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Contextual Clues Effect on Students Reading Comprehension
Using *The Wonderful Wizard of Oz Novel*

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Abstract

The research was pre-experimental research and it was conducted by using one group pre-test post-test design. The subject was the fourth year students of English Language Education Program consisting of 33 students. The text used during the treatment was The Wonderful Wizard of Oz Novel by L. Frank Baum published by World Public Library. It consists of 214 pages but only some parts of the novel that was used during the treatment. The data collected using both of the test above, and the instrument used was a reading comprehension test about The Wonderful Wizard of Oz Novel. The test consists of 20 questions in multiple choices form. T-test was used in order to analyze the data. It was found that the result before and after the treatment were very much different. The t-test score is -6.875 and the t-table is 2.997 in the level of significant 5%. In the t-test the plus and minus signs are not considered so that the value of -6.857 > 2.997 (ttable). Therefore, the final conclusion can be stated as that there was a significant effect of contextual clues on students' reading comprehension using The Wonderful Wizard of Oz Novel.

Keywords: Contextual Clues; Reading Comprehension; The Wonderful Wizard of Oz Novel.

The main purpose of reading is comprehending the text (Tarchi, 2017). While for higher education students, understanding learning materials in the form of journals, articles, handbooks etc. is very common in every class. Therefore, it is acceptable to assume that university students must possess superior reading comprehension skills.

In the context of the fourth-year students of English Language Education Program, it was found that some of them tend to use electronic dictionary in order to understand the definition of difficult or new words. They considered using e-dictionary as an effective way to understand the meaning of words as well as sentences. As a result they knew the meaning but cannot understand the texts. The meaning they found in the dictionary would not necessarily be the same and connected to the texts and sentences according to what the author wants to convey.

Realizing that understanding text is very important in reading skill, the students must find a way or procedure that can help them to comprehend texts. Students should master the skill of guessing the meaning

of words based on the context to increase their reading comprehension without using dictionary. One of the appropriate way to guess the meaning of new words and also a sentence is by using Contextual Clues. This strategy will help them to increase their reading comprehension skills.

According to Nagy and Scott (2000) in Tuyen and Huyen (2019, p. 1343) the way to find out the main idea of a paragraph or a meaning of particular word can be done by paying attention to every word around it. The statement above means that if in one sentence there is a word whose meaning is unknown,

Table 1. Six Types of Context Clues

Clues	Explanation
Definition	The unknown word can be understood by paying attention to the definition. Example; a British nobleman between a marquis and a viscount called as earl .
Example-Illustration	An example or illustration can be used to understand the unfamiliar word. Example; The color of her gingham, is white and blue; and although the blue is somewhat faded with many washings, it is still a pretty frock.
Contrast	The meaning of a word can be found by comparring or contrasting it with another word in the sentence. Example; My son likes Casio because it is cheaper and cooler than G-shock.
Logic	By thinking about the rest of the sentence readers can understand the meaning of the unfamiliar word. Example; An exoskeleton acts like a suit of armor to protect the spider.
Root Words and Affixes	The knowledge about root words and affixes is very useful to figure out the meaning of a word. Example; People who are extremely afraid of darkness have nyctophobia.
Grammar	If readers don't know about a word the word's function in the sentence or its part of speech can be applied in a sentence to figure out the meaning. Example; Most spiders molt five to ten times.

Literacy for the 21st Century: A Balanced Approach (Tompkins, 2017)

then the meaning of that word can be found by paying attention to the context or words around the particular word, for example the word compassionate; "He is a compassionate man, he treats everyone kindly and he is always there when someone needs help." It can be seen that the words around the word compassionate explain the meaning of it.

In Literacy For 21st Century: A Balance Approach, Tompskin (2016) explains that context clues can divided into six types; definition, example-Illustration, logic, root words and affixes, the last is grammar. The description and examples can be seen in Table 1.

According to Langan (2014), Tompkins (2016), Robb (2003), and Gerace (2001), context clues can be summarized as several commonly used types as: definition, example, synonym, antonym, contrast, logic, general sense of sentence, part of speech, grammar and root word and affix.

a. Definition
The author provides a direct definition of an unfamiliar word right in the sentence. Signal words: "is, are, means, and refers to". Example: A conga is a barrel-shaped drum.

b. Synonym
The author uses another word or phrase that has a similar meaning to the unfamiliar word. Signal words: "also, as, like, similarly". Example: My dog Blacky travels everywhere with me. My friends Rudy and Jack travels everywhere with him too.

c. Antonym
The author uses another word or phrase that means the opposite of the unfamiliar word. Signal words: "however, whereas, unlike, in contrast, instead of". Example: Unlike Jeanny's room, which was immaculate, Jeremy's room was very messy.

d. Example
The author provides several words or ideas

that are examples of unfamiliar words. Signal words: "like, such as, for example, for instance, including". Example: In science students were studying marine mammals such as porpoises, dolphins, and whales.

e. Inference

Word meanings are not directly described, but need to be inferred from the context. Signal words: "Look for clues over several words or sentences". Example: Jeromy's grandfather pugnacious behavior made his opponent back down.

