THE EFFECT OF USING CONTEXT CLUES IN ENHANCING STUDENTS' VOCABULARY BUILDING THROUGH A READING TEXT AT SMPN 52 MAKASSAR

SKRIPSI

MARIA FREDERIKA JAMREWAV
4516101029

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
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Submitted by

MARIA FREDERIKA JAMREWAV
NIM 4516101029

Had been defended in front of Skripsi Examination Committee
February 11th, 2022

Approved by:

Supervisor I,	Supervisor II,
Hj. St. Haliah Batau, S.S., M.Hum.	Ulfah Syam, S.S., M.Pd.
NIDN. 0907096901	NIDN. 0914127804

Under the cognizance of,

Dean Faculty of Teacher Training and Education,	Head English Education Department,
Dr. Asdar, S.Pd., M.Pd.	Ulfah Syam, S.S., M.Pd.
NIK. D. 450375	NIK. D. 450394

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Maria Frederika Jamrewav

NIM : 4516101029

Judul : The Effect of Using Context Clues in Enhancing Students' Vocabulary Building Through a Reading Text at SMPN 52 Makassar

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya.

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Makassar, 23 Februari 2022

Yang Membuat Pernyataan,

Maria Frederika Jamrewav

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Maria Frederika Jamrewav

ABSTRACT

Maria Frederika Jamrewav. 2021. The Effect of Using Context Clues in Enhancing Students' Vocabulary Building through a Reading Text at SMPN 52 Makassar. Skripsi. The Faculty of Teachers' Training and Education.Bosowa University. (Supervised by Hj. St Haliah Batau and Ulfah Syam.)

The objective to find out the effect of using context clues in in enhancing students vocabulary building through reading text at SMPN 52 Makassar.

The writer used instrument; it is a reading and vocabulary test that given (pre-test and post-test). The pre-test was used to find out data about the recognition and understanding of students' vocabulary before implementing the context clues strategy and the post-test was carried out to find out data about the introduction and understanding of students' vocabulary after implementing the context clues strategy. The method used in this study is a pre-experiment using one class. The population in this study were all students of class VIII-DSMPN 52 Makassar, totally 28 students, so the writer took a purposive sampling technique. In addition, to analyse the data, writer used SPSS 21.

The results showed that the increase in students' vocabulary recognition increased on all indicators of word recognition, such as identifying clues in multiple choice (69.23% progress) and finding word meanings (43.02% progress). The results of this study finally showed that the students' vocabulary understanding was 53.00 for their pre-test and 81.64 for their post-test. This fact shows that the students' score in the post-test is higher than the pre-test score. It can be concluded that vocabulary learning with the context clues strategy was effective in improving vocabulary VIII-D SMPN 52 Makassar.

Keywords: context clues, vocabulary, reading text

ABSTRAK

Maria Frederika Jamrewav, 2021. *The Effect of Using Context Clues in Enhancing Students' Vocabulary Building through a Reading Text at SMPN 52 Makassar*. Skripsi.Fakultas Keguruan dan Ilmu Pendidikan.Universitas Bosowa. (Dibimbing oleh Hj. St Haliah Batau dan Ulfah Syam.)

Tujuan dalam penelitian ini adalah pengaruh penggunaan petunjuk konteks dalam meningkatkan kosakata siswa melalui teks bacaan di SMPN 52 Makassar.

Penelitian ini menggunakan instrumen; berupa teks bacaan dan kosa kata yang diberikan pada pre-test dan post-test. Pre-test digunakan untuk mengetahui data tentang pengenalan dan pemahaman kosakata siswa sebelum menerapkan strategi petunjuk konteks dan post-test dilakukan untuk mengetahui data tentang pengenalan dan pemahaman kosakata siswa setelah menerapkan konteks. strategi petunjuk. Metode yang digunakan dalam penelitian ini adalah pra eksperimen dengan menggunakan satu kelas. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII-D SMPN 52 Makassar yang berjumlah 28 siswa, sehingga peneliti mengambil teknik purposive sampling. Selain itu, untuk menganalisis data peneliti menggunakan SPSS 21.

Hasil penelitian menunjukkan bahwa peningkatan pengenalan kosakata siswa meningkat pada semua indikator pengenalan kata, seperti mengidentifikasi petunjuk dalam pilihan ganda (kemajuan 69,23%) dan menemukan makna kata (kemajuan 43,02%). Hasil penelitian ini menunjukkan bahwa pemahaman kosakata siswa adalah 53,00 untuk pre-test dan 81,64 untuk post-test. Hal ini menunjukkan bahwa nilai siswa pada post-test lebih tinggi daripada nilai pre-test. Dengan demikian disimpulkan bahwa pembelajaran kosakata dengan strategi petunjuk konteks efektif dalam meningkatkan kosakata siswa kelas VIII-D SMPN 52 Makassar.

Kata kunci: Petunjuk konteks, kosakata, teks bacaan

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CHAPTER I

INTRODUCTION

In this chapter the researcher presents about the background of the research, research question, objectives of the research, significance of the research and scope of the research.

A. Background of the Research

In learning a foreign language, vocabulary is one of the elements that connects the four listening, speaking, reading and writing skills together. This is one of the most important aspects of mastering English because students' ability to read and understand subjects is relatively determined by their vocabulary. To communicate well in a foreign language, students must obtain an adequate number of words and must know how to use them accurately. An important element of English that needs to be developed is vocabulary. Students can communicate with others if they have enough vocabulary. Without vocabulary nothing can be conveyed. There is reason to believe that vocabulary knowledge is an especially important factor in understanding the reading problems experienced by second-language learners (García, et al 2009:368).

That is because students rarely read any books and are lazy to look for dictionaries when they find unknown words. This affect their vocabulary building where students must get information from the text with their abilities. In this case, the teacher has a strong role to help students to

improve their vocabulary. Teachers must be aware of problems including those who find it difficult to know unknown words and can solve students' problems in their vocabulary activities. The effective use of these skills in a reading environment allows the reader to understand the text. When students find a word they don't know yet, they often look for it in a dictionary. It takes a long time to read and spend time. It makes students bored and desperate to read. To gain easily vocabulary, teachers need techniques to teach students and increase their motivation to learn English. Helping students solve problems is a lack of vocabulary, there are many techniques and strategies in reading activities.

According to Edward et al (2010:25) context clues can be used to guess the meaning of unknown words. Teaching students is a useful strategy in relation to their knowledge of cognitive abilities that can enhance their ability to make meaning. To anticipate the above conditions, we must find several activities that can motivate students' willingness to learn vocabulary as well as to create a good atmosphere in the classroom. If students have interacted with words in various types of activities, they can remember the words completely.One way to present good conditions for teaching English in class is to utilize several types of techniques, methods, and strategies. Techniques that can encourage students to learn English, especially in learning vocabulary, are using the Context Clue method. This is really a fun technique because it can help students understand reading text without having to know all the meanings in the text.

Referring to the explanation above and the importance of context clues in understanding difficult words or foreign words, the researcher is interested to conduct of the research, which entitle: *"The Effect ofUsing Context Clues in Enhancing Students' Vocabulary Building through A Reading Text atSMPN 52 Makassar in 2020/2021 academic year*".

B. Research Question

Based on the previous background, the researcher formulates the research questions as follows :How is the effect of using context clues in enhancing students'vocabulary building through reading text at SMPN 52 Makassar?

C. Objective of the Research

Based on the previous the research question, the objective of the research is:To find out the effectof using context clues in enhancing students' vocabulary building through reading text at SMPN 52 Makassar.

D. Significance of the Research

1. Theoritically

   The result of the study can as information for further research in order to increase the quality of teaching and learning English as a foreign language.

2. Practically

   In this study, which provide benefits in:

a. English Teacher

This study will provide an English teacher with a clear using context clues in enhancing student's vocabulary building trough a reading text. Hopefully, after knowing the result of this research, the teacher will be improving their technique in teaching.

b. Students

The students who learn vocabulary building through a reading text by using context clues, they able to know the material of context clues in reading text, so that as a contribution for the students to improve their vocabulary building.

c. The other researchers

The researcher hopes that this study can inspire the other researcher in conducting the research that related to the context clues. Therefore, they can use this research as a reference to their study.

E. Scope of the Research

This will focus on building up the students' vocabulary mastery through context clues. Then by activity, the researcher will give vocabulary materials based on some themes that will be given to the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses some theories related to the research. There are some theories, which require careful and perceptive reading, and attention to detail discusses on the review of the literature. This chapter contains about some referents ideas, some pertinent ideas and conceptual framework.

A. Theoritical Review

1. Some Concepts of Vocabulary

   a. Definition of Vocabulary

      According to Widyawati (2010), vocabulary is the total number of words, which make up the language. It can be defined, roughly, as the words we teach in the foreign language.

      Richards (2016) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to.

      Meanwhile, Mukoroli(2011) defines vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

   b. Kinds of Vocabulary

      According to Munir, there are two kinds of vocabulary (Munir, 2012:12):

a) Active vocabulary

Active vocabulary is used by students in oral and written expressions. The words that students understand are quite good, they use these words effectively, both in speaking and writing

b) Passive vocabulary

Passive vocabulary depends on the words that are reached by students in a context that helps them remember the meaning of the word. Students usually increase passive vocabulary while listening and reading material

From the statement above, the types of vocabulary can be divided into two, namely active and passive vocabulary. Active vocabulary is used during speaking and writing skills. Then passive vocabulary is used in listening and reading skills. Meanwhile, Rahmah (2016) cleans vocabulary in two, based on its functional categories, namely: main class and closed class.

