USING CONTEXTUAL CLUE TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS AL FALAH BAKI SUKOHARJO

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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DEDICATION

Alhamdulillahirabbil' alamin. Praise thanks to Allah SWT who has given all the blessing. I would didicate this thesis to the people who I love yesterday, now, and tomorrow ever after.

1. My beloved Parents (My Father. Mr. Suroto, My Mother Mrs. Sadiyem)
2. My beloved Brother, (Suluh Husadani)
3. My friends
4. My Almamater Raden Mas Said State Islamic University of Surakarta.

MOTTO

"Allah does not burden a soul but to the extent of their ability"

(QS. Al Baqarah:286)

"Your efforts will never betray you. All your efforts will pay of"

~Lee Taeyong~

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"USING CONTEXTUAL CLUE TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS AL FALAH BAKI SUKOHARJO"** is my real masterpiece. The things out my masterpiece this thesis were signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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ACKNOLEDGEMENT

Alhamdulillah, all praise be to Allah the single power, the Lord of the universe, master of the Day of Judgement, God almight, for all blessing and mercies so the researcher was able to finish this thesis entitled **Using Contextual Clue Technique to Improve The Students' Vocabulary Mastery at The Eighth Grade of MTs Al Falah Baki Sukoharjo.** Peace be upon her our Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thank you to all of those who helped, supported, and suggested her during the prosess of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., the Rector of Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Pd., as the Dean of Cultures and Languages Faculty of Raden Mas Said State Islamic University of Surakarta.
3. Elen Inderasari, S.Pd., M.Pd., as the Head of English Language Education of Cultures and Language Faculty.
4. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education of Cultures and Language Faculty.
5. Dr. Yusti Arini, M.Pd. as the Advisor of the thesis, who has give guidance, precious, advice and corrections to revise the mistake during the entire process of writing this thesis.
6. H. Sri Setyo, SH, S.PdI, MSI. as the Headmaster of MTs Al Falah Baki Sukoharjo to have allowed researchers to research there.
7. Ririn Setyanings S.Pd. as the English Teacher of MTs Al Falah Baki Sukoharjo, big appreciation and thanks for giving the researcher knowledge, experiences, and kindly help and support to conduct this research.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis would be useful for the next researcher in particular and readers in general.

Sukoharjo, October 23rd 2022

The Researcher

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ABSTRACT

Amalia Wulandari, 2022. *" USING CONTEXTUAL CLUE TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS AL FALAH BAKI SUKOHARJO".* Thesis. English Language Education. Culture and Language Faculty.

This research is about using Contextual Clues technique to improve the students' vocabulary mastery at the eighth grade of MTs Al Falah Baki Sukoharjo. The objective of this research was to describe the implementation of Contextual Clues technique can improve the students' vocabulary, to finding out the students' problem in the implementing Contextual Clues technique in learning vocabulary, and to finding out the students' response in the implementing Contextual Clue technique in learning vocabulary.

The researche was Classroom Action Research. The subject of this research were the students from classes VIII B that consist 29 students. Data collected was carried out by two methods, namely qualitative and quantitative. In collecting qualitative data, the instruments used were interviews and observations. Interviews was given to teachers and students, while observation sheets were used to monitor activities carried out by the researcher and students in the classroom. In addition, to collect quantitative data, the researcher used instrument tests. The students were given three stages of the test, namely pre-test, post-test 1, and post-test 2.

The test results showed that there was a very significant increase and reached the Minimum Mastery Creterion (KKM) of 72. Meanwhile, the mean score of students has increased in each test. The student's pre-test mean score was 52.71, the student's post-test mean score score of 1 was 69.85, and the student's post-test mean score of 2 was 78.34. In addition, it is also seen from the percentage of students who have also increased. The percentage of students on the pre-test score was 17.85%, then the percentage of students on the post-test score 1 was 53.57%, and the percentage of students on the post-test score 2 was 82.75%. From the explanation above, it can be concluded that the contextual clue technique can improve vocabulary mastery in class VIII B students.

Keywords : Contextual Clue Technique,Vocabulary , Classroom Action Reseacrh

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a language cannot be separated from learning vocabulary. Vocabulary is one of the other important aspects of mastering language skills besides speaking, reading, listening and writing. Vocabulary has a very important role in its existence, because one cannot speaking, reading or writing without knowing and mastering vocabulary. In addition, another reason is because vocabulary has a supporting aspect of success in language learning that is very important, namely to support smooth communication in human life. Communication can be done in various forms of language, one of which is English. Mastering a wide variety of vocabulary in English will be very profitable and help someone can learn English easily and efficiently. Improving and mastering a wide variety of vocabulary well will greatly affect a person's skills in English. The point is that if someone is already proficient in mastering various kinds of vocabulary will be very profitable for them, because the more someone increases the vocabulary the greater the opportunity for them to be skilled in language.

Vocabulary is one of the most important component of the English language and inseparable part of teaching and learning foreign language to students. There's so much with so many words in it. Vocabulary is considered very important when a person or student learns English. Almost

all students feel less so much master of existing vocabulary, because the vocabulary is so much and always appears new and still unfamiliar vocabulary additions. The researcher estimate how many words a learner needs to learn. It is estimated that native speakers have varying words of 12,000 and 20,000 where the number of variations in the word depends on their level of education McCarten (2007, p. 1). Vocabulary mastery must be obtained by students aiming to support them in terms of basic English skills such as listening, speaking, reading and writing. In other words, the mastery of vocabulary obtained by students has an important role in mastering the four basic English skills.

According to Richards & Renandya (2006: 255) cited Suardi and Sakti (2019), they state that vocabulary is a component in fluency in language and provides various basics of how a person learns to speak, listen, read and write. It can be concluded that vocabulary is a way for us to expand and multiply new vocabulary. If someone wants to achieve vocabulary in accordance with their target, then they must more often take advantage of the surrounding situations such as listening to English-speaking music or watching movies from native speakers, reading and so on.

According to (Zimmerman, 2006) vocabulary is one of the important aspects that must be taught in English learning, because it is impossible if a person speaks without using various variations of words in the language. It was concluded that the importance in teaching vocabulary in English learning to support someone in speaking skills. The statement has implied how important the teaching of vocabulary in English.

Some students sometimes have some difficult in understanding English subjects such as writing, and speaking English, understanding the meaning of the material, and understanding the meaning of the content of the sentence context. When students find it difficult when writing or speaking English it will be easy to feel bored because they are not used to using it in everyday life. Sometimes they are used to using almost all the same words. In addition, students are also sometimes difficult to understand the meaning of the material and understand the content of the context of sentences in English. Understanding the meaning of the material may be students already have a good understanding of the material, especially reading. However, students find it confusing and difficult when understanding the content of the context of sentences in English. Such difficulties can be words that are not so well known because in u nderstanding the vocabulary they have less so much. Therefore, without understanding the vocabulary that is not much, students cannot understand the content of the context. Solutions so that students can have a lot of vocabulary coverage, then they need the right techniques or strategies in order to understand a variety of vocabulary in a sentence context.

In this research , the researcher needed the strategy or technique to teach and improve students' vocabulary, using contextual clue techniques. This technique is a way that writer can use to teach, master and improve vocabulary in students. Through contextual clue techniques, it can be trusted to teach and learn many words from context in reading text. In addition, it can also help students guess and know an unknown meaning of the word. If students do not manage to interpret certain words well then they will

experience misunderstandings. Through Contextual Clues, students can guess and understand words without opening and looking at the dictionary (Innaci & Sam, 2017).

Contextual Clues is a natural clue that inserted into a reading text to assist students in understanding the meaning of a new word. According to Naggy &Scott (2000), the use of Contextual Clues by students aims to infer a meaning of a word, namely by looking closely at the surrounding reading text. It is so that unknown words can be guessed through the context of the reading. In addition, Contextual Clue provides information where a word matches the sentence and the ideas contained in it.

The importance of Contextual Clues has been recognized by linguists for many years. According to McKeown & Kucan (2008), Context helps produce a vocabulary learning intuitively or plausibly and accepted by educators. As stated by Pennock (1979), Contextual Clue is a clue to the meaning of an unfamiliar word. Clues have a big role to play in reading comprehension. In addition, clues are also a key factor for understanding new texts and words broadly. Therefore, it is very important for students to learn new words from the context to grow their vocabulary.

Then according to Aspator (1998) cited Rahayu (2015) Contextual Clues is asking students to underline unknown words without looking up the meaning in the dictionary. From on the researcher opinion , Contextual Clues is a technique that can be used to help students guess the meaning of difficult or unknown or unfamiliar words without opening the dictionary. The researcher to improve vocabulary mastery in students by using

contextual clue techniques because this technique can help students easily to understand meanings or words that are unfamiliar to students.

From the reason, the researcher try to improve the students' vocabulary mastery using contextual clue technique. According to Nation (2001) Contextual Clues cited from Alsaawi (2013) on his journal entitled *" to what extent guessing the meaning, from the context, is helpful in teaching vocabulary*" Contextual Clues that can be learned deductively are suitable for teaching young learners, while inductive is suitable for teaching learners how to use instructions with success.

Contextual Clues is a clue that the writers gives intentionally or unintentionally in the reading text, aiming to help students understand difficult or unknown words. The four types of Contextual Clues are definition, synonym, antonym, and example. This research, researchers chose to used synonym and antonym strategies in the Contextual Clues technique because it can make students understand a context in the reading text. According to Lewis & Hill (1992, pp. 102-103), synonym is a way of teaching new vocabulary of more than one meaning and assisting students in building and developing the idea that language is composed of choices and words do not mean the same as each other. While antonym is a way of teaching vocabulary that gives a variety of opposite words.