The research about contextual clues have been conducted by many researchers, mostly in teaching and learning language proses. Here are some of them that deals with this research and how this research different from them. Fitrawati (2019) used Pearson Product Moment Correlation Formula to know the significant correlation between context clues and reading comprehension. The significant correlation between students' reading comprehension skill and using context clues was found after doing several tests to the students there. Other researchers, Rokni and Niknaqsh, (2013) examined "the effect of context clues on EFL learners' reading comprehension". The study was done in eight sessions with two groups who received different treatments. One group practiced using many types of context clues while the other group did not get any reading text training. Finally, the conclusion stated that the experimental group performance was much better than the control group. The results of the study displayed that context clues can be regarded as a working factor in the way that a learner comprehends a text.

What makes all of the previous studies above different with this research are; the method, the subjects and the area of the research. The objective of the current research is to find out whether there is a significant effect of contextual clues on students' reading comprehension using The Wonderful Wizard of Oz Novel. Hopefully, the outcome of this research will bring benefits for both students and lecturers in teaching and learning process, since by using context clues students will have carefulness in reading the information and to find idea within a sentence, paragraph, or passage.

Method

The quantitative method was used in conducting this research. Pre-experimental by using one group pre-test post-test design was chosen as the design of the research. The subjects were all fourth-year students of English Language Education Program of a private university in Jember, totaling at 33 students. This kind of research design was conducted in three steps. (1) a pretest was done to measure the dependent variable; (2) giving particular treatment to the experimental group; (3) the last repeating the test from the first step to measure the dependent variable. The last action was doing evaluation by comparing the result from both of the tests.

The research implementation stage includes: (a) grouping samples in one research using Google Meet, (b) carrying out a pre-test to determine the condition of the students' reading comprehension, (c) determining a learning strategy, contextual clues after the pre-test as a learning strategy (treatment). The process of using contextual clues as a learning strategy are as follows: (1) conditioning the research tools; (2) opening, conducted by researchers; (3) explaining contextual clues; (4) Doing exercises in the application of contextual clues and how to use them when dealing with unfamiliar words; (5) Then providing post-tests to know the condition of students' reading comprehension.

To get the data, in the pre-test, the information about the entry behavior of reading comprehension level of students was collected. The instrument was reading comprehension test which was conducted before and after the treatment. It consisted of 20 items in the multiple-choice format. It was chosen because

multiple choice questions are likely the most often used format in standardized reading comprehension tests, and it is thought to accurately reflect the students' skills in reading comprehension. The student`s condition before receiving the treatment was known from pre-test result. While the effect after the treatment using contextual clues on comprehending The Wonderful Wizard of Oz Novel by L. Frank Baum was found out by giving the post-test to the participants.

The instruments used must be valid and realible. Therefore, a try out for the test items was conducted to know the validity, realibility, difficulty power of the test.

After the treatment, which is teaching using contextual clues, the post-test was distributed to the students. The objective of conducting the test was to know whether there is a significant different effect before and after taught using contextual clues.

Results and Discussion

A try out test was conducted before the instrument was used in the research. The instrument being tested was in the form of multiple choice. It consists of 25 questions of Contextual Clues about The Wonderful Wizard of Oz Novel. The trial was conducted to 33 students of English Language Education Program of a private university in Jember. The results of the item analysis is shown below:

a. Validity test

There were 20 questions as the instrument of the research. The validity of the test instrument in this study uses content and constructs (internal validity) and external validity (quantitative calculations). The internal validity test was carried out using an agreement by two validators (expert judgment). After internal validation was carried out on the test instrument, the external validity test was carried out using SPSS 16.0.