1) Major Classes

a) Noun: it means that to a person, place or thing, i.e. Maria, park, book, etc.

b) Adjective: it means that the words that give information about a noun or pronoun, i.e. kind, smart, beautiful, bad, ugly, etc.

c) Verb: it means that the words that denote action, i.e. walk, read, smile, eat, run, etc.

d) Adverb: it means that the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

2) Closed Classes

a) Pronoun: it means that nouns that have already been mentioned, i.e. she, they, he, etc.

b) Preposition: it means that the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.

c) Conjunction: it means that the words that connect sentences, phrases or clause, i.e. and, so, but, etc.

c. The Problem of Vocabulary

According to Girsang&Lubis (2014:56), There are several compelling reasons why the vocabulary component of a language course should be planned with a heartbeat. First, because other vocabularies provide very different results for learning, it is important to ensure that students have good control over high-frequency language words before belonging to a more constant vocabulary. Second, it is more difficult that most language building courses are more difficult because of the way the vocabulary is ordered in the course. Groups, opposites, synonyms and articles in a series of lexical courses. The disease that leads to student confusion is a simple matter of preventing this problem. Third, the ability to learn vocabulary, and

the quality of vocabulary learning can be significantly improved by careful design, both vocabulary and other skills. Many problems focus Indonesian students on languages like English in vocabulary, not understanding the relationship between the new vocabulary you have learned and the vocabulary function, you cannot use your new vocabulary in mind for communication. . The terms used to classify words based on functional categories are referred to as subsets of language. Classification of language words in this way depends on their function in communication. Independent nouns can occur in certain places in a sentence and have certain functions. Verbs, adjectives and abilities are also in certain speech in a sentence and have a special function. In English, the functional category contains pronouns and fun words. A noun is a member of a word class that can work on a topic or object in a structure, looking at a body, animal, thing, state, or quality. A verb is a member of a member class, which can act as an essential element of a predicate, usually specifying an action, state or relationship between two things. Adjectives are words that are used to fulfill independent nouns or pronouns. Description is a word that matches a verb, adjective or other instruction.

d. Methods in Teaching Vocabulary

Theoretical methods regarding design are governed by design and are practically realized in procedures. This method is a language formation plan that fits the theory. In other words, the procedure is

procedural. Heineich also stated that there are categories of general methods of teaching in lessons in lessons as follows (Munir, 2012: 19):

1) Presentation

   In the presentation method, the source is in formation to find out, dramatize, or reverse . It is a single-use communication controlled by a source without an immediate response.

2) Demonstration

   In this teaching method, students see something that is real or alive. Demonstrations can be included and played with media such as video.

3) Discussion

   As a method, discussion involves the exchange of ideas and opinions between students or between students and teachers. Can be used in small or large groups.

4) Practice and Practice

   In practice and practice, students are carried out with a number of diverted exercises to increase fluency in a new skill or extension ability. To be effective, exercises and exercises must contain feedback to reinforce correct answers and correct mistakes students may make on their way.

5) Tutorials

   Tutorials usually last from a single one and are often used to teach basic skills such as reading and counting.

6) Cooperative Learning

Criticism of competitive learning strongly urges a focus on cooperative learning as a method of assertion. They claim that students must develop and learn in the workplace, because the workplace ultimately requires teamwork.

7) Game play from

Offers a fun environment where students follow set rules while trying to achieve demanding goals. This game can be a way for students to be active students.

8) Stimulation

Stimulation includes providing students with regular versions of real-life situations. Simulation may refer to participant dialogue, manipulation of materials and devices or interaction with a computer.

9) Discovery

Discovery methods with inductive learning or research approaches, presenting problems that must be solved by traps and builds.

10) Troubleshooting

Life Sickness can provide a starting point for learning. As part of wrestling with real challenges, students can receive real-world knowledge and skills after graduation.

From the above statement, there are various methods of teaching vocabulary, such as games, exercises, and exercises; Discussion etc. Each method has its strengths and weaknesses. Therefore, the teacher must choose a method that suits the characteristics of the students.

2. Some Concepts of Reading

a. Definition of Reading

According to Nunan (2014:50), Reading is a set of skill which need comprehension in determining or finding out the making of sense and meaning from the printed word and also ability in decoding (sound out) the printed word.

Alderson (2015) says that Reading is about understanding written texts. It is a complex activity with perception and thinking. Reading consists of two related processes; Introduction and understanding of the word. Word recognition refers to the process of understanding how written symbols correspond to one's oral language. Insight is the process of understanding words, sentences and texts.

Meanwhile, Nurainun (2017) defines reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.

b. Types of Reading

According to Brown (2011), in the case of reading, variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. These are various assessment tasks:

1) Perspectives: increased attention to broader discourse components.
2) Selectives: To ensure one's reading recognition of lexical, grammatical or language disc functions, in a very short language area, certain typical tasks are used: picturale tugaughher, match, right/wrong, multiple choice, etc.
3) Interactives: including the species of interactive reading is a piece of language from a paragraph that differs on one or more sides of the reader in psycholinguistic feelings, interaction with the text. The focus of the interactive task is to explain identifying the relevant functions in the text to get the information received.
4) Extendeds: Applies to more than one-sided texts up to and including professional articles, essays, technical reports, short stories and books. The goal is to use students' global understanding of the text that does not require test takers to raise small details.

Meanwhile, Grabe (2013) mentioned that three kinds of genres of reading such as:

1) Academic reading
    a) General interest article (examples, magazines, newspapers, etc).
    b) Technicals reports examples, lap reports), professional journal articles.
    c) Reference materials (example, dictionaries, etc).
    d) Textbook and theses.
    e) Essay and papers.
    f) Test and direction.
    g) Editorial, and opinions of writing.
2) Job-related reading
    a) Message (examples, phone messages).
    b) Letter/email.
    c) Memo (example, interoffice).
    d) Report (examples, job evaluation, project reports).
    e) Schedule, label, sign, and announcement.
    f) Form, application, and questionnaire.
    g) Financial of documents (bills, invoices, etc).
    h) Directories (telephones, office, etc).
    i) Manual and direction.
3) Personal reading
    a) Newspaper and magazine.
    b) Letter, email, greeting card, invitation.

c) Message, note, list.

d) Schedule (train, bus, plane, etc).

e) Recipe, menu, map, and calender.

f) Advertisement (commercial, want ads).

g) Novel, short story, joke, drama, poetry.

h) Financial document (examples, checks, tax forms, loan applications).

i) Form, questionnaire, medical report, immigration documents, comic strip, cartoon.

c. Micro and Macro Skills for Reading

Black & William (2012) states lists Micro and macro readings as follows:

1) Micro ability to read

a) Divide between typical graphic graphics and English orthographic patterns.

b) Maintain another length of language piece in a short period of time.

c) The process of writing at an efficient speed according to the purpose.) recognize core words and interpret word patterns and meanings.

d) Detection of grammatical words (substantive independent, verbs, etc.), systems (eg, tense, agreement, pluralization) patterns, rules and elliptical forms.

e) Recognizing that certain meanings can be expressed in different grammatical forms.

f) Dealing with coherent devices in unintelligible writing and their role in signifying the relationship between and between clauses

2) Macro ability to read

a) They recognize the rhetorical form of discrincation and its meaning for interpretation.

b) Recognize the communicative function of the written text according to its form and for the purpose.

c) Concludes that the context does not explicitly use background knowledge.

d) From the described events, IDEs, etc., infer relationships and relationships between events, infer causes and consequences and acknowledge relationships such as the most important ideas, idea support, new information, information, generalizations, and examples.

e) Distinguishes between the importance of literal and implicit meanings.

f) Detecting specific cultural references and interpreting them in the correct cultural setting.

g) Develop and use a series of reading strategies, such as: B. Scanning and skimming, hopelessness detection,

recommendation of the meaning of words from context and activation of text interpretation schemes.

3. Some Concepts of Context Clues

a. Definition of Context Clues

Context instructions are instructions for unknown words or phrases in words or sentences in sentences. Schmitt and McCarthy say it is more efficient to issue lessons on contextual guessing strategies (Almunawaroh, 2016).

b. Types of Context Clues

According to Almunawaroh (2016), types of context clues strategy in discussing the contextual clues, Joffe gives four types of contextual clues that are quite common that then will be studied in this research, namely:

1) Synonym. It is the sentence uses a similar word to help explain the meaning of the vocabulary word. Synonym used in the sentences. My opponent sargumentis fallacious, misleadings, and plain wrong.
2) Antonym. It is a word or group of words that has the opposites meaning reveals the meanings of an unknown words. Although some men are loquacious, others hardly talks at all.
3) Explanation. It is the unknowns words is explained within the sentences or in a sentences immidiately preceding.

4) Example. It is specifics of examples are used to define the words. The four types of contextual clues above; synonyms, antonyms, explanations, and examples are can be clues the students in determining of meaning of difficults words in the texts.

c. Kinds of Context Clues

According to Sasmita (2013), There are types of context clues, it means that definitions, examples, causes and effects, contrasts, restatement and modifiers.

1. Definitions or direct explanation

Definitions or direct explanation are the simplest identifiable instructions and the most commonly used manuals. Some writers direct the word by giving other synonyms with the same meaning; Others say that the meaning of words used with signal words, such as (one), which is defined as acres, is referred to as a resource. The next item can be defined formally in the following sentence or sentences or a sufficient explanation. Instructions for definition include "ie" commas, hyphens and parentheses. For example:

a) the scenery is like a frame, very scary to look at. "Appearance as a frame" is the definition of "thin".

b) Fluoroscopy, fluoroscope inspection, has become a common practice. The commas before and before "study with a fluoroscope" indicate the definition of "fluoroscopy".

c) The dolls found in Irish folklore are briefly packaged. The "short-term toner" split line represents the definition of "Guy".

2. Examples

Sometimes, if readers come across new words, you can find examples in your area to help explain their meaning. Words like, how, and, for example, example instructions. Often the author is an example related to the word to clarify. Sometimes examples are used to show characteristics or events that illustrate the meaning of the word. Signals like likes. Example:

a) Pisacatorial creatures, such as bone, salmon, and trout, live in the coldest parts of the ocean. "Pisacatorial" with reference to fish.

b) Students can be divided into many criteria, for example. B. Random sample, ability, friendship and interest.

c) There are many skills and strategies that should help students write texts in English, such as skimming, searching for specific information, interpreting signals, pictures, synthetics, counters or predictions, as well as inference and subtraction.

d) If a student is asked as a question about certain events that have occurred, knowledge of the words of the first description, then finally, etc. proud.

e) With regard to the geographical basis, natural boundaries such as rivers and mountains have determined the boundaries of the country's territory.

f) Biological basis related to physical properties, such as skin color, eye shape, nose, mouth, etc.

3. Contrasts

Contrasts or antonyms are words that have opposite meanings. Clues to context of opposite meanings to distinguish the importance of unknown words from the sense of well-known terms. Words as "though", "but" and "but" can define contrasting names, for example:

a) Although most experts agree with the results of the study, they do not agree.

b) I'm sure the hotel maintains our reservation, but if you have any doubts contact me to make sure.

c) Spokespeople condemn certain laws, but praise other reforms.

d) Some wealthy city dwellers; Another life in or near poverty.

e) Art always talks a lot, but ED is usually quiet.

f) Although we have found, we found that an old man lives there.