The researcher conducted the research with the subjects of eighth grade MTs Al-Falah is located on Jl. Merpati No.2A, Rw.2, Gedongan, Baki district, Sukoharjo Regency, MTS SA PP AL FALAH is underneath of the Ministry of Religious Affairs. This school has B accreditation based on

certificates 165 / BAP-SM / XI / 2017. The researcher will conduct the research with the subject of class VIII MTs al-Falah Baki Sukoharjo students. There are four classes, namely A, B, C, and D, from the four classes the researcher chose class VIII B as a research subject because this classes is a suitable classes for research with the problem that the means score of the classes was lower than other classes. There are 32 students for class B, consist of 18 boys and 11 girls.

Based on the results of an interview with English teacher MTs Al Falah Baki Sukoharjo, Mrs. Ririn Setyaningsih S.Pd on February 24, 2022. she said that the learning materials that can be taught in class VIII there are several themes that students must learn during the learning process. The themes taught in class VIII are : Expression to show attention, giving suggestions, instructions, invitation, asking permission, expressing agreement and disagreement, express congratulation (greeting card), animal's description, announcement, short message, notice, and song. Furthermore, in implementing the material to be taught in the classroom, the English teacher recommends teaching "greeting card" materials for learning activities. So, the researcher used "greeting card" as teaching materials to teach students because the vocabulary material taught in the greeting card is related to congratulating.

The English teacher of MTs Al falah on March 23, 2022, she explained some of the problem or difficulties of students and the techniques of the learning process carried out by teachers to students. There are difficulties experienced by students in mastering vocabulary, namely first,

students have difficulty understanding and memorizing vocabulary well because they have a low ability to memorize vocabulary. Second, time-freeness during the pandemic that makes it difficult for students to find new words. Third, the student's spirit in memorizing vocabulary is still lacking. Fourth, students easily forget when told to memorize vocabulary while studying. In addition, the learning process techniques carried out by teachers to students still use traditional teaching methods, namely only providing materials without being given interesting strategies or techniques. Then, conditions or situations in the class when the teacher teaches, there are some children prefer to speak for themselves, besides that when given questions by the teacher do not dare to answer it and students are less active when given questions by the teacher.

The results of the interview conducted to students on Monday, August 15, 2022, the researcher found two problems experienced by students are that students difficult to understanding the meaning of English words and the lack of students in memorizing vocabulary. When the researcher asked questioned: *"Kesulitan yang dialami pada saat belajar bahasa Inggris dan memahami kosakata?",* they answered: *"Kesulitan waktu mempelajari bahasa Inggris cara pembacaan, memahami arti kata bahasa inggris yang diindonesika.* (The difficult when learning english was understand the meaning of English to Indonesia)" { Interview with S5, DH, on Friday, 15 August 2022). Other answered : *"Kalau awal-awalnya sulit memahaminya karena kesulitan kata-kata asing.* (At first, it was difficult to understand it beacuse there ware many unfamiliar words)" {Interview with S1, RRJ, on Monday 15 August 2022}.

In this research, the researcher used three previous studies: The first previous study is a thesis conducted by Ahmad Baydhowi (2020). The previous research title is " Fostering Student's Vocabulary Through Context Clue" (A Classroom Action Research at Eleventh grade of M.A. Al-Khairiyah Jakarta Academic Year 2019 / 2020). The results of his research showed that context clue strategies can improve the vocabulary of students with increased student grades. The second previous study is a thesis conducted by Lusiana Dewi Kusumayati (2010). The previous research title *is* " Improving Students' Vocabulary Mastery Using Contextual Teaching and Learning" (A Classroom Action Research at the Third Grade of SD Negeri Kalimacan in Academic Year 2009/2010). The third previous study is a journal article conducted by Mohammad Firdaus (2016), on his journal article " Contextual Clues Technique to Improve Students' Vocabulary Mastery".

Based on the description above, the researcher conducted further research to find out whether the technique can improve vocabulary teaching in students in the classroom, whether effective or not. In addition, the researcher also have the purpose to use this technique to help students in understanding English vocabulary and make the technique as a strategy in teaching vocabulary in the classroom. The researcher think that using these techniques will be able to help and make students have knowledge and memory that is much more effective. Therefore, the researcher will conduct an action research entitled " USING CONTEXTUAL CLUE TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS AL FALAH BAKI SUKOHARJO"

B. Identification of the Problem

Based on the background of study above, the researcher found several problems regarding the following topics:

1. Students have difficulty in vocabulary mastery and the lack of student in memorizing vocabulary well.
2. Teachers still apply traditional learning methods so that the atmosphere and conditions in the student class are less active during the teaching and learning process.

C. Limitation of the Problem

This research, the researcher focused on the use of Contextual Clues to improve the students' vocabulary mastery at the eighth grade of MTs Al-Falah, Baki, Sukoharjo, because Contextual Clues techniques had never used by English teacher to teach at that school. The researcher used Contextual Clues to prove that the techniques can improve the students' vocabulary mastery at the school.

The material taught is from greeting card material, focused on some words that have meaning contained in some text greeting card. There are four types of Contextual Clues that are quite common that will be used in this research, namely definition, synonym, antonym and example. The researcher focused on Contextual Clues analysis, which are synonyms and antonyms to prove development in vocabulary management capabilities. The researcher used synonym and antonyms strategies because they can make students understand the meaning of a context in reading.

The research subject of the students eighth grade (VIII B). There are 29 students for class B, consist of 18 boys and 11 girls. The average score of the class is lower that other classes.

D. Formulation of the Problem

From the statement above, this research problem can be formulated as follows:

1. How does the implementation of Contextual Clues technique Improve the Students' Vocabulary ?
2. What are students' problem in the implementing of Contextual Clues technique in learning vocabulary ?
3. How do students' response in the implementing of Contextual Clues technique in learning vocabulary?

E. Objectives of the Study

The purpose to be achieved in this research, related to the problems that have been formulated:

1. To describe the mplementation of Contextual Clues technique can improve the students' vocabulary mastery.
2. Finding out the students' problem in the implementing Contextual Clues technique in learning vocabulary.
3. Finding out the students' response in the implementing in Contextual Clues technique in learning vocabulary.

F. Benefits of the Study

1. Theoretical Benefits

This research is expected to provide benefits that can enrich science as one way to find new innovative alternatives in English learning

which are related to understanding English vocabulary through Contextual Clues techniques in eighth grade children Mts Al-Falah, Baki, Sukoharjo.

2. **Practical Benefits**

Practically, this research is expected to be useful for:

a. For students, the application of this study hopes that by using contextual clue techniques, learners will find it easier to understand the lesson and can increase the motivation to learn English in learners, especially vocabulary mastery.

b. For teachers, this research is expected to help teachers in providing references and English subject matter for learners using contextual clue as a technique. This research is expected to encourage teachers to create effective ways of teaching vocabulary and able to improve the ability of learners.

c. For researchers, researchers are expected to be able to apply appropriate techniques to teach vocabulary to students. And in addition, it is also expected to develop his professional attitude in carrying out his duties as well as possible.

G. Definition of the Key Terms

1. Vocabulary

Learning and mastering vocabulary is very important in English. This is because vocabulary becomes the first important role in English language skills and In addition, vocabulary is one of our basic ways of learning English. According to Hiebert & Kamil (2005, p. 3) Vocabulary is the meanings of words that contain knowledge.

2. Vocabulary Mastery

Mastery is the ability and knowledge possessed by students in understanding something well and correctly. According to Jacob (2007) Mastery means complete, great knowledge or skill. In this study mastery is the mastery of students in vocabulary. While the vocabulary mastery is an activity in terms of mastering the ability or skills and knowledge to understand words contained in spoken or written language.

From the explanation above, the researcher concluded that in this research, vocabulary mastery means that students' mastery there is vocabulary that they master through new words in learning English.

3. Contextual Clue

According to Gunning (2008) states that Contextual Clue is a clue that can be found in a paragraph, sentence, or section used by the reader to understand an unknown or unfamiliar meaning of a word. From Gunning's explanation, it can be interpreted that often we find that there is one word in English that has more than one meaning, so Contextual Clue in a paragraph or sentence can help students to identify or get a more precise meaning.

Furthermore, according to Heinich (2002) states that Contextual Clue is a technique that can be used to determine the meaning of difficult words that can be found in the context of sentences. From

Heinic's explanation, it can be interpreted that the technique can be used to find the meaning of a word that is considered difficult which is interpreted based on the context in the paragraph or sentence itself.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Concepts of Vocabulary and Vocabulary Mastery

a. Definition of Vocabulary

In learning English, there are several words that need to be learned and understood by students. The researcher believe that learning vocabulary is one of the first steps in understanding and learning a language, especially English. Various vocabulary is described in a variety of ways, with distinct perspectives from some experts.

There are many definition of Vocabulary. Ur (1996, p. 60) state that vocabulary can be defined as words taught in a foreign language. In the term "words" it can be interpreted that a new item of vocabulary maybe contain more than single word, for example, father-in-law, mother-in-law, police office, post office, where words consist of two or more but express a single idea. Linse (2005, p. 121) state that vocabulary is the collection of words that an individual knows. The meaning of this opinion is that vocabulary is a collection of words that can be understood by someone. Someone who has understood vocabulary well then someone will get the benefit of being able to communicate well and smoothly without any difficulties when going to speak a foreign language.

