USING CONTEXT CLUES OF NARRATIVE STRUCTURE TO IMPROVE THE STUDENT VOCABULARY MASTERY

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ARTICLE INFO	ABSTRACT
	This study aimed at finding out the influence of Using Context Clues of Narrative Structure to the Students Vocabulary Mastery of class VII A SMPN 1 Tombolopao. The method of this research was Pre-Experimental research. Data of the research were collected through Context Clue test (Pre-Test and Post-Test). The sample of this research was the VII A Class students of SMPN 1 Tombolopao. The sample was taken by using purposive sampling technique. Based on the results researcher found that context clue gave positive experience and effect in mastering the vocabulary. Result of research was found by the writer in context clue test from students. commonly described that context clue gave positive experience and effect in mastering the vocabulary. Students were able to put the correct word and get new knowledge in using vocabulary. The English teacher also gave supportive explanation about how this strategy implemented in her class, even there was still gap in teaching method when this strategy implemented in the classroom, but at least it gave them advantages in vocabulary learning. In observation the writer found commonly showed good category when context clue strategy. It gave improvement in teaching and learning activity in English class. Student seen to be attractive, gave participation and asking more often in the classroom as same as their vocabulary understanding.

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INTRODUCTION

Entering the period of globalization requires each person to get ready solid assets, particularly within the field of science and innovation.. In this case, the part of English is required both in communication, innovation and in interacting specifically. It isn't incomprehensible that the quick advancement of innovation requires us to be more proactive in responding to the worldwide stream of data as an resource in assembly advertise

needs. As the social dialect of the world, English isn't as it were an scholarly require since its authority is as it were constrained to perspectives of dialect information but as a worldwide communication medium. express conclusions / thoughts openly concurring to genuine conditions. An enouht meaning for the people to be able to understand oral communication, express one's word in speech, and understand common reading material. Many people with education differences, however have weak vocabulary. Bethari Taya (2009).

Because vocabulary is hard to mastering, in teaching, the teachers need a method that makes students more interest in language learning process. One of the interactive ways is Context Clues of vocabulary Through Narrative Structure. This technique usually used in Learning activity in School.

Karkowian (1982) as quoted in Heri (2003) stated that vocabulary is one of factors that limit the students' progress. This statement is supported by Krashen (1982 : 119) in Rita (2001 : 6), vocabulary is basic communication. It is a fact that the mastery of vocabulary will affect the students' in four skills of language such as listening, speaking, reading and writing. vocabulary is often forgeten by the students because they usually got bored with it. The students are reluctant and lazy to memorize new words. So, the writer interest in applying such strategy to make the students easy and not bored to memorize them. According to Ismail (2001: 65), the best way of mastering new word is in fact using new vocabulary in a sentence and thinking of relationship between known and new. So, it is important to apply such method in order to increase the students' mastery in vocabulary.

A strategy of teaching vocabulary items should is expected to support the students' interest and improve their vocabulary. Moreover, teaching vocabulary uses human cognitive system to enhance learners' memory skills.There are many concepts and techniques that can be use in teaching vocabulary. One of them is The Context Clues of vocabulary Through Narrative Structure. This technique is designed to help students easier and happier in memorizing vocabulary. Even though, there are many strategies, which can be used in improving students vocabulary, but the writer intends to investigate one of them, which can be used to solve the problems above, that is name The Context Clues of vocabulary Through Narrative Structure. Based on the several above opinions, the writer take conclusion that The Context Clues of vocabulary Through Narrative Structure is the strategy to encourages students to improve their vocabulary.

RESEARCH METHOD

The researcher uses a Pre-Experimental research. Regarding Mursid Saleh (2011:19), Pre-experimental research is is the simplest approach to determine the influence of a variable on another variable by using only one group. the variable give treatment to make the independent variables effective by using Pre-Test and Post-Test one group at Class VII A SMPN 1 Tombolopao.

$$\boxed{O1 \quad X \quad O2}$$

Mursid Saleh (2011)

Where :
O1   : The Pre-test
X   : Treatment
O2   : The Post-test

RESULT AND DISCUSSION

The result of Context Clues Trough Narrative text in this chapter that was implemented in Grade at class VII A SMPN 1 Tombolopao in the academic year 2021/2022. In this chapter, the writer discussed the data analysis that was gathered from pre-test and post-test.