4. Causes and effects

The author explains the reason or result of the word. Words like "because", "there", ", so", so ", so", so ", so can set context instructions. for example:

a) Mary's eyes hurt for almost a week, so Decided her mother to take her to the occult.
b) Joe tore off his jacket, so his sister has done it.
c) If psychological balance is not developed, treatment is very difficult to achieve. prevention is the best methodology to look for.
d) Computers are very expensive, so we can't afford them.
e) The first multi-word languages are not easy to identify because it is difficult to distinguish between having any words.
f) His father died in front of five classes, as a result of all the responsibility for raising the children, the responsibility fell to his mother.

5) Restatement/ synonym clues

The readers discover the meaning of unfamiliar words as they repeatedly present ideas in the area. Synonyms are words that have the same meaning. Words and expressions like you, like or in other words, that is, draw, commas, brackets and dashes indicate statements. for example:

a) Mountain trails are trails of coats, wraps and mandia as snakes around trees on mountain slopes. "My suit means"wrap and twirl".

b) Teachers also learn culture (community ideas and beliefs)

c) Students who prepare information; in other words, they learn and remember rules and facts. 444 (d) From here, the key is that ijtihad (intellectual implementation) is required on the site of the slave episode to fight.

d) Our communication or messaging is not only a second language teacher, but also in our daily life in whatever language we speak.

e) Awareness of subtle massage body language, supplied by gestures, hand movements, smiles is one of the many opportunities to improve communication for adults.

6) Modifiers

Unknown words with sentences or clauses. Bonds or clauses change words. Example:

a) People who cannot read or write illiterate often, often

b) As a read component, acting as a stable transition as the server part of a larger system, where each part of the order is relatively unaffected.

c) Common words, usually spoken and printed, are of Anglosaxon heritage.

d) Letter Spelling consonants are almost unchanged that each letter represents a sound.

e) This discrepancy (more Rauscher as a letter) will be at the beginning of the development of English writing with (a) with (a), with two-letter marks, and (b), with alternative instructions or curses,

d. The Procedure of Context Clues Strategy

According to Innaci& Sam (2017), Thereare some procedure of context clues based on Gebhard and Thornbury, followed:

1) The author offers a text based on the topic of the book.
2) The writer asks the students to read the text once and to circle the unknown words without looking at the meaning in the dictionary.
3) The author represents the students to determine the part of the utterance of the unknown words and look for further instructions from the word kolimeless, if it is a noun, it has an article, and if it is a verb, it is an object ?
4) The author asks students to display broader context guides, such as synonyms, antonyms, examples and punctuation marks, which are usually preceded or followed by pointers, but for example.
5) The writer asks students to guess the meaning of unknown words
6) The students received vocabulary exercises on the context guide test.
7) Writing confirms and discusses students' correct answers.

e. Teaching Vocabulary through context

According to Sari (2007), experiments show that when teaching “new vocabulary”, we teach in the context of new items. However, for high students, have the opportunity to handle words out of context. Kruse (in Nunan) makes five proposals for teaching written vocabulary in context:

1. Word elements such as prefix, suffix and root. Ability to recognize parts of word components, family words, etc. Can be the only parallel vocabulary, which can have students in EFL.
2. Pictures, charts, and graphs. These instructions are very clear to native speakers and should be displayed by EFL students.
3. Instruction definition. Students must learn to pay attention to the many types of definition instruction which are very useful. Among them are: brackets or footnotes, synonyms and antonyms.
4. Notes on discourse, which are usually not limited to sentences, e.g. B. Sampling instructions, instructions and summary attempts.
5. Public tools that students usually do do not help with the special meaning of limiting the possibilities.

f. Indicator of Using Synoym and Antonym Context Clues Strategy

There are various indicators of contextual strategy, namely:

1. Students can answer various types or measurements in multiple choice, for example. B. Determine the most important ideas, definitions and definitions of detailed

information.

2. Students can make new words
3. Students can discover how they can read the Word.

Finally, the implementation of context instruction at SMA Purnama Trimurjo is based on that students have difficulty understanding the text because of foreign words in the text. Students need good strategies to improve students' reading comprehension skills. Here you try here to use the researcher's context instruction to help students to improve students' reading ability.

g. The Advantages of Using Context Clues in Teaching Vocabulary

According to Innaci & Sam (2017), as we saw above, the results of contextual instruction in lesson vocabulary are better than other means. The students experienced improved results after they used contextual instruction as a technique to find difficult words without using a dictionary.

Experiments have shown that the use of contextual instruction offers distinct advantages; Can be seen in the test results. Scores are obtained much higher after the use of techniques, such as learning vocabulary. This technology also encourages students to be more confident. It also encourages them to fear mistakes. They want not to respond to the dictionary. You feel that you can do something with your English, even though the

dictionary is not on the page.

The use of contextual instruction also prevents students from wasting time because they are looking for you. We know most of our students get blocked when they come across a new word and spontaneously think that a dictionary is the only way out. They found no other way. Context dependent instruction ensures that you find that reading the dictionary every time you come across new words, only time and fall time. Another advantage is that you can complete tests faster and easier.

h. The Disadvantages of using Context Clues in Teaching Vocabulary

According to Innaci & Sam (2017: 67), in addition to excellence, contextual learning instructions in one sentence cannot be ignored. This means that he managed to guess the meaning in relation to the size of the students.

It is also difficult to guess the importance of the unknown words, because students do not have knowledge of this part of speech. Or you don't have the experience to decide whether unknown words are independent nouns, verbs or adjectives, etc. You cannot choose the most appropriate meaning of unfamiliar words because they do not understand the instructions. Eventually, they will finally find the meaning of the word addiction.

Context dependent instruction is also difficult for students to use if they do not know the relationship between clauses and sentences containing unknown words. The students did not understand and made the context of the mistakes of the unknown words. Currently there are various factors that affect students' assets in the search for meaning from context.

B. The Previous Related Research Findings

The use synonym and antonym context clue to improve reading comprehension of descriptive text at the eighth grade of SMPN 8 Depok by SarililaUtama. Based on research results, the use of synonyms, and antonyms Context clues can improve reading comprehension of eighth grade of SMPN 8 Depok the application of contextual synonyms and antonym instructions can also be used as an alternative strategy in teaching reading comprehension because the strategy is easy to apply and interesting for students to learn to read. The students are actively involved in the teaching-learning process. This makes students easier to understand the material so that it can improve students' reading comprehension abilities.

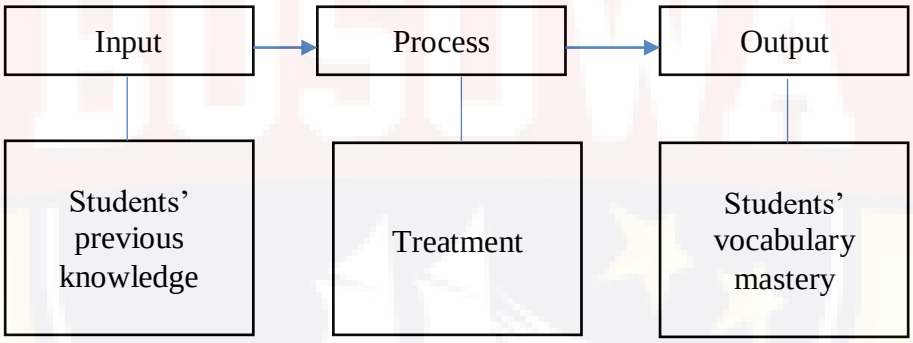
The Implementation of contextual clues to increase student's vocabulary mastery of seventh grade students' at SMPN 1 Sidamanik by Semaria Eva Elita Girsang and KhairunnisaLubis.It could be concluded that

the contextual clues technique was evident that it was useful to all of the students, although to varying degrees. The researcher found that the contextual clues made them learn how to find the meaning of unfamiliar words and new words without using a dictionary. It allowed the students to find the meaning of a new word more quickly because they don't need to translate all of the words in the sentence but they are just needed to connect the clues or keywords to guess the meaning of the words in the text. Based on the previous explanations above, the writer can give conclusion that the researchers have similar skill. But on the other hands, the method was used by the researcher and writer is different. The writer provides context clues to teach and develop the students' vocabulary achievement.

The effect of context clues on students' descriptive texts for St Kip "South Tapanuli" Understanding Padangsidimpuan from Harahap Control et al. If the context clues have learned from the results of the study, students on the basis of closed, they can achieve higher reading skills and then understand an explanation by conventional techniques (with a dictionary). Then it is easier for students, examples of examples to understand context clues. Although the results because this study showed a positive influence, learning contextual learning comprehension of reading execution on students in STKIP

"South Tapanuli" Padangside Impuan, the results of this study could not read for all students api "generalization Selatan Tapanuli" in Padside Impuan, researchers still use the method experimental research (nonrandom) with a very small sample. In other words, context clues can be used as an alternative technique for students' concepts of reading better. Simply by the application of text context clues that describe the understanding of better results in student understanding.

C. Conceptual Framework



From the review of the conceptual framework above, we can see the teaching graph that will be given to students. Students' previous knowledge with the old method and will be processed with a new connection analysis which will be processed through several stages of contextual treatment instructions that can produce a new output of vocabulary knowledge of students and the ability to analyze very clearly to enable students to be more aware when reading conditions in text. Mastery and perception of students' vocabulary based on the discussion above, it is assumed that there is a

positive relationship between the uses of contextual guidance analysis to deduce the meaning of words as a strategy for the ability to understand new students' vocabulary at SMPN 52 Makassar.

D. Hypotesis

Based on conceptual framework, the hypothesis of the research is there is any significant different between the students vocabulary building using context clues trough reading text at SMPN 52 Makassar.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the methodology of this research. The discussion includes research design, population and sample of the research, time and location of the research, research variables and operational definition, instrument of the research, procedure of collecting data, technique of analysis data, procedure of collecting data, and technique of analysis data.