Furthermore, explanation about vocabulary derived from Staeher (2008) cited in Dakhi and Fitria (2019) says that vocabulary has provided a contribution that has benefits in terms of reading and writing skills, and also affects aspects of speech and listening skills. From this description we have captured that vocabulary is very influential in various ways all aspects of basic language skills which include listening, reading, speaking and writing.

According to the statement above , it can be concluded that vocabulary is a collection of all words used in a particular language. vocabulary is also a component that covers all aspects in the language that are used as a benchmark of how people master the language.

b. Vocabulary Mastery

Vocabulary mastery is an activity that has an important role in the human mind that can be understood by others clearly if the mind is spoken using vocabulary (Nassution , 2020). Vocabulary mastery is the activity of mastering and understanding the various wealth of words contained in a foreign language. Mastery of vocabulary with a large number is very important and needed someone to exchange ideas and communicate with others, because the more vocabulary is mastered, the easier one can communicate with others.

Vocabulary mastery must be obtained by students aiming to support them in terms of basic English skills such as listening,

speaking, reading and writing. With students mastering all four aspects of language skills can make it easier for them to achieve the process and objectives of learning English. The four aspects of language skills in order to be mastered, it must be supported by good vocabulary mastery. By mastering the correct and good vocabulary, it can make a person understand what is read, heard or written. In addition, by mastering vocabulary well and correctly can connect the four aspects of language skills.

Read (2000, p. 16) defines that vocabulary is the knowledge to know a meaning of words and therefore the purpose of this vocabulary test is to find out whether these learners can match each word with a synonym, dictionary-type definition or an equipvalent word in their own language. So therefore in learning vocabulary, they must knowing or understand the meaning of the words and be able to use and place them in the correct sentences.

Ur (1996, pp. 60-62) there are several factors that need to be taught in mastering vocabulary, namely (1) form: pronunciation and spelling, (2) grammar, (3) collacation, (4) aspect of meaning: denotation, conotation, appropriateness. (5) aspect of meaning: meaning relationship, (6) word formation.

According Nurgiyantoro (2001), cited in Suryanto, Imron and Prasetyo (2021) explained that vocabulary mastery is divided into 2, namely receptive mastery and productive mastery. Receptive mastery is the ability to master vocabulary seen when in

reading and listening activities. While productive mastery is the ability to master vocabulary seen when in writing and speaking activities.

Soenardi Djiwandono in a book "Tes Bahasa. Pegangan Bagi Pengajar Bahasa" states that it has divided vocabulary mastery divided into 2, namely passive-receptive and active-productive vocabulary mastery (Soenardi , 2011).

a. Passive-receptive mastery is the mastery of vocabulary in the form of the ability to understand a word's meaning when the word is reading or listening and also without being accompanied by spontaneous ability in its discourse.

   The following are some indicators of vocabulary mastery that are passive-receptive, namely:

   1. Demonstrate behavior or attitude and show objects
   2. Choose a word that corresponds to the same meaning as another word (synonym)
   3. Choose a word that has the opposite meaning to another word (antonym).

b. Active-productive mastery is the mastery of vocabulary that is not only in the form of understanding the meaning of words heard or read but is manifestly able to use his discourse in expressing his opinions or thoughts.

   The following are some indicators of vocabulary mastery that are active-productive, namely

1. Mention a word that corresponds to its meaning
2. Mention a word similar to another word (synonym)
3. Mentioning the opposite word (antonym)
4. Explain the meaning of the word by using matching sentences.

Vocabulary mastery includes many parts, where in the vocabulary section there is a main part that is used as an indicator of vocabulary mastery. According to Ellis, &Girard (2002), vocabulary mastery includes four things, namely word meaning, form, pronunciation, and usage. Word meaning learns about the meaning of the word. Then, part of form consists: 1). listening and repeating. 2) listening for specifik phonological information (vowel sounds, syllables, consoant, and stress pattern). 3). looking at or observing the written form (shape, letter clusters, spelling, and last letters). 4). noticing grammatical information. 5). copying anf organizing. According to another opinion, Cameron (2001) mentioned 3 things in vocabulary mastery, namely: word meaning, form, and usage. Part of the form includes: fisrt, stress pattern of the word. Second, syllables, and the last is notice the sounds at the beginning and end. Word meaning section consists of semantic, relation or lexial relations. In semantic relation or lexical relations, students learns 4 things, namely: antonym, synonym, hyponymy, dan meronymy.

According to Keraf (2007, p. 65) there are 3 levels of vocabulary mastery in a person.

a. Children stage

In this phase it only requires a concrete idea that is to mention words independently. If in this facility the child is getting older then they increasingly feel like knowing it a lot, such as seeing objects around it.

b. Teenager stage

In this phase has occurred where it begins to enter the learning process. The child has begun to master and expand his vocabulary.

c. Adult stage

In this phase where vocabulary mastery is increasing because more and more time a person is used to exchange ideas and communicate with many people.

The maintenance or vocabulary mastery that everyone has must be different, as well as for students at the Junior high school level or MTs are in the age range between 13 to 15 years. At that age, the childrens enters the teenager stage. This teenager stage has occured where it begins to enter the learning process. The childrens has begun to master and expand his vocabulary.

According to Keraf (2007, p. 67) The way a person expands vocabulary can be through the process of learning, through context, through the process of learning, analyzing words, through dictionaries, synonyms and thesauruses. Here are some techniques

that can be applied in the classroom to improve vocabulary mastery in students (Tungka, 2010).

a. Create a vocabulary list

Making a vocabulary list can take words from English learning textbooks. a list of words can be taken from a sentence or short text.

b. Create a vocabulary profile.

Creating vocabulary profiles can be grouped according to the group of words, namely: definition, part of speech, pronounciation, synonym, antonym, scale of word, chungking, connotation, a defining sentence, derivative.

c. Prepare a list of vocabulary lists that have been learned.

Prepare a list of vocabulary lists that have been learned by preparing personal projects. Personal projects can be papers, audiovisual media, and short teaching. The purpose of it is to see how vocabulary can help students in written or oral form.

From the explanation above, it can be concluded that mastering vocabulary is not an easy thing and is not a quick process to do. In addition, mastering vocabulary is not just memorizing words but must know the meaning of the words. If a person has been able to mastering and knowing the meaning of words well and correctly, it will make the use of English vocabulary will be better.

d. Types of Vocabulary

Ellis and Tomlison (1980:64-65) cited from Akar (2010, pp. 16-17) described the two types of vocabulary, there are active or productive vocabulary and passive or receptive vocabulary. Passive or receptive vocabulary is the word that can understood correctly. This is one of the aims in order to increase passive vocabulary gradually so that it can reading and listening. Active or productive vocabulary is the words that can used in speech and writing. In this active vocabulary if students want to really understand a new word item must first read and listen over and over again to be completely accurate. According to Harris (1996, p. 48), passive or receptive vocabulary is the words used in writing or reading. Active or productive is the words that the students should use in their writing and speech.

Based on the explanation above, it can be concluded that there are two types of vocabulary, namely passive and active. These types of vocabulary mentioned there are four aspects, namely listening vocabulary, reading vocabulary, writing vocabulary and speaking vocabulary. Listening vocabulary can be understood by listening to music, or tv. While reading vocabulary can be understood by reading books. Wiritng vocabulary can be used to write some scientific articles, journals, or essays. While speaking vocabulary is used in communicating or conversation with someone in everyday life.

Vocabulary is also divided into 2 types of words, there are content words and function words.

1) Content words

Akar (2010, p. 15) explain how content words might assist writers in comprehending something and associating them with referents (this is, the life things, emotion, idea referred to by a word). Keep in mind that content word or referents always occupy and always exist in a content word. Therefore, it still has meaning, but it's tough to identify referents, for example in the word "Bravery". content words includes are Nouns, almost all adverb, all verbs, and adjectives. Therefore, in a word content there are several classifications. Here is an explanation of the vocabulary classification above.

a) Noun

Nouns are used to describe a place, things, animal, or can also name a people. Examples:

Table 2.1 Noun

Nouns (places)	Nouns (Things)	Nouns (animal)	Nouns (people)
University	Ruler	Dog	Dancer
Office	Book	Cat	Singer
Library	Pencil	Tiger	Artist
Hotel	Dictionary	Crocodile	Teacher
Park	Table	Cow	Gardener

b) Adjectives

Adjective is an adjective used to describe nouns. According Gucker (1966, p. 59) adjective is used to describe nouns or pronouns.

Table 2.2 Adjectives

Big	Beautiful	Red
Small	Handsome	White
Long	Ugly	Blue
Tall	Poor	Black
Short	Rich	orange

c) Verb

Verb is a word that describes a situation or condition and activities carried out by a person.

Table 2.3 Verb

Drink	Sit	Cook
Eat	Read	Run
Walk	Write	Swim
Jump	Buy	Draw
Sleep	Watch	Sing

d) Adverb

Gucker (1966, p. 64) Adverbs are adverbs that function to describe or modify other words in a sentence, namely verbs, adjectives, or other adverbs.