1. **Result of Observation**

As an explanation in the previous chapter, the activity of observation was done in each treatment using an observation sheet. The observation has aspects for the teacher and student's performance and done by the English teacher of the class. As the findings of observation data, the writer presented as the description below

Collected data from the student's activity during five meetings gave information about aspects of using narrative context clues strategy in learning vocabulary. The researcher creates classification from those aspects, follows by are the description of those classifications.

The first classification was student interest in the material. From all observation, the data showed that the students were giving excellent attention during all teaching activities in the classroom in general. This condition gave a positive response to their interest in learning the English language that made them learn English more actively.

The second classification was the teacher and the student interaction. Observation data showed if students interact with other students nor the teacher was grow in every treatment. By having more interaction the student active discussion with other the student, the asking the teacher about the material or answering from the question of the teacher, vocabulary they could use to learn English in the classroom was used. This condition helped the student to foster their vocabulary directly during teaching activity.

The third classification was content. Content of the material which is the English language has shown improvement in student comprehension, especially in vocabulary. Student's ability to choosing words in each assignment in the discussion method is fluent. Almost all students showed an advance ability to uttering their idea about the personal letter they had learned as material for four treatments. From

these classified aspects above, the researcher believes if the data from observation shown, context clues strategy succeeded to increase student's vocabulary.

2. The Result of Pre-Test

Before context clue trough narrative text implemented, the pretest is given to the student. It was implemented on Monday, January 10[th,] 2022 at class VII A SMPN 1 Tombolopao. There were 25 students who had followed test. It takes an hour around 10.00 am until 11.00 am. The student is given a test about vocabulary in context clue. The first step that taken by the researcher is the formula below that calculated the score of pre-test:

S =   Students score Answer   X 100
          Total Number of Items

the data of the score presented as follows :

Table 1. Student's score in Pre-test

No	Nama	Jenis Kelamin	Nilai
1.	A. NN	PR	16
2.	AAR	LK	18
3.	AKL	PR	14
4.	AT	LK	14
5.	ASR	LK	18
6.	AAI	PR	17
7.	AKN	PR	13
8.	A	LK	11
9.	DWT	PR	15
10.	DD	LK	17
11.	FR	PR	12
12.	IDR	LK	10
13.	MAA	LK	15
14.	MA	LK	9
15.	MFS	LK	8
16.	MT	LK	18
17.	NNA	PR	10
18.	NR	PR	13
19.	NAA	PR	14
20.	NF	PR	16
21.	RNS	PR	15
22.	SAPR	PR	10
23.	SMS	PR	18
24.	WF	LK	14
25.	ZM	PR	13

From the result of the Pre-Test, the data showed that only four students reached Very Good, ten students reached good to average and eleven students

reached fair to poor Score.

After analyzing the result the pre-test, the writer took the conclusion that many students have difficulty in English vocabulary. This conclusion came from the result of the pre-test that there are only four students reached good score. Therefore, find out a solution to solve this problem is needed. The necessary action was to improve student's vocabulary through context clue.

3. **The Result of Post-Test**

The next step the researcher did was giving post-test to the student after all learning process. The researcher compared the result of the calculation from pre-test and post-test. The purpose was to know the improvement of using strategies could give improvement to student's ability in vocabulary or not. The result of the test is attached in Table below:

Table 2. The Result of The Post-Test

No	Nama	Jenis Kelamin	Pre-Test	Post-Test
1.	A. NN	PR	16	18
2.	AAR	LK	18	20
3.	AKL	PR	14	17
4.	AT	LK	14	18
5.	ASR	LK	18	20
6.	AAI	PR	17	19
7.	AKN	PR	13	16
8.	A	LK	11	15
9.	DWT	PR	15	18
10.	DD	LK	17	20
11.	FR	PR	12	14
12.	IDR	LK	10	14
13.	MAA	LK	15	18
14.	MA	LK	9	13
15.	MFS	LK	8	14
16.	MT	LK	18	20
17.	NNA	PR	10	13
18.	NR	PR	13	16
19.	NAA	PR	14	15
20.	NF	PR	16	18
21.	RNS	PR	15	15
22.	SAPR	PR	10	14
23.	SMS	PR	18	20
24.	WF	LK	14	15
25.	ZM	PR	13	14

From the calculation above, it can be known that the result of the calculation that there were increase of students score in post-test in the class. There were eleven students got excellent to very good while half of the class got good to average.

4. **The Data of Observation**

From the observation data the writer put the data to be described in theme as the classifications.

The first classifications was about student's interest, the writer implied if a student has good attention during teaching and learning activity when using context clues. Their ability to having the discussion was improving in each meeting. They also can focus on each meeting and able to do the assignment without asking the teacher more often.

The second classification was about the student and the teacher interaction. In the beginning, the writer got difficulty in having a good relationship with the student, the student still confuses about the material and to respond to it. In the second meeting, they were able to react in oral questions and giving an opinion about the material and keep growing. In the section of discussion between students, here the student was the lack in the beginning, but in the next, they were then it was decreasing in three and four. The writer had concluded if the interaction between the student and teacher was good and giving better learning.

The third classification was about the content of the learning. The material, writing the personal letter was succeeded in learned by the student through context clues. The student was able to discover the material, implement the strategy and make a good result at the end of the treatments.

From observation data, the writer had concluded if the context clue was succeeded in increasing student's mastery vocabulary through narrative text. Context clues were able to give information about vocabulary to help the students understand the material, make the student find confidence in learning English and also make students able to do the assignment, especially about vocabulary.

5. **The Data of Test**

From all tests, include of pre-test and post-test the data shown improvement in each test. From all these tests the score increased, it could be implied if students' ability in vocabulary was growth.

DISCUSSION

In the beginning, the problem of the research was to know if the context clue strategy could increase a student's vocabulary and improve the teaching strategy of the teacher. The Explanation follows will discuss those problems. In this subchapter, the writer would discuss how the answer to the research problems.

The researcher implemented the first meeting on Monday, January 10th and greet the students when he entered the classroom. The student has big enthusiasm for learning English that they open it with pray together but still have lacked in vocabulary. It proved on how the student has big attention and Curiosity also has shown up when the teacher tried to explain part of the narrative text and strategy of context clue at the beginning of learning activity. As the explanation ended, many students are actively asked about the explanation of that teacher. When every aspect of personal letter and context clue strategy well-explained to students, the next step is a group activity. Move to next activity that the teacher made to create a learning activity that each The difficulty faced by them was lack vocabulary so that

there was a gap from the text and their comprehension. At this moment, the teacher as a facilitator has to help them to understand and guide them to do their learning process properly. As the assignment was done, the teacher gives feedback to the student from their job by simple explanation and asked the student to conclude the result of learning activity on that day collaboratively with the teacher.

Student's progress was not quite improved for first meeting. Student's vocabulary also still had difficulty even just some words they did not understand. Although they were able to follow teacher instruction for understanding the new word, it helps them to understand what is written in the text and help them to understand the text.

The next meeting teacher became an observer that analyzes whether the teaching and learning activity condition was very good, good, adequate or insufficient. The English teacher analyzed the activity. When the teacher was explaining the material and the purpose of the learning, the student was able to relate the material and the strategy and also can implement the strategy into the material that has been taught to them. The student was not doubted with the teacher about giving their thought to the teacher. At the end of the class, the teacher gave positive feedback to all students through their assignmentsthat have good results and class finished by evaluation through very active discussion between teacher and student.

The third meeting students were so enthusiast because their ability in the understanding text was improved and became better. The majority of the student was active in giving their participation during finishing their assignment. The teacher still doing his job as a facilitator to make sure that there were no mistakes. It made a very good interaction between teachers and students in the classroom. Same as usual, the last session is feedback from the teacher, positive feedback was given to the student because their work is having good improvement. Teaching and learning activity finished with the evaluation that created a good result of their learning activity that increased than before.