A. Research Design

In this study, the researchers used quantitative research to find data and the results of written tests that had been conducted to understand the students' ability to understand their writing skills. This is quantitatively in a way that the most important data about students' concept improvement are collected and analyzed. After the Hwaite Post Office (2005:112), quantitative research is to explain phenomena by collecting numerical data from mathematical methods (especially statistics). Then the researcher used experimental learning design, funniest group and post-test design. In the experiment, students were treated with treatments that were worrying as changes, both individual groups and multiple groups, which were then observed in various agents or treatments that were considered as amendments. Cohen & Morrison (2007) represented the Geed Group and published the designs below:

The pre-test and post-test design

O_1X	O_2

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

The pre-test is administer before treatment (01) and the post-test is administer after treatment (02). The treatment is apply in order to know the effect of treatments that have been given. Where, the pre-test and post-test are given only for one group, it means that there is no control group. Because it has been using the first test so that the magnitude from the effects of the experiment can be known with certainty. The success of the treatment is cause after comparing the pre-test to the post test result.

B. Population and Sample of the Research

1. Population

   The population of this research were 104 students from four classes namely VIII-A, VIII-B, VIII-C, and VIII-D taken from eight grade (second year students) at SMPN 52 Makassar.

2. Sample

   The sample of this research will be taken from class VIII-D. The researcher used a single stage sampling procedure. This research method is a pre-experimental (neither experimental group or control group) so, the

sample of this research is just one class. The reseracher limited the number of the sample into 28 students.

C. Time and Location of the Research

This research have done on July until August 2021 and this research conducted at SMPN 52 Makassar.

D. ResearchVariables and Operational Definition

In this research, there were two kinds of variables, namely:

1. Variables

   The variables in this research are the students' vocabulary mastery and reading text as dependent variable and context clues as independent variable.

2. Operational Definition

   a. Students' vocabulary mastery is the prior knowledge of every student and the students are able to know the meaning, word classes, word use, pronouncing and spelling of those words.

   b. Context clue has several scales to the students gain the meaning. Context clue are involve prior knowledge to gain the meaning of words, so in each scale of context clue the students should be able to utilize their prior knowledge because sometimes the author does not provide certain clue in their texts. In easy scale, the students have a good chance to gain the meaning easier because the students can find

clue easily. While when the author does not provide exact clue in their texts, so the students have to infer the meaning by using their prior knowledge and they should be understand deeply the texts about.

E. Instrument of the Research

The instrument of the research that the researcherused to collect the data isa vocabulary test. The pre-test is given to the students before giving the treatment and post-test is given after the treatment to the class, the test consist of 20 items.

F. Procedure of Collecting Data

The procedures of collecting data from beginning until the end of the research are presented as follows:

1. Pre-test

   For the first meeting before giving the treatment, the researcher will administer a pre-test to the students. The pretest is intended to know the students' vocabulary before treatment. In this case, the student is given a number of questions. Those questions are multiple-choice tests and completion tests. There are 21 items of the multiple-choice test and 9 items of reading text test.

2. Treatment

The sample treated by using the contextual clues method. The treatment will be conducted five times. It will spend two hours or according to the English schedule at that school. In giving treatment, the researcher will use the contextual clues methodsin teaching vocabulary according to the related topic. Procedures for conducting treatment are presented as follows:

a. First Meeting

1) Pre-activities

a) Apreception : Greeting, praying, and checking the students' attendence list.

b) Motivation : warming up activity.

2) Main Activities

a) The researcher explained about the context clues and the types of context clues.

b) The researcher give text to the students and asked them to read the text.

c) The researcher ask the students to find out the meaning of the words that underlined through the clue of the context in the text.

d) The researcher ask the students to find out the synonym, antonym, example, Comparison, inference and definition clue from the text.

e) The researcher ask the students to make a sentence from the new words that they found from the text.

f) The researcher give clear explanation about the difficulties they have found.

3) Post Activities

a) Students are asked if they have some problems and difficulties in the lesson.

b) The students are asked what they feel during using contextual clues.

c) Students are given some positive reinforcements based on today‟s activities.

d) Praying.

b. Second Meeting until Fith Meeting

The researcher gave the different contextual clues to the students and give the same activities with the first meeting..

3. Post-test

After doing the treatment, the researcher administered a post-test. It is aimed to see the value of treatment whether or not the result of the post-test was better than the pre-test. The researcher will distribute the same vocabulary test use in the pretest.

G. Technique of Analysis Data

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and

evaluate data. Shamoo and Resnik (2003:78) argue that various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data. The data collection must be processed and analyzed. The main data which were needed for the present study as mentioned previously were gathered through pretest and post-test. The following rating scale is the result of considerable and careful research conducted in the scoring of composition in the United States, which is adapted from Seow (2002:87). The data collect through the test will be analyze quantitatively:

1. Calculating the student score

$$\text{Students' score} = \frac{\text{Student's correct answer}}{\text{Total number of item}} \times 100$$

(Sudijono, 2014)

2. Tabulating the score of the students' test result
3. Classifying the students' score. To determine the classification of students' score, the researcher uses the scoring system for reading as follows:

Table 2 Classification of Student's Score

Classification	Score
Very good comprehension	86-100
Good comprehension	71-85
Fair comprehension	56-70
Poor comprehension	41-55
Very poor comprehension	≤40

Depdiknas (2006)

4. The calculating the mean score, standard deviation, frequency and rate percentage table by using SPSS 21 program.

H. Schedule of the Research

No	Type of Research Activity	Schedule of the Research																							
		September				October				November				December				January				February			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Data Collecting of Literature																								
2	Proposal Seminar																								
3	During the Research																								
4	Data Processing and Analysis																								
5	Skripsi Examination																								

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings of the research and discussion of the research. The findings consist of the data obtained through context clues to know the students vocabulary. The discussion deals with the description and interpretation of the findings.

A. Findings

The findings of the research cover with the description of the result of data analysis about the students' vocabularies through contextual clues which collected from 28 students in the experimental class by using the multiple-choice tests and word meaning. As explained before that the way to collect data was by administering a reading test. The reading test was done twice, namely pre-test and post-test. The pre-test conducted onAugust03rd2021 which had given before the treatment. After conducted the pre-test, the writergiving the treatment, the writer taught three time by using context clues strategy. The procedure of the treatment can be seen in the appendix. After conducted treatment, the writer gave a post-test, the post-test was conducted on August16th2021. In this test, the researcher gave multiple-choice tests and word meaning. Multiple-choice tests were used to evaluate students' new vocabulary recognition and comprehension of vocabulary in the reading, and they scored.

Table 1. The Students' Progress from Pre-test to Post-test

No	Indicator	Total score		Average score		Progress (%)
		Pre-Test	Post-Test	Pre-Test	Post-Test	
1	Context clues	624	1056	46,22	75,42	69,23%
2	Word Meaning	860	1230	63,70	85,71	43,02%
Total		1484	2286	109,61	161,13	54,04%
Mean		742	1143	54,80	80,56	54,04%

Based on the data above, the writer was concluded that the context clues strategy improves the students' vocabulary comprehension in all indicators of word recognition, such as identifying clues in multiple-choice (69,23% progress) and finding word meaning (43,02% progress). And the table shows that the mean of word recognition was (54, 04% progress). It showed from the table above, the decoding was the highest progress. Word meaning was the lowest progress from the table above, the writer assumed that the students are lazy to open the dictionary to know the meaning of the word that is not known.

Table 2.Frequency Data of Students' Pre-Test Score

Pre-Test

Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	3.6	3.6	3.6
	28	1	3.6	3.6	7.1
	35	1	3.6	3.6	10.7
	38	1	3.6	3.6	14.3
	39	1	3.6	3.6	17.9
	45	2	7.1	7.1	25.0
	46	4	14.3	14.3	39.3
	51	1	3.6	3.6	42.9
	52	1	3.6	3.6	46.4
	54	2	7.1	7.1	53.6
	55	1	3.6	3.6	57.1
	59	1	3.6	3.6	60.7
	60	1	3.6	3.6	64.3
	62	2	7.1	7.1	71.4
	64	1	3.6	3.6	75.0
	66	1	3.6	3.6	78.6
	70	2	7.1	7.1	85.7
	71	1	3.6	3.6	89.3
	72	1	3.6	3.6	92.9
	74	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Based on the table 2 at page 42, it is known that one student got0 (3.6%), one student got 28 (3.6%), one student got 35 (3.6%), one student got 38 (3.6%) , one student got 39 (3.6%), two students got 45 (7.1%), four students got 46 (14.3%), one student got 51 (3.6%), one student got 52 (3.6%), two students got 54 (7.1%), one student got 55 (3.6%), one student got 59 (3.6%), one student got60 (3.6%), two students got 62 (7.1%), one

student got 64 (3.6%), one student got 66 (3.6%), two students got 70 (7.1%), one student got 71 (3 , 6%), one student got 0 (36%), one student got 72 (3.6%), two students got 74 (7.1%).

Furthermore, there were five categories of students score. The classification of students' pre-test score in experimental class. The classification categories students' pre-test score can be seen from the following table below:

Table 3. The Rate Percentage of Students' Pre-test Score

No	Classification	Range score	Frequency	Percentage (%)
1	Very Good	86-100	0	0
2	Good	71-85	4	14, 28
3	Fair	56-79	8	28, 57
4	Poor	41-55	11	39, 28
5	Very Poor	≤40	5	17, 85
TOTAL			**28**	**100**

The table describes the students' scores before being given treatment. The table shows that out of 28 students there were no students with very good classification, 4 students (14, 28%) were in good classification, 8 students (28, 57%) were in medium classification, 11 students (39, 28%) were in bad classification. , and 5 students (17, 85%). in a very bad classification.

In the data frequency distribution, the interval score, frequency and percentage were found. The results of the post-test scores are described in the table below.

Table 4 Frequency Data of Students' Post-Test Score

Post-Test

Score		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	7.1	7.1	7.1
	70	1	3.6	3.6	10.7
	72	1	3.6	3.6	14.3
	74	3	10.7	10.7	25.0
	75	1	3.6	3.6	28.6
	76	2	7.1	7.1	35.7
	78	1	3.6	3.6	39.3
	81	1	3.6	3.6	42.9
	82	3	10.7	10.7	53.6
	84	4	14.3	14.3	67.9
	88	2	7.1	7.1	75.0
	90	1	3.6	3.6	78.6
	92	3	10.7	10.7	89.3
	94	2	7.1	7.1	96.4
	96	1	3.6	3.6	100.0
	Total	28	100.0	100.0	

Based on the table 4 at page 44, it is known that two student got 64 (7.1%), one student got 70 (3.6%), one student got 72 (3.6%), three student gets 74 (10.7%) , one student got 75 (3.6%), two students got 76 (7.1%), one students got 78 (3.6%), one student got 81 (3.6%), three student got 82 (10.7%), four students got 84 (14.3%), two student got 88 (7.1%), one student got 59 (3.6%), one student got 60 (3.6%), two

students got 62 (7.1%), one student got 90 (3.6%), three student got 92 (10.7%), two students got 94 (7.1%), one student got 96 (3.6%).