Table 2.4 Adverb

Sadly	Slowly	Beautifully
Carefully	Safely	Friendly
Quickly	Calmly	Patienlty

Lonely	Lovely	Lively

2) Function Words

Akar (2010, p. 15) function word includes adverbs (very), article, auxilary verbs, prepositions, modal verbs, conjuction and pronouns.

a) Article

Article (the, a, an) This type of word is used to modify nouns such as people, places, or ideas. In addition, this article is used to designate a noun itself.

b) Preposition

Preposition is a type of word used in the foreword where it is placed before noun, gerund, pronoun, noun phrase and noun clause. This preposition At, in, to, on, from, near, beside, by and etc...

c) Pronouns

Pronoun is a type of pronoun used to replace nouns. These pronouns include He, She, It, I, and they.

d) Conjunction

Conjunction is a type of connecting word used to connect words, sentences and phrases. Conjuction includes and, so, but, for, or, yet, and etc.

e) Auxiliary verbs

Auxiliary verb is a type of english word used to clarify verbs. These auxilary verbs include am, are, is, have, has, do, does.

e. Teaching Vocabulary

Ur (1996, p. 63) There are some ways of teaching vocabulary and presenting the meaning of the new items, namely are :

1) Concise definition (as in a dictionary, often a superordinate with qualifications...)
2) Detailed description, like (of appearance, qualities)
3) Example (hyponyms)
4) Illustrations, like (picture , object)
5) Demonstration, like (acting, mime)
6) Context (story or sentence in which of the item occurs)
7) Synonyms. Synonyms are words that have the same meaning as other words. example; Sick : ill, beautiful : pretty, and etc...
8) Opposites or common called “antonyms” . opposite It is a word that has the opposite meaning to other words. Contoh; happy >< sad, thick >< thin, and etc....
9) Translations
10) Associated ideas, collacations

Teaching vocabulary is not easy to do. Therefore, when an educator teach vocabulary there are several principles that must be remembered. According to Cameron (2001, p. 94), in general explaining the principles to help children to learn:

1) Teachers can model how to use interesting strategies so that they can attract children's attention explicitly to the aspects of using

strategies. For example: Teachers can show you how to find clues about the meaning of a new word in a picture.

2) Teachers can teach sub-skills needed to utilize strategies. Example: to use the dictionary efficiently it requires knowledge of alphabetical order and in addition increases practice.
3) Useful classroom assignments can include many structured opportunities to use strategies. Example: when the teacher reads a story, the teacher will explicitly encourage the prediction of the meaning on a new word.
4) Independent strategies can be used in the classroom. Example: Students can be helped to prepare a list of words that they will want to learn, in addition to showing how to learn in pairs.
5) Young students can be helped by reflecting on the learning process through evaluation in their achievements. for example; At the end of the lesson, students can be asked questions about how many new words they have mastered and according to them which words are considered still to be learned further.

Meanwhile, according to McCarten (2007, pp. 19-24), explaining some principles that can be followed to help students learn vocabulary effectively:

a) Focus on vocabulary

Some of the materials that can be used by teachers are as follows:

Provide vocabulary lessons that are clearly marked to create targets that contain focused exercises and regular reviews. provide and create vocabulary lists:

1) Provide vocabulary lessons that are clearly marked
2) Create targets that contain focused practie and regular reviews.
3) Provide and giving list of vocabulary.
    a) Offer variety
    b) Repeat and recycle
    c) Provide opportunity to organize vocabulary
    d) Make vocabulary learning personal

According to Brown (2000, p. 377), some guidelines for the communicative instruction in teaching vocabulary:

a. Allocate specific class time to vocabulary learning
b. Help students to learn vocabulary in context
c. Play down the role of bilingual dicitionaries
d. Encourage students to develop strategies for detetmining the meaning of words
e. Engage in “unplanned” vocabulary teaching.

Based on the principles teaching vocabulary mentioned above is the proper action taken by a teacher to teach , and help learners remember vocabulary. Vocabulary is the main source of language use and learning. Language learning gives students the opportunity to develop words. However, it may be that

vocabulary teaching and learning is ineffective if it is not taught regularly.

From the above explanation it can be concluded that in teaching vocabulary to students it is not easy, it takes skill and creativity to help students learn vocabulary effectively, in addition so that students do not get bored easily when learning. A teacher must be able to make a good strategy and make the atmosphere in class as comfortable as possible in order to attract the attention of students.

f. The Problem of Vocabulary Learning

In learning vocabulary, some students must have experienced an problem to mastering vocabulary. According Thornbury (2002, pp. 27-28) there are several factors that become problems or difficulties in learning vocabulary, here is the explanation.

1. Meaning

One of the problems of vocabulary is meaning. When there are overlapping words will make students feel confused. A word that has many meanings causes students to be bothered

2. Pronunctiation

The next problem is that researchers show that learning words that are difficult to say is more difficult to learn. Pronunciation is one of the most important aspects that students must take care of when learning English. Potentially difficult

words are those that contain sounds that are difficult to pronounce or unknown.

3. Spelling

Spelling is more likely to be one of the alterers of errors in either pronunciation or spelling that occur due to incompatibility.

4. Grammar

Students also have problems with grammar. Grammar is very closely related to words.

4. The Concepts of Contextual Clue Technique

According to Akar (2010, p. 27) In his book "Teaching Vocabulary" explained there are four techniques in presenting and practicing vocabulary. These 4 techniques included: visual, aural, verbal and kinestetic techniques. In this example, the type of verbal technique includes contextual guesswork. Verbal techniques are a means of conveying a meaning. As a result, it is possible to conclude that contextual is a strategy for teaching vocabulary that is contextually included in the form of verbal techique.

Akar (2010, p. 66) also said that in place of setting a that means in verbal form, it is frequently better to put a word into context. It is defined in some cases, that students can find a word itself, while students find a word itself then an idea of its meaning or meaning will appear. From the description can be taken for example, specifically "I

overate dinner" from the sentence there's one part of the phrase that can be recognized, namely "eat" then there are words that could assist students other than the word "eat" particularly "Overate" and the word "Over" if the reader has found the word some other place, or the student can be able to locate assist if he's familiar with the new word from the speech section.

Based on the explanation above that in presenting and practicing vocabulary through contextual clue there are four techniques. One of them is verbal techniques in strategy to teach vocabulary through contextual clues. That's because verbal techniques are part of how they are implemented to teach vocabulary to students.

a. Definition of Contextual Clue

The researcher believe that contextual clues are a way to assist students to practice and understand vocabulary in an effective and creative way. This is a presentation about the understanding of context clues according to some experts.

Quoting from the country idea, states that contextual guesses concerning a student to search for clues to the meaning of a word by following a sequence of detailed steps, wherein the series directs to the direct context this is the first word as the first step. After the initial step has been decided, then after that the word operation in all contexts is a strategy utilized by the reader efficiently and unknowingly. This explanation, students can be easy to find information efficiently and systematically. The first step students

can do is to read that aims to get the reading context they need, then they select a more appropriate context and after that they'll find the word meaning information they're looking for through with information on the operation of words.

Rhoder & Huerster (2002) using Contextual Clue as a strategy can help students to identify unfamiliar words in longer sentences, paragraphs or texts. According Beck, Mckeown & Kucan (2002), Contextual Clue analysis is a way of understanding foreign words by involving and recognizing the use of words or sentences around them. Contextual Clues are described as words found around an unknown word to provide clues which can reveal the meaning of an unknown word. So students can determine the meaning of the unknown word through the context in which the word is found by providing a clue that aims to help students to be able to read independently and in addition to that can also use the help of a dictionary or teacher.

Gambrell & Headley (2006) understanding how to use context is one of the most important skills that can be taught to encourage vocabulary growth in students. Jensen (2009) stated that in his research, explicit Contextual Clue instruction is effective in fostering students' ability to determine the meaning of words or vocabulary that is not familiar.

Contextual Clue is one of the techniques that can be used by teachers in presenting words in teaching English vocabulary.

According to Boonchun (2018) states that Contextual Clue is a strategy that students can do to predict the meaning of unknown words or vocabulary based on context and clues. According to Reardon (2011) Contextual Clue is information contained in the text that is useful for helping students in inferring the meaning of unknown words or vocabulary in the text.

According to Clarke & Nation (1980), Improvement and comprehension of vocabulary retention in students' reading when using Contextual Clue has reason that using Contextual Clue can be considered as a strategy or technique that has the benefit of finding information and making predictions through unfamiliar words contained in context. Thus that students who are taught with the Contextual Clues technique have better ability and performance in predicting the meaning of words.

In addition, according to Brown (2000), students' reading process activities are sometimes unable to obtain clues or information from the text, the reason being that students cannot use their skills in predicting or guessing to identify the meaning of foreign words contained in the text. These findings are reinforced in a study by Karbalei, Amoli & Tavakoli (2012), state that the use of Contextual Clue can be effective in fostering students' ability to determine words that are not familiar at the time of reading.

Other explanation about contextual clue from Innaci & Sam (2017, p. 40), they explained that “Contextual Clue is a clue derived

by the author that used by students in a deliberate / incidental way that has been written in a text to help students understand when getting difficult words or unfamiliar words". They say that with contextual clue techniques this is very helpful in terms of understanding a word's meaning and they can also place a word that fits the context. Here's an example of the sentence, "The fireman ascended the tree and brought the little girl's kitten back down". In the sentence can be seen, maybe a reader will find it difficult to understand the word ascended, if it can be understood more deeply that the fireman get cats from trees, then it can be concluded that the synonym of the word ascended is climb.

According to the statement above through Contextual Clues, students will hereby find it helpful to this technique that aims to make it easy for students to find and understand unfamiliar words. Contextual clues help provide information about how a word fits its context in a sentence.

b. The Concept of Synonym and Antonym of Contextual Clue Technique.