The results indicate that the 20 items for the pre-test and post-test were valid as the instrument of the research. The calculation of

r ranges from 0.427 to 0.831 while the r table is 0.361, and the significant value ranges from 0.000 to 0.019. It means that r calculation is greater that r table for all 20 items used.

b. Difficulty Level of Test

The difficulty level is used to test the questions in terms of difficulty level that are categorized as; difficult, medium and easy. The results of the analysis indicate that the difficulty level ranges from 0.73 to 0.93 in which 2 items were below 0.75 while 18 items were above 0.76. It means that the 2 items tested were classified as medium with $0,25 \leq P \leq 0.75$ and 18 items were with $P \geq 0.76$. The medium items were items number 5 and 15, while the rest of the items were easy.

c. Distinguishing Power Test

According to the calculation findings of the discriminating power of the 20 questions, 14 items were classed as good with a score of 0.40-0.69, and 6 items were rated as very good with a score of 0.70-1.00. The items that were classified as good were items number 1, 2, 5, 6, 7, 8, 9, 11, 12, 15, 16, 17, 18, and 19, while the other items were classified as very good.

d. Reliability Test

The results of reliability test reveal that 10 items obtained the value of split-half Coefficient equals 1.000, meaning that the questions were categorized as having a very high reliability category.

e. The Pre-test Result

The descriptive analysis on the pre-test was interpreted using Mertler (2005) scoring table (as seen in Table 2).

Table 2. Scoring Categories

No	Categories	Scoring
1.	Excellent	85-100
2.	Good	70-84
3.	Enough	60-69
4.	Less	50-59

Students' pre-test data were obtained from the result of their reading comprehension test before the treatment given. The data describes in Table 3.

Table 3. Score of pre-test

Table 3 shows that the highest score is 95 and

Score of Pre-test

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	30	1	3,0	3,0	3,0
	50	5	15,2	15,2	18,2
	55	2	6,1	6,1	24,2
	60	1	3,0	3,0	27,3
	65	5	15,2	15,2	42,4
	70	5	15,2	15,2	57,6
	75	4	12,1	12,1	69,7
	80	3	9,1	9,1	78,8
	85	2	6,1	6,1	84,8
	90	3	9,1	9,1	93,9
	95	2	6,1	6,1	100,0
	Total	33	100,0	100,0	

the lowest is 30 while the mean score is 69.55. Therefore, it is categorized as enough.

Table 4. Descriptive Statistics of Pre-test

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Pre-test	33	65	30	95	2295	69,55	15,379
Valid N (listwise)	33						

Table 4 indicates that the mean score of the pre-test was 69.55. Table 4 describes that one student (3.0%) got 30, five students (15.2%) got 50, and two students (6.1%) got 55, and they were labeled as less. There was a student (3.0%) getting 60, and five students (15.2%) getting 65, and they were rated as enough. There were five students (15.2%) obtaining 70, four students (12.1%) obtaining 75, and three students (9.1%) obtaining 80, and they were classified as good. There were two students (6.1%) receiving 85, three students (9.1%) receiving 90, and two students (6.1%) receiving 95, and they were classified as excellent.

f. The Post-test Result
After the treatment, a post-test was administered to determine the students' reading comprehension scores. The findings were calculated using SPSS 16.0. The score ranges from 70 to 100, as shown in Table 5. The average score revealed that the vast majority of the kids were excellent (87.8).

Table 5. Score of the Post-test

Score of Post-test

Score	Frequency	Percentage	Valid Percentage	Cumulative Percentage
70	1	3,0	3,0	3,0
75	1	3,0	3,0	6,1
80	2	6,1	6,1	12,1
85	7	21,2	21,2	33,3
90	7	21,2	21,2	54,5
95	11	33,3	33,3	87,9
100	4	12,1	12,1	100,0
Total	33	100,0	100,0	

Table 6 Descriptive Statistics of the Post-test

Descriptive Statistic of Post-test

	N	Range	Min	Max	Sum	Mean	Std. Deviation
POS-TEST	33	30	70	100	2975	90,15	7,233
Valid N (listwise)	33						

Based on calculation on Table 6, the mean score of the post-test was 90.15. While Table 5 indicates that among 33 students, a student got 70 (3%), a student reached 75 (3%), and two students (6.1%) got 80 and were categorized as good. Then, seven students (21.2%) got 85, seven students (21.2%) got 90, eleven students (33.3%) got 95, and four students (12.1%) got 100, and were categorized as excellent.

After analyzing the value of pretest and posttest, calculating the gain (improvement) of students' reading ability was conducted. The improvement (gain) from pretest to posttest can be computed for each participant by subtracting each person's pretest score from his or her posttest score by considering the following formula:

Post-test - Pre-test = Gain

Hake's formula (1999) was used to

analyze the global gain from both pre and posttest score, the formula is as follows.

$$N\text{-gain} = \frac{S\,post - S\,pre}{S\,max - S\,pre}$$

$$N\text{-gain} = \frac{2975 - 2295}{3300 - 2295}$$

$$\frac{680}{1035} = 0{,}657$$

The categories of the gain scores are as follows:
a. "High-g" courses as those with (<g>) > 0.7;
b. "Medium-g" courses as those with 0.7 > (<g>) > 0.3;
c. "Low-g" courses as those with (<g>) < 0.3.
Based on the calculation above, the N-gain was 0.657. So, it can be state that the N-gain of reading test is in medium level.

g. Normality Test
This kind of test used One-Sample Kolmogorov Smirnov method (K-S) test. To determine the normality of the data tested simply by reading the Asymp. Value. Sig. (2-tailed). Data requirements are normally distributed if the value of Sig. (2-tailed) obtained from the calculation is higher than alpha level of 5% or Sig. (2 tailed)> 0.05.