Furthermore, there were five categories of students score. The classification of student' pre-test score in experimental class. The classification categories students' pre-test score can be seen from the following table below:

Table 5 the Rate Percentage of Students' Post-test Score

No	Classification	Range Score	Frequency	Percentage (%)
1	Very Good	86-100	9	26.47
2	Good	71-85	16	57.14
3	Fair	56-79	3	10.71
4	Poor	41-55	0	0
5	Very Poor	≤40	0	0
TOTAL			**28**	**100**

The table describes the students' scores after being given treatment. The table shows that of the 28 students there were 9 (26.47%) students with very good classification, 16 (57.14%) students were in good classification, and 3 (10.71%) students were in moderate classification, there were no students who were in bad or in poor classification. very bad classification.

Based on table 5 and table 3, it can be seen that the average percentage of student scores on the post-test is better than the pre-test

because the post-test scores indicate the standard ability of students is very poor to good in vocabulary recognition and understanding. And the pre-test showed the students' standard ability from very good to fair in vocabulary and word comprehension. This means that students' reading comprehension increases after being given the researcher's treatment through contextual clues.

The Mean Score and Standard Deviation

Table 6 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	PRE TEST	53.0000	28	16.32539	3.08521
	POS TEST	81.6429	28	8.93273	1.68813

The table above shows that the pre-test mean value is 53.0000, the standard deviation is 16.32539 and the mean standard error is 3.08521 while the post-test mean value is 81.6429, the standard deviation is 8.93273 and the standard error is 1.68813. From these results it can be seen that the average post-test score is higher than the average pre-test score. And the standard deviation and standard error of the mean are different. This means that students develop their reading comprehension after treatment. Thus, it can be concluded that the use of context clues strategies can improve students' vocabulary understanding in reading text.

Table 7 Paired Sample Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair	Pre-Test & Post-Test	28	.591	.001

The table show there was correlation as big 0,591 between pre-test and post-test, because of sig (.001).

Table 8 Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	Pre Test - Post Test	-28.6429	13.18589	2.4919	-33.7558	-23.5299	-11.494	27	.000

Based on previous results, the researcher provides an interpretation as steps:

a. Mean paired pre-test and post-test: -28.6429
b. The paired standard deviation of pre-test and post-test: 13.18589
c. Paired mean post-test and post-test standard error: 2.4919
d. The difference interval

   Lower: -33.7558

   Upper: -23.5299

e. Ttable: -11,494
f. Sig: ,000

Based on the data that has been calculated above, the researcher concluded that all data showed an increase in understanding of new vocabulary in students' reading text from pre-test to post-test. This shows that the use of the context clues strategy in the learning of reading comprehension of descriptive texts can increase student scores in the teaching and learning process.

B. Discussion

In this research findings, the writer discussed the result of research. The result contains of the research questions. The writer analyzes and discussed the research findings included the improvement and the significance of using context clues.The discussion section reveals the interpretation of data analysis related to understanding new vocabulary and context clues strategies. This section discusses the interpretation of the findings.The students who taught by using the context clues technique gave a significantly better vocabulary performance. The first time the writer considers that in pandemic there is no teaching and learning can apply in face to face. Besides, Distance learning during the COVID-19 pandemic is a new experience in the field in SMPN 52 Makassar. Distance learning during the COVID-19 pandemic is the first experience, so various expectations arise. The expectation on distance learning during COVID-19 pandemic is the students can continue to learn or continue teaching and learning activities even in a pandemic state by using distance learning methods, although not as optimal as before. It was supported by the English teacher state that the learning can continue to work and teach in

classroom because the school run as usually but the writer and students should follow the protocol. However, the teaching and learning process can still take place even though it has not been maximized in school because of pandemic.

In the pre-teaching reading textactivities, the students were given some question to activate their background knowledge related to the topic. The writer also reviewed some material in vocabulaty to introduce them to with context cluesbeing applied. In while-teaching reading text activities, the students were taught some material which related the topic of reading text and gave them some exercise as the main activities to observe their skills in reading text. In the post-teaching reading the students were asked them to do some activities to check their comprehension to what they had learned through context clues.

Before the students did posttest, the writer gave treatment in order to enhance their vocabulary skills. In pre-test, the writer found that some students were had quite low ability of vocabulary. Therefore, she implemented some actions such as providing context clues, vocabulary and writing exercises and also giving feedbacks to them. The students of class VIII-D at SMPN 52 Makassar showed good improvements during treatment. The students showed fewer mistakes compared the results of their pre test.

The writer found that the use of the context clues strategy was effective in improving students' reading comprehension in the eighth grade students of SMPN 52 Makassar. The results showed that there was a significant difference between the students' pre-test and post-test results. This

is evidenced by the progress of word recognition from pre-test to post-test and shows that the highest progress is decoding of context clues vocabulary in multiple choice (69.23%) and the lowest progress is word meaning (43.02%). Also, it is evidenced by the progress of understanding from pre-test to post-test and shows that Analysis of word recognition and comprehension improvement, the authors found that the mean score of students in the pre-test was 53.0000 and the mean score of students in the post-test was 81.6429. In the pre-test students looked very difficult to answer questions (Multiple Choice Test). It was proven before treatment was given: 4 out of 28 students (14.28) got a pretty good classification, 8 out of 28 students (28, 57%) got a moderate classification, 11 out of 28 students (39, 28) got a bad classification, 5 out of 28 students (17, 85%) got a very bad classification, and not a single student got a very good classification.

After treatment, it showed that out of 28 students there were 9 (26.47%) students with very good classification, 16 students (57.14%) in good classification, and 3 students (10.71%) in moderate classification, there were no students. which is classified as bad and very bad. This means that after using the context clues through reading text or than before treatment strategy, the classification of students' vocabulary understanding becomes higher.

The results of the spatial analysis showed that the sample statistic was 28 students, the mean in pre-test score was 53.0000 (with a standard deviation of 16.32539 and The mean standard error was 3.08521) The students' post-test mean score was 81.6429 (with a standard deviation of 8.93273 and The

standard error of the mean is 1.67731). The mean paired in pre-test and post-test of the sample test was -28.64286, the paired standard deviation of the pre-test and post-test was 13.185891, the standard error of the mean paired pre-test and post-test were 2.49190, the difference interval between the lowerwas -33.75581 and upperwas -23.52990. The T-table was -11,494 and sig 0,000.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion of the research based on the finding and discussion in previous chapter.

A. Conclusion

In connection with the research findings and discussion in the previous chapter, the conclusions are presented in the following statement:

1. Students have never received context clues in the reading text, so the increase in their vocabulary is still low. This fact evidenced by the students 'scores in the pre-test, until the treatment was applied and through the post-test. Students' vocabulary understanding increased in all vocabulary indicators, such as identifying complex vocabulary and finding the meaning of words in the reading text.
2. The recognition and understanding of students' vocabulary before implementing the context guide strategy is still low. This is evidenced by the mean value and standard deviation of the students' scores on the pre-test is 53.0000. Meanwhile, the students'understanding of vocabulary after implementing context clues strategies increased significantly. This is indicated by the student's post-test score of 81.6429. So that the data shows that the context clues strategy can improve student achievement, student involvement and interaction as well as the learning atmosphere,

and make students interesting in the learning process in the eleventh grade SMPN 52 Makassar.

B. Suggestion

Based on the conclusion above, the writer gives suggestions as follows:

1. The English teacher must be more creative in choosing strategies to improve vocabulary so that students can be interested in learning new vocabulary so that students no longer have to bother looking for a dictionary or opening a smartphone to interpret words one by one. By using context clues, the anxiety can be minimized.
2. Context clues strategy as an alternative in solving problems faced in order to improve students' understanding of vocabulary because context clues can predict the answers in the questions with several considerations.
3. Finally, writer hope that this thesis can be useful for anyone who reads it. The researcher also hopes that the suggestions above can help readers.

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Appendix 1

Pre-test

I. Find out the synonym, antonym of the reading text in the word by choosing the best answer!!!

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good**manners**. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He **secures good marks** and is **usually** top of his class in examinations. He **inspires** me to work harder. He keeps me away from bad company. I am happy to have such a friend.

1. What is the text about....
   a. Report text c. Narrative text
   b. Recountx text d. Descriptive text
2. My best friend is Ernesto and he is my classmate. What is the synonym of the underlined word?
   a. Worst c. Incorrect
   b. Better d.Bad
3. His father is a school principal and his mother is also a teacher. what is the antonym of the underlined word?
   a. Children c. Mother
   b. Uncle d. Dady
4. His father is a school principal and his mother is also a teacher. What is the synonym of the underlined word?
   a. Father c. Mom
   b. Descandant d. Grandmother
5. He is punctual, well-educated, and has good manners. What is the synonym of the underlined word?
   a. Bad c. Evil
   b. Humble d. Best
6. He is really hard working. what is the antonym of the underlined word?
   a. Rigid c. Soft
   b. Tough d. Strong
7. He is gentle but fearless. what is the synonym of the underlined word?
   a. Affable c. Patient
   b. Arrogant d. Hungry

8. He is truthful, honest and obedient. what is the antonym of the underlined word?
   a. Decent c. Truthful
   b. False d. Sincere
9. He also plays the guitar, and he makes his parents very proud of him. what is the synonym of the underlined word?
   a. lowly c. Meek
   b. Glad d. Modest
10. I am happy to have such a friend. what is the antonym of the underlined word?
   a. Sad c. Cheerful
   b. Chirpy d. Joyful
11. His mother is also a teacher. What is the antonym of the underlined word?
   a. Father c. Student
   b. Mother d. Brother
12. He has a good heart. What is the antonym of the underlined word?
   a. Sad c. Lazy
   b. Happy d. Arrogant
13. He is truthful, honest and obedient. What is the synonim of the underlined word?
   a. Faithfull c. Evil
   b. Humble d. Strong
14. He keeps me away from bad company. What is the synonim of the underlined word?
   a. Happy c. Better
   b. Ugly d. Best
15. He is punctual. What is the antonym of the underlined word?
   a. Late c. Arrogant
   b. Smart d. Lazy

Why Do The Moon and the Sun Never Appear Together?