1) Definition of Synonym and Antonym Contextual Clue

a) Definition of Synonym

According Saeed (2003), synonym can be explained as a type of sense relationship between words, in which such word exhibit similar basic sense (Alanazi, 2017). It can be concluded that synonyms are not only words that are not only

known by students, but can help students in understanding a reading text and getting information from the reading. Hancook (1987), synonyms are words that have two or more words that have the same meaning meaning (Wulandari, 2017).

b) Definition of Antonym

According to Deese, antonyms are the opposite of words. So an antonym is a semantic relationship that has two units of speech whose meaning expresses the opposite between words, or words that contradict one another (Wulandari, 2017).

c. Advantages of Contextual Clue Technique

Uzer (2018), explained there are four benefits to using Contextual Clue:

1. The Intension of Vocabulary Acquisition

Understanding a sentence, as an important point we need to master the vocabulary. Information about the meaning of words difficult in sentences is given with the Contextual Clues used. Therefore, vocabulary mastery needs to be directed proportionally if it has little vocabulary.

2. Stimulated Critical Thinking of Reader

Contextual Clues requires creativity. The presence of punctuation and keywords can affect an accuracy in guessing words better, namely carefully when reading information.

3. Take Time than Opening Dictionary for Critical Reader

Contextual Clues is a way to understand the meaning of the meaning of new words with the clues found by the author in the sentence or paragraph. An easy way to grow vocabulary is to learn the meaning of words through their function in paragraphs or sentences. The reader must have sensitivity to his use of words.

4. Can be Useful to Define word Meaning for any Polysemous word Depend on the Context.

A Polysemy is a word or phrase that has differences, but has a connection in a sense that is described. The vague concept of interrelationships makes polysemy judgment difficult because applying pre-existing words changes to new ones. Bahsa change is a natural process of language change.

d. Types of Classification of Contextual Clue

Innaci & Sam (2017, p. 41) explained that Contextual Clues are classified into four types. There are several types of context clues, namely definition or restatement, synonym, antonym/ contrast/ opposite, and example or explanation.

1) Definition or Restatement

Definition or Restatement is the meaning of vocabulary contained and listed in a sentence itself and generally follows the word vocabulary.

2) Synonym

Synonym is a meaning of a word that has similar meanings with other words. Example: Slender : Thin

3) Antonym / contrast

Antonym / contrast is the meaning of a word that has a meaning that is opposite to other words. Example: Emmaculate:very messy

4) Example or explanation

Example or explanation is a type of Contextual Clues where this clue uses examples that serve to help the reader to infer the meaning of vocabulary words.

Based on the explanation above, it can be concluded that context instructions are classified into 4 types, namely definition or restatement, synonym, antonym, and example or explanation. The four types of context instructions above will be used by teachers to apply as one strategy when understanding a sentence in English. Teachers only need to guide when students try to understand and use the technique.

B. Teaching Vocabulary through Contextual Clue Technique

Akar in his book "Teaching Vocabulary" explained how to teach vocabulary through contextual guesswork techniques that are one part of verbal techniques. Akar (2010, p. 66) There are several ways to teach vocabulary, one of which is by using Contextual Clues techniques. Root takes an idea from Jackson about the steps in understanding a word in

context. He mentioned there are 5 steps in understanding a word using a context clue strategy:

1) The first step is to look at the word and focus on the part of the speech.
2) The second step is to look at which sentence or clause contains an unknown word, then if it's a noun, try to do it by guessing what adjectives are correct to describe it? So what's the nearest verb? That is, what exactly is the noun done and what has this noun done? On the other hand when it's a verb, what nouns accompany it? Is it true that adverb modified it? When it's an adjective, what nouns accompany it? And if it's an adverb then what verbs modify it?
3) The third step is to see and pay attention to good relationships in a sentence or clause and unknown words and sentences or phrases. This relationship may or may not be characterized by conjunction words, for example, but, when, or adverb, for example, as a result. In addition, the relationship is likely to include cause, effect, contrast, examplification, summary and etc.
4) The next step is to make the meaning of a word by guessing.
5) And the fifth step is to re-examine whether it is correct to guess.

How to check whether the guess is correct or not, namely with the first 3 steps, look at the part of the guessing speech whether it is the same as the word from the unknown part. Second, whether the sentence is reasonable, if the sentence is correct and reasonable then the guess is correct. Third, then break unknown words like prefix, root, and suffix. If prefix and

root are related then it can be said that your guess is correct and good (Akar, 2010).

Akar (2010, p. 67) gave advice on how to learn vocabulary using context clue methods, namely as follows cause and effect, the opposite or contrast, General sense which is: SVD, recipient, actor of action, and word class, synonym or paraphrases, the example in the text, and the last is the definition in the text.

From the explanation above, the researcher concluded that understanding the workings of Contextual Clues can help students understand unfamiliar or difficult words , even vocabulary they just encountered. Therefore, it is very important for a teacher to provide teaching or steps so that students get information from the meaning of the word that is in accordance with the context.

C. Student's Response

In Indonesian dictionary, a response is a reaction, an answer, and a response. Dagun (1997) in the great dictionary of science, it is mentioned that the word "response" is a psychological-metabolic reaction that occurs to a stimulus that is automatic, such as direct emotional reactions, and reflections.

In the complete dictionary of Psychology, it is stated that the word "Response" is a muscle or gland process that arises from a stimulus, or one answer is the answer to a questionnaire or test question, or it can also come from behavior, both clear and hidden (Chaplin, 2004).

Response in a broad sense is someone who gives their reaction through an attitude, behavior or thought. The attitude found in a person will give a color to a person's actions. Therefore, a response can be interpreted as a result obtained from an observation. An intended observation is an observation about the subject, an event obtained by interpreting an information.

Vermons (1963) explained that expressing motivation, desire, and interest can influence a person's response. Motivation is one of the most important components of learning. The ability of students in a learning will have an impact on student response. Rendon (1994) stated that students do not like it when they do not understand, but if they are given enough information and discussion to make sense, but they often change their opinions. The learning atmosphere will affect and provide a response effect for students in providing responses.

In addition, the type of material will also have an influence on students. Menururt Applebee (1989) students will be able to see matter as a form of reality and understand it in terms of the world rather than the real world. In addition, according to Rendon (1994), states that things that are not understood by students have an effect on those who cannot ask for information where it will help them in learning. Clay & Breslow (2007), stated that there are conditions where a teacher must anticipate so that the material presented is not boring if a teacher wants the material presented to run smoothly and well. Students will give a good response when they understand the material according to their capacity. On the other hand, if the

material presented makes students difficult, it will affect students who will easily feel bored. It can be concluded that the concept of the material delivered well and clearly will affect the positive response given by students.

D. Previous Studies

The first previous study was conducted by Suma Kurniawati, Sudarsono, Yanti Sri Rezeki (2019) on Journal article under the title *" The Effectiveness of Context Clue to Teach Vocabulary"* at SMP N 4 Sungai Raya, This study was aimed to investigate the effectiveness of context clue to teach vocabulary. The previous study used descriptive text as reading material. The researcher chose 3 parts of speech, namely: noun, verb, and adjective. This research used six types of context clue to analyze the umfamiliar word, namely: synonym, antonym, definition, inference, punctuation, and example. The study was pre-experimental design using quantitative approach with the one group pretest-posttest. They found that the use context clue technique has significant effect in teaching vocabulary at the year-8 students of SMPN 4 Sungai Raya (Kurniawati, Sudarsono, & Rezeki, 2019).

The second previous study is a thesis conducted by Kiki Marlindawati (2013), she is researcher from Department of English Education Faculty of Teacher Training and Education University of Muria Kudus. The previous research tittle is *" The use of Contextual Clue to Improve The Vocabulary Mastery of The Eighth Grade Students of MTS Hasyim Asyari 2 Kudus in The Academic Year 2012/2013"*. For her

research, she used classroom action research. This research was aimed to find out if the use of context clues can increase vocabulary mastery in students. In the study data collection, the writer used observation sheets, achievment tests, and questioners. In addition, this study consists of 3 cycles, namely planning, acting, observing and reflecting. As a result of this study, the students' vocabulary mastery improves from cycle I to cycle II. The mean score of the achievement test in students is 62.94, then the average score of the achievment test was in the category of "sufficient". For cycle II, the mean score of achievement tests reached 76.62, the mean score of the achievment test was in category of " good". Meanwhile, the mean score of the achiement test in cycle III is 85,15, the mean score of achiement test was in the category of "excellent". The results of this study show that context clue can improve vocabulary mastery in students (Marlindawati, 2013).

The third previous study is a thesis conducted by Komala Sari (2007), she is researcher from English Education Department Faculty of Tarbiyah and Teacher's Training State Islamic University Hidayatullah Jakarta. For her research, the research study used pre-experimental research as research method. This research was aimed to to find out the use of contetextual clue to develop student knowledge in vocabulary teaching. the place of research conduct is classified at SMK Puspita Bangsa Ciputat. The researcher took only 30 students about of 45 students by random sampling. There are five steps in the research: give (pre-test and post-test), give treatment, doing observation, and interview with the teacher. The writer used "t-test" formula to calculate the data. The results obtained are t-test

3.23 and 2.76. That means that a t-test of 3.23 is greater than a t-table of 2.76.