Table 7. The Result of the Normality Test

One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		PRETEST	POSTEST
N		33	33
Normal Parameters[a]	Mean	69.55	90.15
	Std. Deviation	15.379	7.233
Most Extreme Differences	Absolute	.111	.203
	Positive	.080	.130
	Negative	-.111	-.203
Kolmogorov-Smirnov Z		.638	1.167
Asymp. Sig. (2-tailed)		.810	.131
a. Test distribution is Normal.			

Based on Table 7 the significance value from each pre-test and post-test is higher than

0,05. The sig/p-value on pre-test is 0.810 and it is higher than 0.05 (0.810>0.05), means that the data is in normal distribution, the p-value on post-test is 0.131 and it is higher than 0.05 (0.131>0.05) meaning that the data is in normal distribution. Therefore, it also means that H0 is accepted and Ha is rejected. It can be interpreted that each of data is in normal distribution.

h. Testing Hypothesis
The characteristics that are most often encountered in cases of in pairs, one individual (object of research) is subjected to 2 different treatments. Although using the same individual, this research still obtain two kinds of sample data, namely data from the first treatment and data from the second treatment. The first treatment was control, that is not giving any treatment at all to the object of research while in the second treatment, then the object of research is subjected to a certain action. In this study there are two data used, namely pre-test is data taken before treatment and post-test is data taken after giving Contextual clues (treatment).
The Hypothesis explained at the following details:

a. Alternative (Ha)
There is a significant effect of contextual clues on students reading comprehension using The Wonderful Wizard of Oz Novel.

b. Null Hypothesis (Ho)
There is a no effect of contextual clues on students reading comprehension using Wonderful Wizard of Oz Novel.
The results of statistical data analysis using SPSS 16.0, is shown in Table 8.

Table 8. The Results of Statistical Data Analysis

		Mean	N	Std. Deviation	Std.Error Mean
Pair 1	PRETEST	69.55	33	15.379	2.677
	POSTTEST	90.15	33	7.233	1.259

The first result presents a description of the pair of variables analyzed, which includes the average (mean) before being given treatment 69.55 with standard deviation of 15.379 and after being treatment 90.15 with standard deviation 7.233. The detailed information is shown in Table 9.

Table 9 Paired Samples Correlation

		N	Correlation	Sig
Pair 1	PRETEST & POSTTEST	33	-.034	.849

The second results, as depicted in Table 10, showed the correlation between the two variables yielded a figure of -0.034 with a probability value (sig) of 0.849. It showed that the correlation between before and after being given treatment is significantly no related, because the probability value is > 0.05.

Table 10 The Results of Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	(2-tailed)
Pair 1	PRETEST- POSTTEST	-20.606	17.219	2.997	-26.712	-14.500	-6.875	32	.000

From the third result, it is known that the value of tobtained is -20.606. In the t test the plus and minus signs are not considered so that the value of -6.857>2.997 (ttable). So it can be concluded that Ho is rejected and Ha is accepted. Then decision making Paired Sample t-Test based on the comparison of significance value can been seen in the result of the SPSS output above, it proves that the significance value is 0.000. Because significance value is 0.000<0.05 in accordance with the Paired Sample t-Test decision making basis, it can be concluded that there is significant effect of Contextual Clues on Students Reading Comprehension while reading The Wonderful Wizard of Oz Novel.

Conclusion

The implementation of synthetic phonics for teaching reading aloud skills at Junior High School of 3 Babelan, Bekasi Indonesia is effective and can develop students' reading aloud skills. The effect of synthetic phonics can be seen from the difference scores between the post-test scores of the experimental class and control class, which the scores of the experimental class is higher than scores of the control class. The effect of synthetic phonics method in teaching reading aloud also solves students' problem such as mispronounce when reading aloud the English text. This research is one of the alternative way that can be used by the teacher to teach students' reading aloud.

In this study, other findings showed that students in experimental class had better performance in reading aloud than Control class. They showed the progress in reading aloud the English text, they improve their stress, pronunciation, and spelling the words while reading aloud. And the result of t-test showed that there was significant difference between the means of the experimental class and those who were in the control class. Therefore, the null hypothesis (H0) was rejected, it means that the treatment that has given to the experimental class is significant to develop the students' reading aloud skills. Hopefully, this learning and knowledge are useful for developing students in mastery reading aloud.

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