Long, long ago, the Sun and the Moon lived happily together in the sky. They always **appear** together during the day and during the night. One they, the Sun shone **brightly** so that it almost burned the Moon. The sunlight hurt the Moon's eyes very much. This made the moon **blind**.

The Moon left the sun although the sun had asked an **apology** to the Moon.
The Sun loved the moon very much, so he **chased** her. He chased and chased through the years and centuries but never caughtthe Moon until now. That's way the Sun shines during the day and at the night the Moon appears. They will never unite again.

Adapted from www.strotytell.com

Read the text above and find the meaning of the bold words in bahasa Indonesia!

16. Appear : ……..
17. Brightly : ……..
18. Blind : ……..
19. Apology : ……..
20. Chased : ……

Key Answer in Pre-test and Post-test

1. D
2. B
3. C
4. C
5. D
6. C
7. A
8. B
9. B
10. A
11. C
12. D
13. A
14. B
15. A
16. Kelihatan, nampak
17. Terang
18. Buta
19. Minta Maaf
20. Mengejar

Appendix 2
Treatment
Reading I

"My Best Friend Forever"

My best friend Adhan has many likable qualities. He is kindhearted, very thoughtful, and friendly to everyone. Because he is smart, he knows how to use humor to get his point across without hurting anyone's feelings. Adhan is also familiar with how to use humor to motivate people and how to get people to agree with him. The most important thing I like about him is that I know he would never turn his back on me or lie to me or my family. I feel very lucky to have someone like my friend because I can count on him in many ways. If your car broke down far away from home in the middle of the night, Adhan is the kind of person who would get out of bed to pick you up. I have learned how to treat other people better through watching him, and he has shown me what it means to be honest and trustworthy.

Match these words of synonym and antonym below!

1.

a. Morning

2.
b. Lie

3.
c. Stupid

4.

d. Believeable

5.

e. Cruel

Reading II

"My Smartest Classmate, Nila"

I have a classmate that is good at almost all subjects. Her name is NilaLutfiawati. All her classmates usually call her Nila. She is a quiet person.Nila has a pair of thick bushy eyebrows. Her face is oval and her nose is a bit flat. She has slim and short body. Her skin is brown. She has long and wavy hair. She is a good person and treats all of her friends nicely. She is also a polite, diligent, discipline, and friendly person. Her hobby is solving crossword. She likes to eat crispy fried banana and drink ice tea.

Nila is the most active students in my class. When our teacher gives a test, she can do it quickly even though it's so difficult. Although she is the smartest student in class and gets the highest score of all students in my school, it doesn't make her become a big-headed person and always stays humble. She always helps me whenever I face some troubles in doing my assignment.

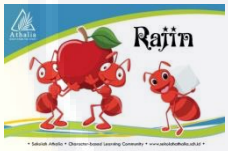
Match these words of synonym and antonym below!

1.

a. Arrogant

2.

b. Lazy

3. 

c. Respectful

4.

d. Tall

5.

e. Teacher

Appendix 3

Post-test

Find out the synonym, antonym of the reading text in the word by choosing the best answer!!!

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has goodmanners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He securesgood marks and is *usually* top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

1. What is the text about....
   a. Report text c. Narrative text
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2. My best friend is Ernesto and he is my classmate. What is the synonym of the underlined word?
   a. Worst c. Incorrect
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3. His father is a school principal and his mother is also a teacher. what is the antonym of the underlined word?
   a. Children c. Mother
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4. His father is a school principal and his mother is also a teacher. What is the synonym of the underlined word?
   a. Father c. Mom
   b. Descandant d. Grandmother
5. He is punctual, well-educated, and has good manners. What is the synonym of the underlined word?
   a. Bad c. Evil
   b. Humble d. Best
6. He is really hard working. what is the antonym of the underlined word?
   a. Rigid c. Soft
   b. Tough d. Strong
7. He is gentle but fearless. what is the synonym of the underlined word?
   a. Affable c. Patient
   b. Arrogant d. Hungry

8. He is truthful, honest and obedient. what is the antonym of the underlined word?
   a. Decent c. Truthful
   b. False d. Sincere
9. He also plays the guitar, and he makes his parents very proud of him. what is the synonym of the underlined word?
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Adapted from www.strotytell.com

Read the text above and find the meaning of the bold words in bahasa Indonesia!

16. Appear : ……..
17. Brightly : ……..
18. Blind : ……..
19. Apology : ……
20. Chased : ……

Key Answer in Pre-test and Post-test

1. D
2. B
3. C
4. C
5. D
6. C
7. A
8. B
9. B
10. A
11. C
12. D
13. A
14. B
15. A
16. Kelihatan, nampak
17. Terang
18. Buta
19. MintaMaaf
20. Mengejar

Appendix 4

The Total Score of Pre-Test

PRE-TEST

No	Nama	Multiple choice	word meaning	Total score
1	ADP	36	84	60
2	FDL	40	84	62
3	DNI	52	26	39
4	BNY	64	68	66
5	KHA	36	68	52
6	UMU	60	48	54
7	SRH	56	84	70
8	DAA	60	84	72
9	DAU	56	84	70
10	RND	40	84	62
11	ILY	68	74	71
12	IRH	28	42	35
13	ARS	44	84	64
14	AAE	64	84	74
15	RMD	32	58	45
16	ARA	44	74	59
17	NRH	40	52	46
18	WRD	36	20	28
19	DMW	40	68	54
20	NVD	40	52	46
21	RMR	52	58	55
22	USA	40	36	38
23	YSR	44	58	51
24	ECPR	64	84	74
25	NFL	40	52	46
26	RDI	0	0	0
27	SRN	32	58	45
28	WHD	40	52	46
	TOTAL	1248	1720	53

Appendix 5

Total Score of Post-Test

POST-TEST

No	Nama	Multiple choice	word meaning	Total score
1	ADP	80	68	74
2	FDL	80	96	88
3	DNI	60	96	78
4	BNY	88	100	94
5	KHA	64	84	74
6	UMU	84	100	92
7	SRH	80	100	90
8	DAA	88	100	94
9	DAU	84	100	92
10	RND	68	100	84
11	ILY	92	100	96
12	IRH	80	96	88
13	ARS	80	68	74
14	AAE	80	84	82
15	RMD	72	68	70
16	ARA	72	80	76
17	NRH	72	96	84
18	WRD	60	90	75
19	DMW	68	100	84
20	NVD	80	84	82
21	RMR	84	68	76
22	USA	72	90	81
23	YSR	48	80	64
24	ECPR	84	100	92
25	NFL	84	80	82
26	RDI	60	68	64
27	SRN	64	80	72
28	WHD	84	84	84
	TOTAL	2112	2460	81,64

Appendix 6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	PRE TEST	53.0000	28	16.32539	3.08521
	POS TEST	81.6429	28	8.93273	1.68813

Paired Samples Correlations

		N	Correlation	Sig.
Pair	PRE TEST & POS TEST	28	.591	.001

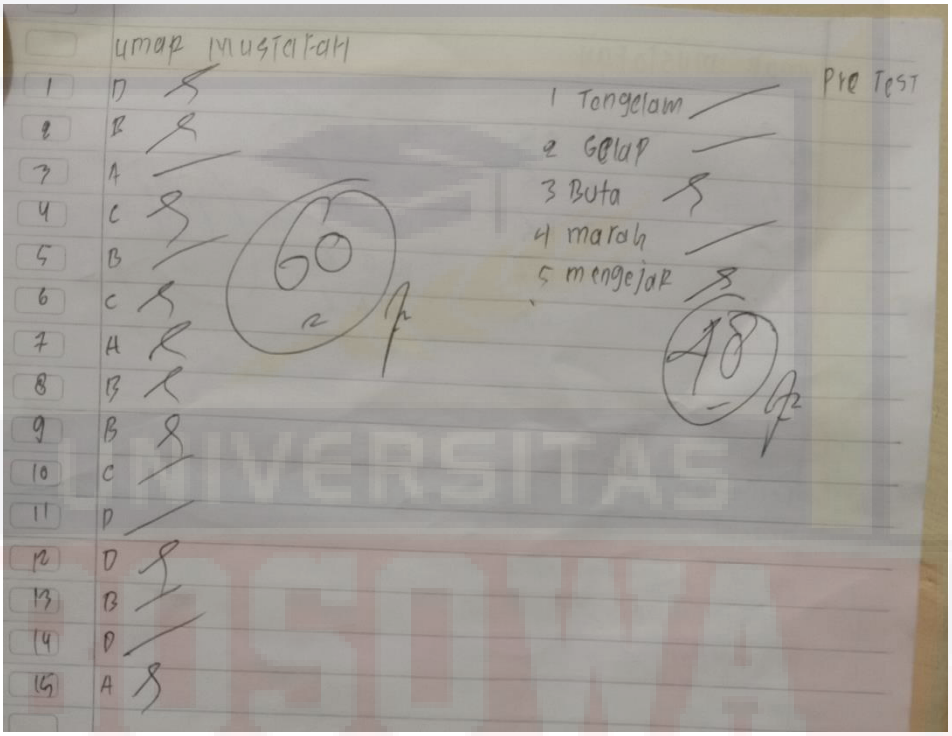
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair	PRE TEST - POS TEST	-28.642	13.18589	2.4919	-33.7558	-23.5299	-11.494	27	.000

