THE EFFECT OF CONTEXTUAL CLUES ON STUDENTS READING COMPREHENSION USING THE WONDERFUL WIZARD OF OZ NOVEL AT UNIVERSITAS MUHAMMADIYAH JEMBER

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Abstract

This research report the effect of Contextual Clues on Students Reading Comprehension using The Wonderful Wizard of Oz Novel at Universitas Muhammadiyah Jember. The research was pre-experimental research and it was conducted by using one group pre-test post-test design. The research subject was the last year students of English Department program consisting of 33 students. The data collected using pre-test and post-test, and the instrument used was Reading Comprehension test in form multiple choices. In order to analyze the data students Reading Comprehension T-test was used. The researcher found that there was different score between pre-test and post-test. The mean score of post-test is higher than the mean score of pre-test. Before the students are taught using Contextual Clues, their total score of writing test is 2295 and the mean of their pre-test is 69.55. After the students were taught using Contextual Clues, their total score of writing test is 2975 and the mean of their post-test is 90.15. The result calculation of t-test and t-table for the level significant 5 % showed that there is a significant different between pre- test and post-test. The score of t-test is -6.875 and the t-table is 2.997 in the level of significance 5%. Based on the result the researcher concluded that there is a effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel at Universitas Muhammadiyah Jember.

Key Words : Contextual Clues, Reading Comprehension

Reading without understanding, would serve no purpose. It means that understanding text is the most important aspect in reading. Not only understand but the students should comprehend the text that they read. The main purpose of reading is comprehending the text read. According to Wainwright (2007) Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration. To the context of student in the last year of English Department in Universitas Muhammadiyah Jember, researcher find time wasted and lack of understanding; the meanings found are not connected in the text because some students tend to use electronic dictionary or gadget when they read English texts in order to find the meaning of difficult or unfamiliar words. They think that is very effective to understand the meaning of words as well as sentences. As a result they found the meaning but can`t understand texts that they have to read. The meaning they found in the dictionary will not necessarily be the same and be connected to the texts and sentences

according to what the author wants to convey.

Realizing that understanding text is very important to be achieved by the students in reading skill, the student must acquire a plan or way of doing something using specific procedure that can help students to comprehending reading texts. Researcher apply a way to guess based on their reflection on the students' context and problem. Students should know about a way to guess the meaning of words based on the context of the reading to increase their reading comprehension without using dictionary. One of the appropriate a way to guess the meaning of words based on the context to increase the students' reading comprehension ability is *Contextual Clues*. Zieitzoff (2005) says that context clues are hints from other words, pictures, and story tittles in your reading that help you find a missing word or read unfamiliar words. The objective of this study is to find out The Effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel. The result of this research will be helpful both for the students and the teacher to use Contextual clues for teaching Reading Comprehension so that the student has carefulness in reading the information and using Context clues to hint and found within a sentence, paragraph, or passage to understand the meanings of new or unfamiliar words and also vocabulary mastery.

Method

This study was quantitative research. In this research the researcher uses quantitative methode. The research was pre-experimental research and it was conducted by using one group pre-test post-test design. The research subject was the last year students of English Department program consisting of 33 students.

The data collected using pre-test and post-test, pre-test serves to measure the level reading comprehension of student`s and post-test gave after taugh using contextual clues in order to know is there any effect before and after taught using contextual clues.

The instrument used was Reading Comprehension test in form multiple choices. The researcher gave the exactly test when pre-test also at the post-test. The Instruments of reading comprehension must be valid and realible. Therefore, researcher conducted tryout to know the validity, realibility, difficulty, and power items. At the end, the valid and realiable items are used to get the data which consist 20 items.

The data obtained from pre-experimental research were submitted for statistical analysis using the Statistical Product and Service Solution (SPSS) version 16.0. To analyzed the data from the test (pretest and posttest) researcher used *Paired sample t-test* to see whether or not there is significant improvement of students' reading comprehension before and after the treatment. Firstly, the researcher conducte of pre-test. Then after of pre-test, the researcher gives a treatment. The researcher will taught using contextual clues(treatment) then students will test again(post-test). Finally, the means of the two tests are compare to find out whether or not there is significant difference.

Result and Discussion

In this research 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 of this research with the following details: Alternative Hypothesis (H_a) there is a significant effect of contextual clues on students reading comprehension using The Wonderful Wizard of Oz Novel at Muhammadiyah Universitas Jember and Null Hypothesis (H_o) there is no significant effect of contextual clues on students reading comprehension using The Wonderful Wizard of Oz Novel at Muhammadiyah Universitas Jember. The results of statistical data analysis using SPSS 16.0, obtained the output shown in the table below:

Table 1 Paired Samples Statistics

		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

At the first output, 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.

Table 2 Paired Samples Correlations

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

In the second output, the results of the correlation between the two variables yielded a figure of -0.034 with a probability value (sig) of 0.849. This states that the correlation between before and after being given treatment is significantly no related, because the probability value is > 0.05.

Table 3 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 1	PRETEST - POSTTEST	-20.606	17.219	2.997	-26.712	-14.500	-6.875	32	.000

From the result of the third output it is known that the value of $t_{obtained}$ is -20.606. In the t test the plus and minus signs are not considered so that the value of -6.857>2.997 (t_{table}). 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 is known that the significance value is 0.000. Because the 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 Using The Wonderful Wizard of Oz Novel at Universitas Muhammadiyah Jember.

Conlusion

In this study, the researchers found that students still had difficulty in interpreting unfamiliar words, even though the meaning of the words they found and got after analyzing the surrounding text really helped them to understand the text, but not all students were able to use contextual fully because not all unfamliar word can solved by contextual clues also each of them had different pre-knowledge. By using Contextual Clues students reading comprehension is better than before and that`s showed improvement. It can be seen on the table of the students' reading comprehension score that the students before and after thought using Contextual Clues shows that the mean score in pretest is 69.55 and the mean score in posttest is 90.15. Based on the results of pretest and posttest obtained, looked there is an improvement in the mean score after being given treatment about 16.45. To give accurate data on the students' score improvement and to know the effect of Contextual clues on students reading comprehension, then the results from pretest and posttest were calculated with gain score formula. The calculation got scores 0.657 which is categorized as a medium category. It means that Contextual clues was effective on students reading comprehension using The Wonderful Wizard of Oz Novel. The result of the data analysis showed that the treatment by Contextual Clues described a significant influence on students reading comprehension for the last year students of Universitas Muhammadiyah Jember in a sample of 33 students. This is shown from the results of t test obtained $t_{obtained}$ value is higher than the value of t_{table} where the result of $t_{obtained}$ is -6.875 while t_{table} is 2.997. The significance value is 0.000 because the significance value is 0.000 < 0.05 with a significant level (α) 0.05 or 95% confidence level. Therefore, the researcher concluded that there is a significant effect of Contextual Clues on Students Reading Comprehension Using The Wonderful Wizard of Oz Novel at Universitas Muhammadiyah Jember.

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