The fourth previous study is a Journal article conducted by Muhamad Ybnu Taufan (2020) on his Journal *article "Improving Students' Vocational Vocabulary Mastery through Contextual Clue Technique*". The name of his Journal is "EDUMASPUL ~ Jurnal Pendidikan~". He is researcher from English Education Department, University Tomakaka, Indonesia. This study was aimed to find out the use of context clue techniques in helping to improve students' vocabulary skills significantly or not. The method used in his research was quasi-experiment with non-equipvalent control group design. In this study, the researcher explained the results test that context clue technique strategies are effective in improving vocabulary in students. It is said that this study is effective in improving vocabulary because judging from the T-test test shows that there is a significant difference, namely after treatment. In addition, it was also found that the score test in students in the experiment class was higher than the score in the control class. Furthermore, the student's response to the use of context clue technique is divided into 2, namely positive response and negative response. Positive response reaches 80%, while negative response that considers difficult to reach 20% (Taufan, 2020).

Table 2.5 Previous Related Study

No	Researcher	Title	Similarities	Differences
1.	Suma Kurniawati, Sudarsono, Yanti Sri Rezeki (2019)	*“ The Effectiveness of Context Clue to Teach Vocabulary at*	**Research Object :** Student in the Eighth grade.	**Research Design:** Experimental design

		SMP N 4 Sungai Raya"		
2.	Kiki Marlindawati (2013)	*" The use of Contextual Clue to Improve The Vocabulary Mastery of The Eighth Grade Students of MTS Hasyim Asyari 2 Kudus in The Academic Year 2012/2013"*	**Research Object :** Students in the eighth grade. **Research Design :** Classroom Action Research.	The research was conducted in *MTS Hasyim Asyari 2 Kudus in The Academic Year 2012/2013*. While this research was conducted in MTs Al Falah Baki Sukoharjo 2021/2022
3.	Komala Sari (2007)	*Teaching Vocabulary Through Contextual Clues" (A Pre-experimental Study at the First Year of SMK Puspita Bangsa Ciputat)*	**The Objective of the Research:** The use of contetextual clue to develop student knowledge in vocabulary teaching	**Research Design :** The research study use A Pre-experimental. **Research Object :** Student in the senior high school
4	Muhamad Ybnu Taufan (2020)	*Improving Students' Vocational Vocabulary Mastery through Contextual Clue Technique*	**The Objective of the Research:** The use of context clue technique to improve vocabulary mastery.	**Research Design:** The research study use a Quasi-experiment with non-equivalent control group design.

E. Rational

In learning English, there are difficulties that may be felt by students. Vocabulary mastery in eighth grade learners at Mts Al-Falah is still low. This is in accordance with the statement made by one of the English teachers at Mts Al-Falah, as follows: Firstly, students have difficulty understanding and memorizing vocabulary well because they have a low ability to memorize vocabulary. Secondly, time-freeness during the pandemic that makes it difficult for students to find new words. Thirdly, the student's spirit in memorizing vocabulary is still lacking. Fourthly, students easily forget when told to memorize vocabulary while studying.

Therefore, the teacher needs to make the material easy to understand and the material must be in accordance with the material taught in the eighth grade. One of the materials that will be taught to eighth graders is greeting cards. Greeting cards are related to the teaching of vocabulary mastery, namely vocabulary related to congratulating. Using greeting cards, teachers help students to remember and know more words than one and understand the meaning of words.

The teacher need to use effective techniques in teaching vocabulary, namely using contextual clue techniques. Contextual clues involve students understanding vocabulary in a reading context. Contextual clues technique is considered an effective way, technique, or strategy in teaching vocabulary, because it can facilitate students just by guessing words without opening the dictionary and only looking at the given context.

Contextual clues should involve students understanding vocabulary in a reading context.

To find out the results of vocabulary mastery in students by providing pre-tests and post-tests. The researcher used quantitative. The researcher in analyzing data require techniques to find out the results whether contextual clue technique can help improve students' vocabulary and to find out the score of students who before and after taught vocabulary using contextual clue techniques. Here steps in analyzing the data :

a. Calculate scoring pre-test and post-test students using the formula:

$$\text{Score } \frac{correct\ answer}{total\ number\ of\ item} \text{ X } 100$$

b. Calculate the rate percentage of the students score (Mills & Gay, 2016).

$$P = \frac{F}{N} \text{ X } 100\ \%$$

c. Calculate the mean of the students score (Mills & Gay, 2016)

$$X = \frac{\sum X}{N}$$

Considering the explanation above, the researcher believe that using contextual clue techniques with greeting card text teaching materials can improve vocabulary mastery in eighth graders.

F. Action Hypothesise

The hypothesis is an unproven guess and it still needs to be proven again. Based on the theories and explanations that have been put forward, therefore researcher can formulated this research hypothesis : Using

Contextual Clue technique can improve the students' vocabulary mastery at the eighth grade of MTs Al-Falah Baki Sukoharjo

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational of Variable Research

1. Variable

Before the researcher explains about variable, the researcher will explain the understanding of variables itself. Keep in mind that variables are the key term to any research, one of which is quantitative. Fraenkel & Wallen (2009, p. 39) variable is concept of noun where they stand and variation in a class of objects. Such as : color, table, chair, eye, motivation, gender, or running speed. In this study, there are two variables, namely Independent and dependent variables. According to Ary (2010, p. 36) variables are characteristics that can take different scores or values.

According to Sugiyono (2013, p. 39), there are two types of research variables, namely dependent variables and independent variables. Dependent variables are variables that are influenced by other variables, while independent variables are variables that affect other variables. Based on this research, the variables used are: The independent variable in this research is using contextual clue techniques (X), and the dependent variable in this research is the students' vocabulary mastery (Y).

In this research, the researcher used the Classroom Action Research (CAR) method. The purpose of this research using Classroom

Action Research is to improve students' vocabulary skills by using contextual clue techniques.

Classroom Action Research (CAR) is a study that aims to solve problems in the classroom. Problems that commonly occur in class are related to the teaching and learning process, the use of learning resources, the way teachers teach in class and classroom management. (Rukminingsih, Adnan , & Latief, 2010). The research used the theory by Kemmis and McTagart (1988), cited in Kemmis, McTaggart and Nixon (2014, p. 18) that the procedure of Classroom Action Research is a series of activities from planning until reflecting process. The procedure suggested by Kemmis and McTaggart is called cycle research. Each cycle consists of 4 stages, namely planing, action, observating, and reflecting.

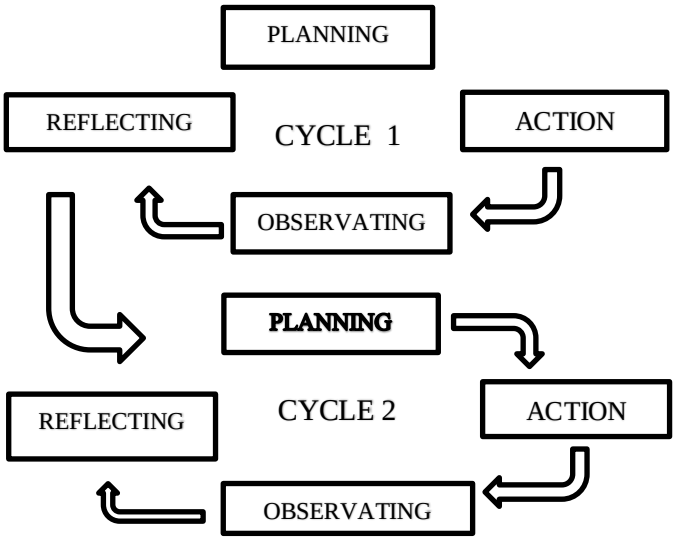

Figure 3.1 . an Illustration of Action Research Spiral

Based on the above description, it can be concluded that classroom action research is an activity that starts from planing to reflecting that occurs in each cycle carried out by researcher as teachers

and english teachers as observing the situation in the classroom. This is done to solve problems that occur in the class that comes from students during the process of teaching and learning activities.

2. Definition Operational of Variable

B. Research Setting

This research conducted at the eighth grade MTs Al-Falah Baki Sukoharjo in the academic year of 2022/2023. This school located on Jl. Merpati No.2A, Rw.2, Gedongan, Baki district, Sukoharjo Regency, Central Java 57556. This research conducted on July to August 2022.

C. Subject and Object of the Research

The subject of this research was the eighth grade students of MTs Al-Falah Baki Sukoharjo in the academic year of 2022/2023. There are four classes, namely : A, B, C, D. The classroom action research was conducted in class VIII B which consists of 29 students, there are 18 boys and 11 girls. The reason why the researcher chose a class VIII B students to be the subject of the research is because this class is a suitable class for research with the problem that the average score of the class is lower than other classes

This research used purposive sampling techniques. Sampling is carried out by purposive sampling because it is selected according to the will of the researcher. According to Kurniawan & Puspitaningtyas (2016, p. 69) Purposive sampling is a sampling technique based on consideration or creteria of pupulation members.

D. Action plan (Classroom Action Research)

This research was conducted using Classroom Action Research. This research was conducted on a scale consisting of two cycles. Each cycle was carried out in 2 to 3 meetings. In this cycle, there are four steps, including:

1. Planning

   At this stage of planning, researchers took action where at this stage focused on improving the understanding of english vocabulary of class VIII students using contextual clue techniques. Here are the things that need to be done:

   a. Prepared lesson plans (RPP)
   b. Develop a lesson plans (RPP) in accordance with the material to be taught and make a plan of activities that will be carried out in the classroom.
   c. Prepared the material.
   d. Prepared and create instruments of teacher and student observation sheets.
   e. Prepared a test (pre-test posttest).

2. Action

   The next stage of implementation is to conduct teaching and learning activities in accordance with the learning plan that has been made. In this case researcher use contextual clue techniques to teach about understanding students' vocabulary. At this stage of implementation is carried out on a scale that consists of 2 cycles. Each cycle is held 2 to 3 meetings. The time for each meeting takes 45 minutes.