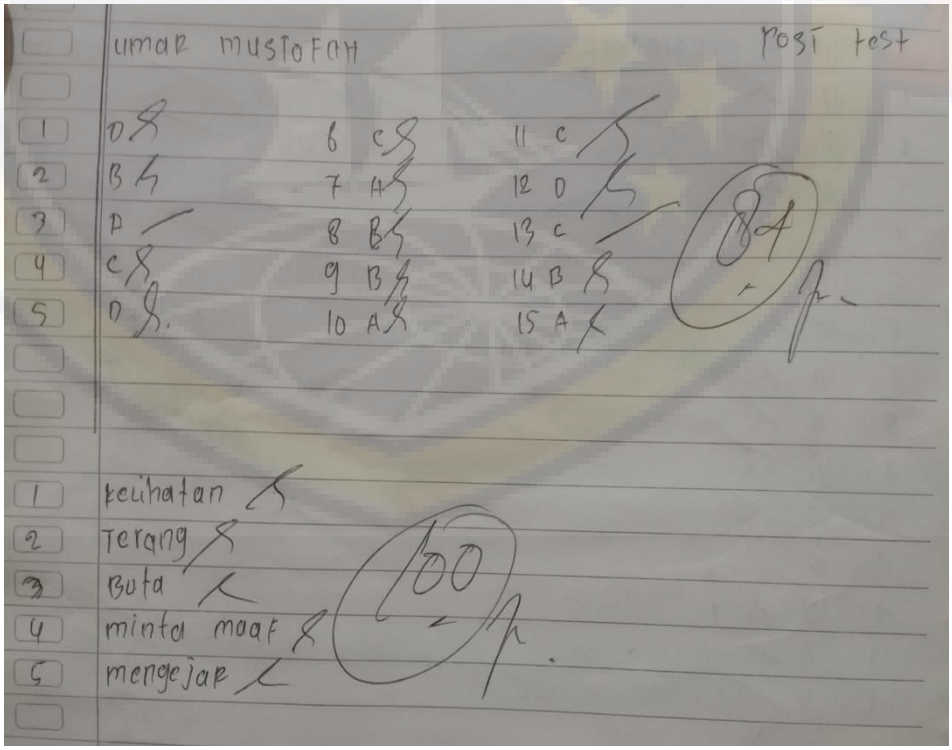
Appendix 7

Worksheet in Pre-Test and Post-Test

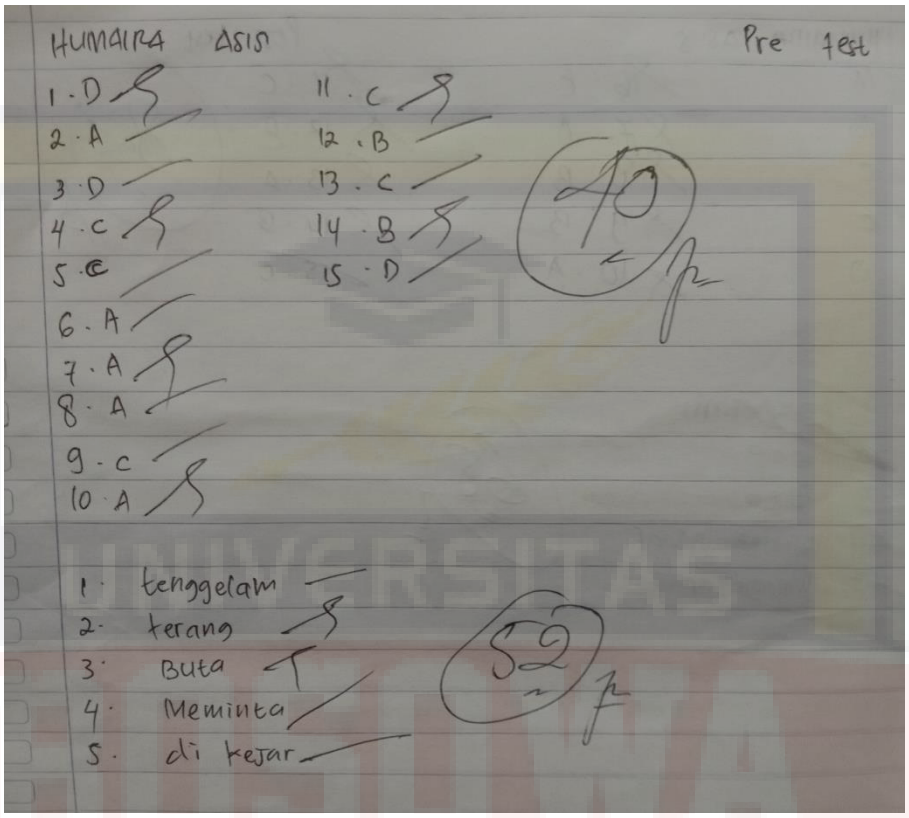
Pre-Test



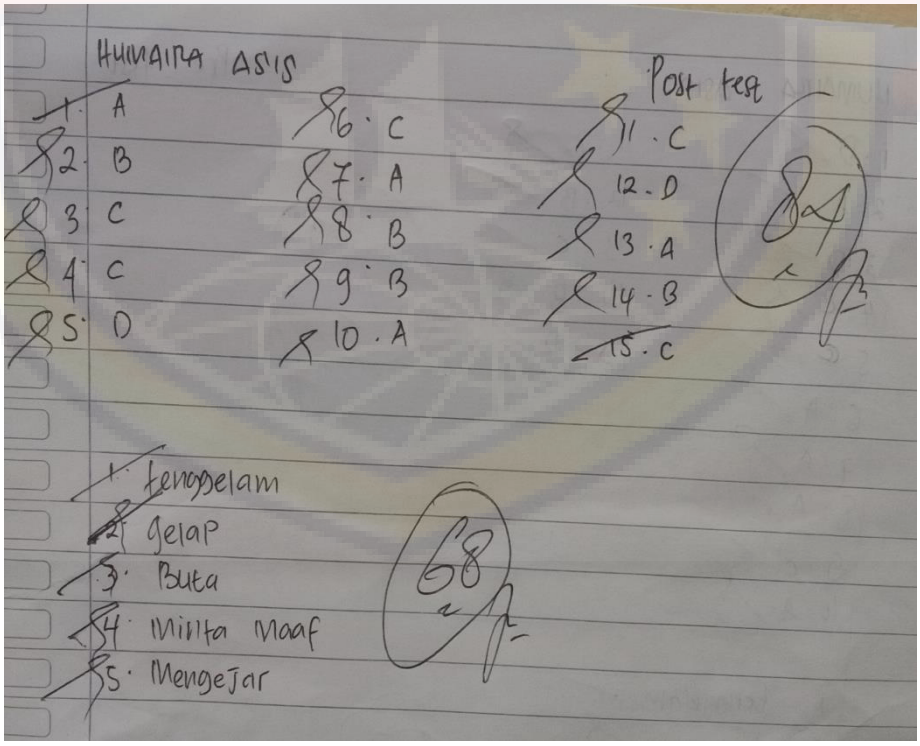
Post-Test



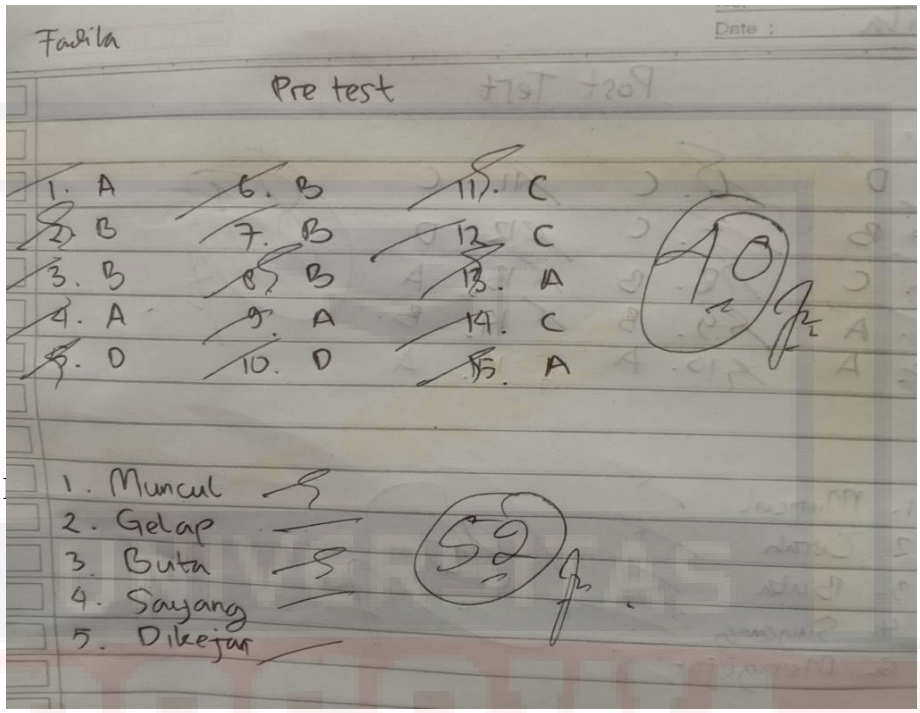
Pre-Test



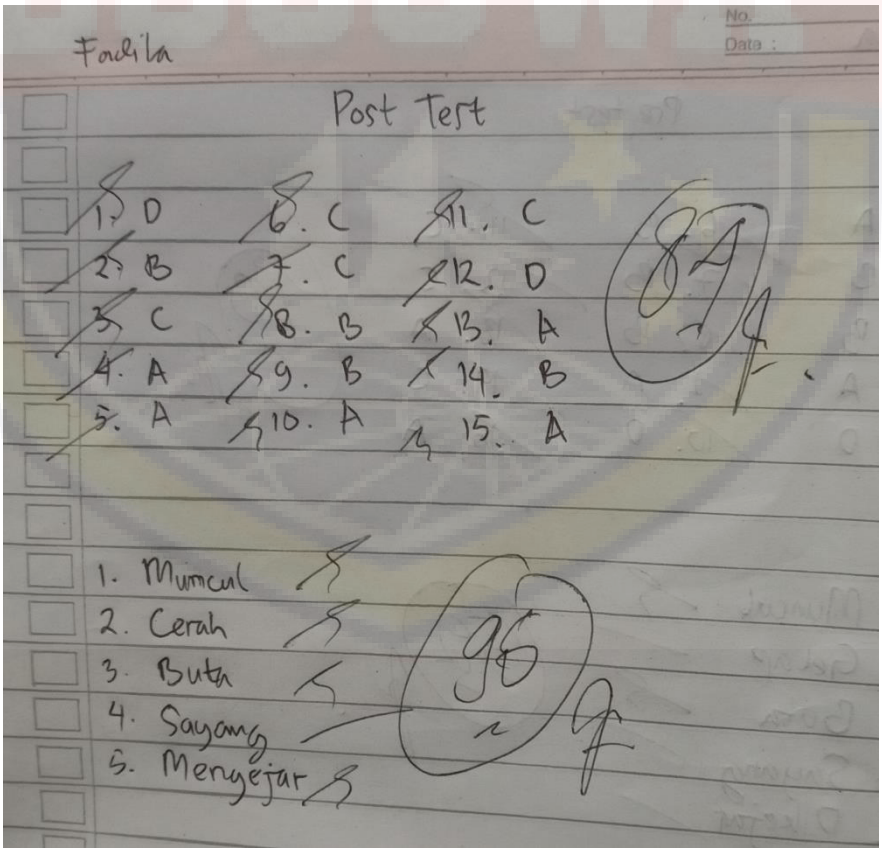
Post-Test



Pre-Test

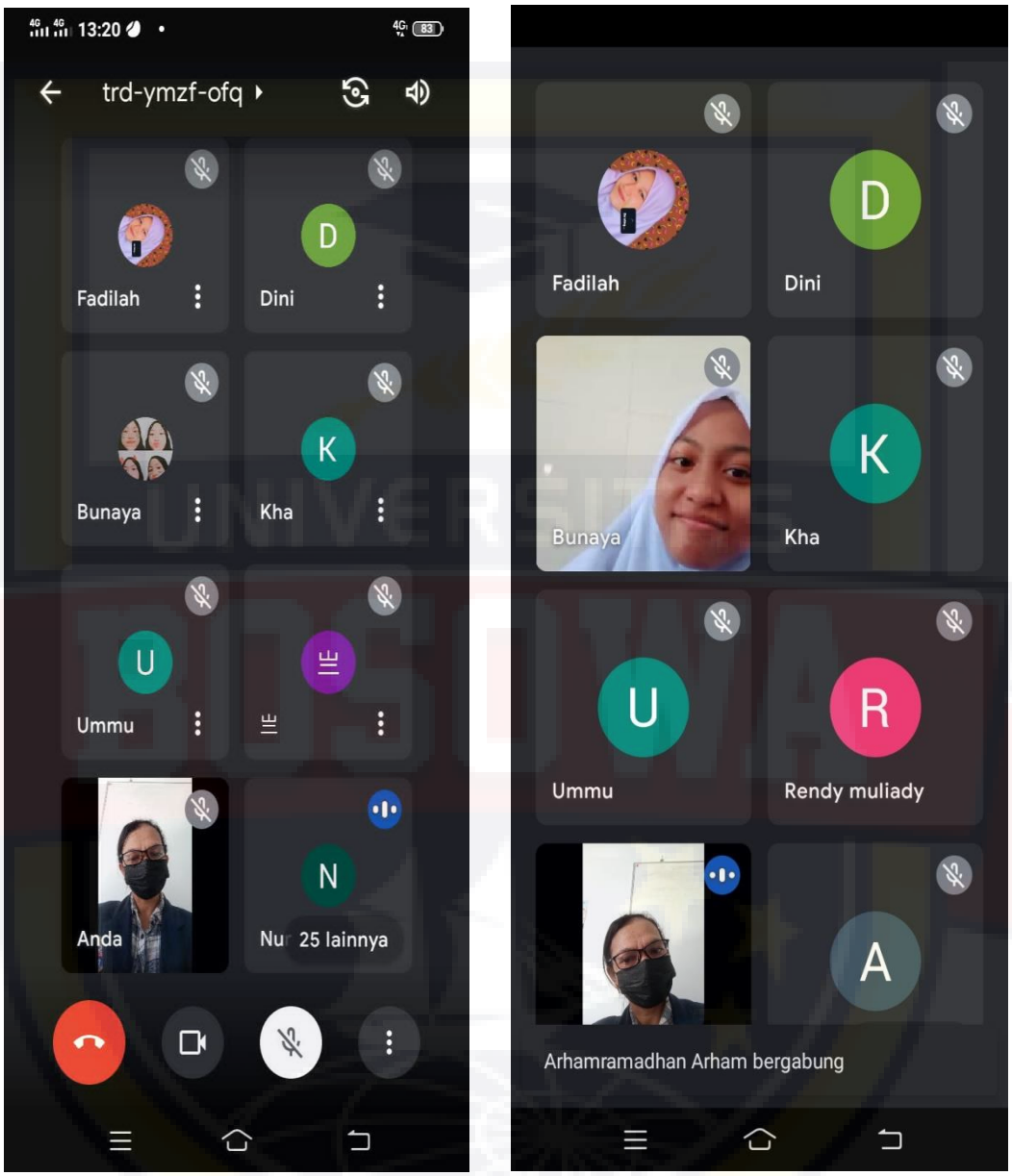


Post-Test

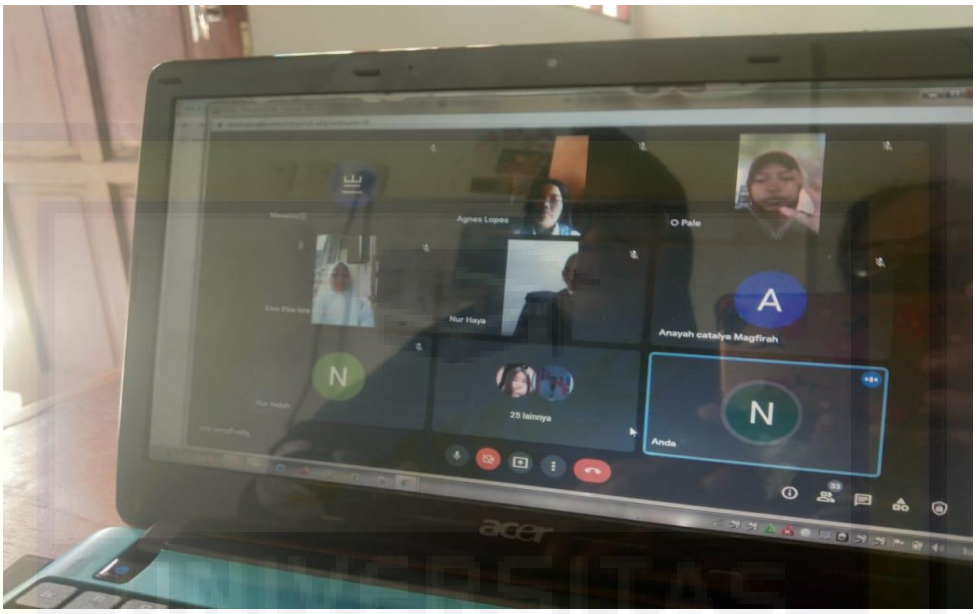


Appendix 8

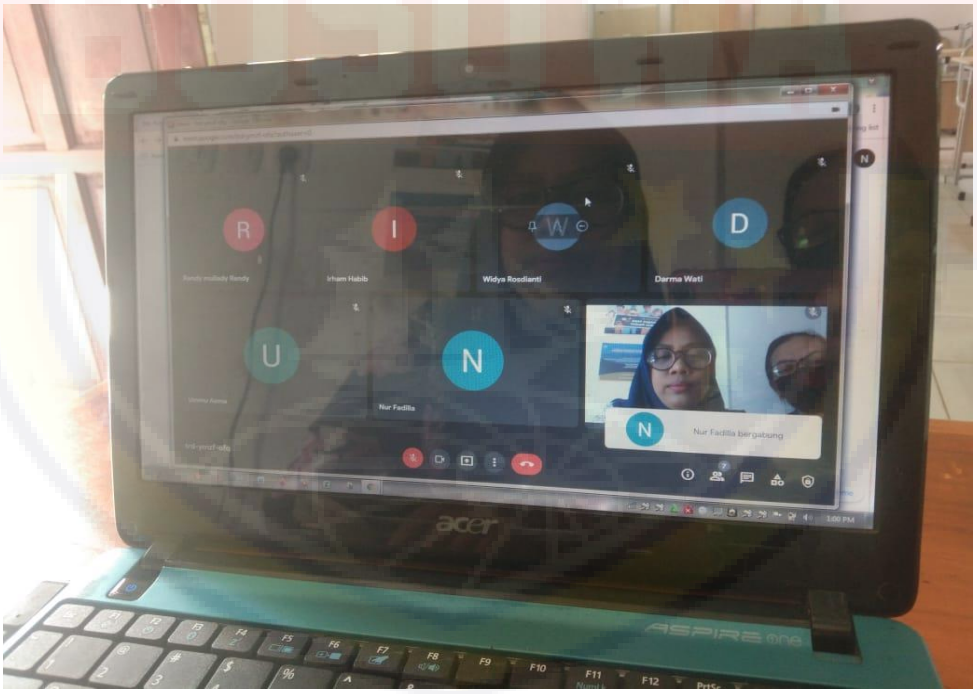
Documentation of the research



Picture 1. The students were doing pre test activities via google meet



Picture 2. The students were doing treatment activities via google meet



Picture 3. The students were doing treatment activities via google meet

Picture 4. The students were doing post test activities via zoom meet

BIOGRAPHY

Maria Frederika Jamrewav was born in Iso, on August 20th, 1979. Her father is Frederikus Jamrewav and her mother Johana Jamrewav. Her first education at SD NK Mathias 2 Langgur in 1985 and finished in 1990. Then, she continued her study to SMP RK Budhi Mulia Langgur in 1990 and graduated in 1993. At the same year, she continued her study at SMAN 2 