The Fourth meeting found that the vocabulary of the student was increased and became better. On the other side, the context clue through narrative text was working in the learning activity that made it more interested and enthusiastic in learning English.

The last meeting researcher was already to analyzed does context clue strategy increase student vocabulary, the researcher triangulated the data obtained which came from the observation. Here are the research findings and discussion about students vocabulary mastery by using context clue through narrative text.

1. **Context Clue Trough Narrative Text Was Able to Improve Student Vocabulary Mastery**

   The writer found in the result of the data if the context clue strategy was able to increase the student's vocabulary and improve teaching strategy. It was implied by the theme of the data that the writer made of gained data about context clues implementation. The themes became the reason why the writer put a conclusion if the context clues strategy was able to increase the student's vocabulary and improve

teaching strategy.

2. **Able to Choose A Word Without Opening The Dictionary**

> English teacher said that this strategy has advantages that this method help student to know more about vocabulary without has to open the dictionary and understand the idea of sentence faster. Students also stated if their vocabulary was fostering through this strategy, they felt if this strategy gave them a special way to learn vocabulary.

3. **Creating Critical Thinking New Vocabulary**

> In the students' perception, the result of the observation implied that they were able to find out new vocabulary as advantages in using context clues and they also said that it gave them new knowledge about English. From the observation, it showed that the improvement of student's activity in a discussion session in the classroom. It was implied if their ability to recognize vocabulary was improved. It made them able to do discussions better.

> From all these data, the writer assumed if the implementation of context clues had some advantages to stimulate critical thinking. This result was linear with Uzer's description, Uzer (2018,p.5) saidthe advantages in using context clues. He described contextual clue means to deal with the necessity of creativity. Punctuation and keywords will affect accuracy in guessing words better by reading the information carefully.

4. **Motivating Students to Learn English**

> For the motivation aspect of students in her class, the English teacher gave the opinion that the student was attracted to the way how the teacher explained. It means that student motivation was improved in learning English when context clue was giving them motivation in the class especially in learning vocabulary in its context. From the student's perception, four students said this strategy made them became more interesting to learn new vocabulary. It can be assumed that using context clue strategy was a motivated student in learning vocabulary

5. **Improving Vocabulary**

> The last perception about context clues that asked by the researcher to English teacher was about the implementation of context clues on student's vocabulary. The English teacher said that having an activity such as context clues gave a new experience to the student. It became new knowledge to the students. Because they have lacked in English vocabulary and most of the students not really active especially in reading, they still have difficulty. But as the activity that has been done in the class for those meetings. It can be seen that student vocabulary was improved and they were able to use it sometimes in the test or their assignment. All the students gave positive answers. Five students said that this strategy gave them a good effect in comprehension in English.

> From the result of the test, the writer concluded if this strategy was effective

in improving their vocabulary because they were able to increase their score in each test.

6. **The Problems in Implementing Context Clues :**

For the problems of the strategy,the writer found two-point which the writer described into two sub-points. The problems in implementing a context clue were:

a. Lack of Vocabulary
b. Habits in Reading a Text

CONCLUSION

The final result found by the researcher on implementation of using Context Clue Through Narrative text in purpose of mastery vocabulary was success. This strategy was able to improve student's vocabulary and improve teaching strategy at class VII A SMPN 1 Tombolopao.

Result of research was found by the writer in context clue test from students. commonly described that context clue gave positive experience and effect in mastering the vocabulary. Students were able to put the correct word and get new knowledge in using vocabulary. The English teacher also gave supportive explanation about how this strategy implemented in her class, even there was still gap in teaching method when this strategy implemented in the classroom, but at least it gave them advantages in vocabulary learning. In observation the writer found commonly showed good category when context clue strategy. It gave improvement in teaching and learning activity in English class. Student seen to be attractive, gave participation and asking more often in the classroom as same as their vocabulary understanding.

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