Table 3.2 Schedule of Classroom Action Research

	Meeting	**Date**
Pre-test		28 Juli 2022
Cycle 1	1	29 Juli 2022
	2	2 Agustus 2022
	Post-test 1	5 Agustus 2022
Cycle 2	1	9 Agustus 2022
	2	11 Agustus 2022
	Post-test 2	12 Agustus 2022

3. Observation

The next step is observation. Observations are made during the teaching and learning process. Researchers observed all activities that took place during the teaching and learning process carried out in class. The researcher observed all student teaching and learning activities such as students' understanding of the material delivered by the researcher, the atmosphere in the classroom, and the implementation of teacher and student actions when conducting learning activities with contextual clue techniques. This observation activity aims to find out whether the implementation of teaching and learning activities is in accordance with the learning plan that has been made before and in addition whether the techniques taught by researchers can improve vocabulary understanding in students. In addition, the English teacher at Mts Al Falah will help as an observer.

4. Reflection

This last stage in CAR, after the completion of the teaching process in the classroom using contextual clue techniques. Furthermore, the researcher will analyze all activities that have been carried out and conduct an observational analysis of any success or failure during the activity in order to improve for the implementation of the next activity.

E. Techniques of Collecting the Data

The purpose of this study is to obtain data. In collecting data in research, researcher need techniques to collect data. Data collection techniques in class action methods, researchers use qualitative and quantitative method.

1. Qualitative Method

In qualitative data collection, the researcher collect data through observation sheets and interview. The researcher used observation sheets in class to find out the process of student learning activities and know the performance of researcher in applying the material to be taught in class. First, the data is taken from the teacher's observation sheet. At the time of observation, researcher need an observer, namely English teacher to observe the researcher. The task for English teachers is to observe the researcher when implementing the material to students. Second, the data is taken from the student observation sheet. At the time of teaching, the researcher also observes the behavior, and int ercation of students in the classroom. During the observation activity, the researcher have prepared an observation sheet that will later be given to English teachers.

The researcher also used interview techniques to complete some of the data. The interview technique conducted by the researcher is to

make some questions first. The interview conducted and addressed to students and teachers after the teaching and learning process. The result of this interview is to analyze and find out the responses of students and teachers whether this contextual clue technique can work well and whether it can help students to learn and master vocabulary. In addition to knowing the problems faced by students when learning vocabulary.

2. Quantitative Method

In quantitative method, the researcher use more accurate instruments. To collect data, the researcher uses test technique. There are 3 stages: pre-test, post-test 1, and post-test 2. The total numbers of test to be given consists of 25 multiple choice, then questions related to English vocabulary. Pre-test is given before the implementation of contextual clue technique, meanwhile post-test is given after the implementation of contextual clue technique.

F. Research Instrument

The instruments used in the research are :

1. Test Instrument

Test is a question used by researcher to find out the ability, and intelligence possessed by each students. According to Retnawati (2016, p. 2) defines that the test is one form of instrument consisting of questions used to obtain data through answers from test questions. Therefore, researchers can find out the ability measure of students. Tests provided by researchers through pre-tests and post-tests. The test, which goes through a pre-test is given before the researcher gives treatment, aims to find out the student's knowledge and score before being given

treatment. While the test through post-test is given treatment about the use of contextual clue techniques.

The type of instrument test in this research is objective testing. According to Heaton (1975, p. 26), objective testing is a type of test that most people consider to be younger than a subjective test. Heaton (1975, p. 34) also shares several types of objective tests including multiple-choice, rearrangement, tranformation, matching, addition, combination, and completion. The researcher uses a form of the test is multiple-choice. Retnawati (2016, p. 3) also defined that the objective test is a form of test where the answer option has been provided. Types of objective tests include matching, correct and incorrect (true or false), short fill tests or short answer, and multiple choice. In this study, the researcher only used objective tests. In this case, the researcher uses a type of multiple choice form for vocabulary test. The researcher choose the type of multiple choice because it has several considerations:

a. This type of multiple choice has a very economical advantage, because there are things that can be answered in a short period of testing time.
b. Test score technique is more practical and effecient
c. For students will find it easier and more practical to answer test question Harris (1996, p. 52).

There are two types of tests used to collect data, they are pres-test and post-test:

a. Pre-test

Pre-test is a test given at the beginning of a meeting. The researchers give a pre-test before being given treatment.

The provision of pre-test at the beginning of this meeting aims to find out the ability in vocabulary mastery before treatment is given to learners. After that, students answered the vocabulary tests that have been given. This type of vocabulary test is multiple choice. The purpose of this test is to find out the student's mastery of vocabulary before applying the treatment.

b. Post-test

Post-test is given after applying treatment using contextual clue techniques. Post-test given after being given treatment aims to find out the ability in vocabulary mastery.

2. Non Test Instrument

In this research, the data collection techniques used interviews and observation sheets. The interview was conducted by two speakers, namely an English teacher and the eighth grade. The interview was conducted after class action research. The interview used by the researcher here has previously been made a data list of questions to make it easier for researcher to ask questions to the speakers. This interview method aimed at teachers and students, to get information and student responses, namely the extent of their vocabulary mastery, and what difficulties they feel.

The researcher made two types of observation sheets and interview, namely teacher and student observation sheets. Teacher observation sheets are used to find out the teacher's expertise in delivering and implementing lessons, especially vocabulary mastery with contextual clue techniques during the teaching and learning process. While the student observation sheet to find out the interaction of students, and the condition of students in class at the time the teacher conveys and implements contextual clue techniques in English learning.

G. Techniques of Analyzing the Data

After the researcher collects the data, the researcher will conduct an analysis of the data from the results that have been obtained. The data that has been collected and then analyzed through 2 data analysis techniques, namely Qualitative and Quantitative.

1. Quantitative

After the researcher gets the test score from the results of the pre-test and post-test, then the researcher begins to analyze the data that has been collected. Researchers in analyzing data require techniques to find out the results whether contextual clue techniques can help improve students' vocabulary. Therefore, researchers use quantitative analysis techniques. This data analysis technique is used for researchers to find out differences in the score of students who before and after being taught vocabulary using contextual clue techniques.

Data analysis is a series of research activities to determine the truth and accuracy of research results (Yusuf , 2013). This data analysis technique is used for the researcher to find out differences in the score

of students who before and after being taught vocabulary using contextual clue techniques. There are the steps in analyzing the data :

a. Calculate scoring pre-test and post-test students using the formula:

$$\text{Score } \frac{correct\ answer}{total\ number\ of\ item} \text{ X } 100$$

b. Calculate the rate percentage of the students score (Mills & Gay, 2016). The percentage of classes that pass the minimal mastery creterion (KKM) which is 72, where the percentage of the class follows the score of English subjects at MTs Al-Falah Baki Sukoharjo.

$$P = \frac{F}{N} \text{ X } 100\ \%$$

Note:

P : Percentage

F : Frequency

N : The total number of the students

c. Calculate the mean of the students score (Mills & Gay, 2016)

$$X = \frac{\sum X}{N}$$

X : Mean score

$\sum X$: The sum all scores

N : The total number of the students

2. Qualitative

The analysis of data used in qualitative comes from interview and observation sheets carried out during treatment in each cycle and the process of teaching and learning activities involving the observation

activities of students and teachers. the interview consists of several questions that are then addressed to students and teachers. After obtaining interview and observation data, after that the data is collected and analyzed with several processes, namely description, interpretation, and reflecting. While, The observation sheet consists of a list of activities of students and teachers that have been observed during the activities of the learning process.

H. Indicators of Success

In accordance with the characteristics of action research, the success and results of action research are characterized by the presence of better changes. The results of research actions to determine the success rate in the study whether it is successful or not. Therefore, in this study the researcher determined the level of student success creteria with vocabulary test scores, the target of the Minimum Mastery Creterion (KKM) which is (72,0). The Minimum Mastery Creterion (KKM) is based on the provisions of the school. The researcher are considered successful if vocabulary scores in students in the class reach at least a score of 72 or more.

The creterion of success in this research is that 70% of the 29 students can master the material at least 70% which is indicated that the student's score is at least 72. If the value does not reach or is less than 72 then it is still said that it has not reached the predetermined KKM value.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Implementation of using Contextual Clue Technique Improve the Students' Vocabulary

1) CAR Implementation in the English Language Teaching Process

a. Implementation of Cycle 1

The researcher described four phase of implementing the CAR as follow:

a) **Planning**

Cycle 1 conducted 2x meetings, namely July 29 and August 2, 2022. The things that need to be prepared in the planning stage of cycle 1 was preparing learning materials was about greeting cards. Here are some things that have been prepared by the researcher as follows: 1). Maked a lesson plan or RPP. 2) The researcher prepared a research instrument used in collecting data in the form of two observation sheets of teacher and student activities in the classroom. 3) Prepared materials to be taught to students.

b) **Acting**

In this research, the researcher as one who carried out the implementation and learning process in the classroom, while the English teacher as an observer of the learning process carried out by the researcher in the classroom. The researcher in implementing material into the learning process in the classroom, namely in accordance with the lesson plan has made. While the English teacher here observes the learning process activities carried out by the researcher used the observation sheet.