Langgur and graduated in 1996. After graduating from senior high school, she was accepted at Bosowa University and chose English Language Education Study Program in 2016 and graduated in 2022

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANAAN TEKNIS SATUAN PENDIDIKAN FORMAL
SMP NEGERI 52 MAKASSAR
Alamat : Jl. Urip Sumoharjo Lrg. IV No. 96 Kota Makassar
Email : smp52makassar@yahoo.com (NPSN : 69988049)

SURAT KETERANGAN IZIN PENELITIAN

Nomor: 421.4/260/SMPN.52/VIII/2021

Yang bertanda tangan di bawah ini kepala UPT SMP Negeri 52 Makassar menerangkan bahwa:

Nama : **Maria Frederika Jamrewav**

NIM : **4516101029**

Jurusan : **Pendidikan Bahasa Inggris**

Fakultas : **FKIP (Universitas Bosowa)**

Benar telah melaksanakan penelitian tugas akhir (skripsi) pada SMP Negeri 52 Makassar dengan judul "***The Effect of Using Context Clues in Enhancing Students' Vocabulary Building Through a Reading Text at SMPN 52 Makassar***" dari tanggal 02 Agustus sampai dengan 27 Agustus 2021

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Makassar, 30 Agustus 2021
Kepala Sekolah SMPN 52 Makassar

Drs. SYAMSUDDIN, M.Si
NIP. 196807031995021001