sample is a small proportion of population which should be researched chosen or determined for the analysis need". Then, Sugiyono (2013:121) says, "Cluster sampling technique is used to state the sample if the object that will be research or data sources is wide". The sample will be taken from a class, it is XI MIPA 1 that consists of 31 students. In this research the writer uses observation and test to collect the data of this research. To analyze the data that has been collected is be analyzed by using statistic, it is descriptive analysis. The formula that will be used is t-test formula.

III. RESULT

Based on the conclusion of the data analysis in previous chapter, the result of using context clues mastery on students' reading comprehension of procedure text at the eleventh grade students of SMA Negeri 5 Padangsidimpuan can be seen as follows:

- 1) The application description of context clues mastery on students' reading comprehension of procedure text is 3.60. It is categorized "Very Good".
- 2) The students' reading comprehension of procedure text before using context clues mastery is 73.23. It is categorized "Good". The students' reading comprehension of procedure text after using context clues mastery is 85.81. It is categorized "Very Good".

3) The calculation of t_{test} formula is 7.82, meanwhile the score of the t_{table} 5% significant level is 2.04. It is found that t_0 calculation is bigger than t_{table} ($7.82 > 2.04$). It means that there is a significant effect of context clues mastery on students' reading comprehension of procedure text at the eleventh grade students of SMA Negeri 5 Padangsidimpuan. In other word, H_a is accepted.

IV. DISCUSSION

After given pre test and post test to the students, the researcher finds the result of students' reading comprehension of procedure text before and after using context clues mastery. The score of students' reading comprehension of procedure text before using context clues mastery is on the mean 73.23, meanwhile the score of students' reading comprehension of procedure text after using context clues mastery is on the mean 85.81. It can be seen that the students be more active on students' reading comprehension of procedure text after using context clues mastery.

Leli (2010) studied about: "The Effect of Using Context Clues on Students' Writing Explanation Text Ability (A Study at the XI Grade Students of SMA Negeri 1 Padang Bolak). The result of research got that t_{test} was higher than t_{table} . Therefore, the hypothesis that made was accepted. It means that there is a significant effect of using context clues on students' writing explanation text ability at the XI Grade Students of SMA Negeri 1 Padang Bolak.

Rohimah (2011) studied about: "The Effect of Context Clues Mastery on Students' Reading Descriptive Text Ability (A Study at Tenth Grade of SMA Negeri 7 Padangsidimpuan)". The result of research got that t_{test} was higher than t_{table} . Therefore, the hypothesis that was made was accepted. It means that there is a

significant effect of context clues mastery on students' reading descriptive text ability at tenth grade of SMA Negeri 7 Padangsidempuan.

Based on the explanation above, the writer decides that context clues mastery can increase students' reading comprehension of procedure text. It means that to make the students interest to follow the lesson about reading comprehension of procedure text, the students must master context clues especially at the eleventh grade students of SMA Negeri 5 Padangsidempuan.

CONCLUSIONS

Based on the previous explanation, it has been found that the result of students' reading comprehension of procedure text after using context clues mastery is higher than the result of students' reading comprehension of procedure text before using context clues mastery. So, H_a in this research is accepted.

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