1. First Meeting

Cycle 1, Fist meeting of this research was held on Friday, July 29, 2022 in one meeting with a duration of 1x60 minutes. The first day, there was one student who could not followed the learning process in the classroom. Classes start at 10:30 a.m. to 11:30 a.m. The students who are the subject of the study are class VIII B MTs Al-Falah Baki Sukoharjo with the number of students, which is 29. In the preliminary activity, the teacher and researcher entered the classroom and then greet and opened it with greetings and before entering the lesson, the researcher and teacher invited the students to pray first. Then checked the student's attendance. After the

event of praying and checked the attendance of the students, the English teacher gave the opportunity to the researcher to introduce himself. After that, the researcher gave a message so that students always comply with health protocols, namely always wearing masks inside and outside the room. Furthermore, on this first day, the researcher also conveyed the learning objectives that must be achieved by students and the researcher also explained the mechanism for implementing the learning process in accordance with the lesson plan. After everything is conveyed, the researcher immediately asks the student to open his notebook to record the material to be explained by the researcher. In this teaching, the researcher explained the material on greeting cards and expressions. The duration of the teaching, which is 60 minutes, the researcher explained the greeting card material starting from the definition of greeting card, purpose of greeting card, expression of congratulation, then generic strucktur of greeting card, definition of context clue, and, types of context clue. Since time not enough to explained the types of Contextual Clues, the next meeting discussed according to the material that has not been explained. At the end of the learning hours, the

researcher invited students to recall and concluded the material that has been studied.

2. Second Meeting

The second meeting of this research was held on Tuesday, August 2, 2022. learning starts at 13:00 pm to 14:00 pm.The researcher opened the learning with greetings and checked the attendance of students. The researcher re-asked the material that had been studied at the previous meeting. It turned out that some students forgot about the material that was at the previous meeting. The researcher again gave a little explanation about the greeting card (expression congratulation), the purpose of greeting card, the structure of greeting card. after the students have begun to remember it, the researcher explains the meaning of Contextual Clues and their types. In the previous meeting, the researcher has not had time to explain because the time is not enough. Then, the researcher immediately explained first the definition, and after that explained the types of context clues.

The researcher gave an example of the context clue of the text greeting card. Here, the researcher takes a few sentences from the text greeting card which is then described based on the

type of context clue (synonym and antonym). Example : " When your name is called as the best student please step forward for-high five! you're the best. Congratulations!". The researcher explained that " please step forward means to step forward. if there is a question about the meaning of the meaning of the word above is to look for the meaning of a word that is almost close to the word of the sentence, the word sentence that is almost close to the meaning of the word is come to the front" that is, it means to move forward.

For another example, the researcher explained that the context clue was still the same using an example of the sentence contained in the greeting card " Congratulation on your success on the college entrance exam". The researcher explained to the student by knowing the meaning of the sentence then explaining if they encounters a question about the opposite meaning of the word means that here the student must look for the meaning of the opposite word. The researcher tried to refer to the word "success", the researcher tried to lure students to answer from the opposite meaning of the word success. First, students translated the sentence above after that if they already know the meaning of the

word succes, then students think and look for the opposite meaning, namely fail, failure, and unsuccessful.

After that, the students immediately given assignments, namely practice questions. The purpose is for students to immediately practice the material they have learned. The researcher gave an exercise task containing 3 texts of short readings. The researcher asked students to analyze each of these texts.

After the students finished doing the practice assignments, the researcher asked the students to come forward to write down the results of their work. Then after that the teacher gives feedback on the results of their assignments. The last activity was the closing. The researcher gave a homework assignment, namely translating 3 texts into Indonesian, aiming to make it easy for students to understand the text and write down difficult words or unfamiliar words, aiming to increase their vocabulary.

c) Observing

At the observation stage, the English teacher assists the researcher in observing the learning process of

students in the classroom carried out by the researcher. The English teachers was given 2 observation sheets, namely for students and researcher as teacher. The English teacher here helped the researcher in observing the sharing of things, namely the performance of researchers how to delivered student material, control the atmosphere in the classroom so that it runs well, conducive and not noisy, focusing students' attention on the learning process in class, and student activities during class.

1. Teacher's Activities of Observation

Observation of researchers' activities was carried out during learning activities taking place in the classroom. The assessment in the activities of researchers in the classroom is carried out by an English teacher, namely Miss Ririn Setyaningsih S.Pd as an observer.

Preliminary activities. *In the first meeting of the first cycle*, the researcher's activities in opening learning with greetings was carried out well, shown by a good response from students. The students followed the instructions requested by the researcher quite well, namely when the researcher conditions and controls the atmosphere in the classroom so that

it runs well, conducively and not noisy. However, when the researcher conditioned students not to be too noisy, the researcher were less successful because there were still students who were difficult to condition. *In the second meeting of the first cycle*, it is still the same as the first meeting in the preliminary activity, what distinguishes it from the first meeting is that the researcher has been a little successful in conditioning the students not to be noisy even though there are still some of them still chatting with their friends.

In the core activities, *In the first meeting of the first cycle*. The researcher explains the material to the students. in this step of activity, The researcher was good at conveying student material clearly and in order. When the researcher given questions to students about the material presented, some students have responded well. Related to the material taught in class 8B, namely greeting cards, the researcher has explained what he wrote in writing. As for the explanation of the context clue, the researcher has not conveyed clearly because the time is not enough because the time is used for prayer. Therefore, the contextual Clues explanation will be explained in the next meeting, namely on August 2, 2022. In this first

meeting, the researcher did not given the exercise task due to insufficient time. The clossing activities, the researcher succeeded inviting students in making conclusions. Although only a small percentage of them can be invited to deduce the material that has been taught by the researcher. *In the second meeting of the first cycle*, the researcher tried to provoke students' memories of the material that had been studied in the first meeting, namely about greeting cards (expression congratulations), purpose of greeting cards, structure of greeting cards, Only some students responded. In fact, the researcher also provided examples of contextual clues from greeting card texts, namely mentioning the meaning of the word success and the opposite meaning of the word. The purpose was to know the mastery of the student's vocabulary. The researcher were less successful in providing instructions for the students' practice questions which made them still confused to do. However, the English teacher helps the researcher explain the instructions on the exercise questions to the students.

Closing activity, *In the first meeting of the first cycle*. The researcher was less successful in inviting students to make conclusions. For some of

them still lack the courage to speak in conclusions to the material. although only a small percentage of them can be invited to deduce the material that has been taught by the researcher. *In the second meeting of the first cycle*, researchers have been quite successful in inviting students to jointly conclude the results they have studied for an hour

2. Student's Activities of Observation

Student's activities of observation was carried out when the researcher as teacher in implementing learning in the classroom in accordance with the material that has been prepared. This activity was the same as the observation activity on teacher activities, namely the assessment of student activities in the classroom where the assessment was carried out by the English teacher as an observer.

Preliminary activities. *In the first meeting of the first cycle*, it can be seen that the activities carried out by students in the classroom are very good, namely the students when answered greetings from the teacher loudly and students are very good at responding to the teacher when asking for attendance. In addition, other activities such as student readiness to participate in the process of learning activities in class was still lacking, because some of the students was still difficult to condition properly

because they are cool with their friends. *In the second meeting of the first cycle*, it is still the same as in the first meeting, the students responded well to greetings from the researcher. This second meeting, there are still some students who are difficult to condition because some of them are noisy and talking to their friends. The readiness of students in participating in the learning process in class was still lacking, but as a large number of students are quite enthusiastic when the teacher delivers the material to be studied, namely by being proven by students listening to and paying attention to the speech delivered by researchers in front of the class. Only a small percentage of students still seem to pay less attention by preferring to talk or play alone.

Core Activities. *In the first meeting of the first cycle***,** the researcher first explained about the greeting card material started from the definition, then the purpose, expression of congratulation and generic structure. however, there are some students who are still difficult to contradict and they still lack the concentration of paying attention to the material explained by the researcher. However, there was still many students who can still concentrate and pay attention to the explanations presented by the researcher. Another activity was the activeness of students in the classroom was still very

lacking. However, during the learning process activities in the classroom, none of the students slept. At this first meeting, students were given assignments because for the first meeting, the researcher only gave an explanation of the greeting card material. *In the second meeting of the first cycle*, the researcher continued the previous meeting material that had not been completed, namely explaining the meaning and types of context clues, but from them there were some students who were still difficult to contradict and they still did not concentrate on paying attention to the material described by the researcher. however, there are still many students who can still concentrate and pay attention to the explanations presented by the researcher. Another activity is that the activeness of students in the classroom is quite good, evidenced by students being able to answer those asked by the researcher. The students was already able to mention the vocabulary asked by the researcher even though they are still hesitant when answering it, Example: The researcher given an example of the sentence " wishing your birthday full joy and wonderful" then the researcher reads the sentence and asks " what does the underlined word mean?". Then the student said " Joy means happiness. max. the same word is happiness i.e. the meaning of the word is the same as joy". It can be

concluded that the activeness of students in the class is quite good in responding to questions. During the learning process activities in the classroom, no one sleeps.

Another activity was doing practice questions according to the instructions of the researcher, the students have shown that they are really concentrated and try to complete them with a predetermined time. Besides that, there are still students who feel confused about the instructions. The provision of these exercise questions is done individually to find out the students' ability to understand the material that has been explained. Conveying the results of their work in front of classmates, they are still embarrassed and lack courageous. however, the researchers appointed students to be willing to write down the results of their work, there were only 5 children who came forward.

In the closing activity, *first meeting and second meeting* almost all students concluded that the learning results were quite good and regular.

d) Reflecting

At this stage, the researcher carries out reflection activities related to learning that have been carried out in the first cycle. The researcher collaborated with an English teacher, Ririn Setyaningsih S.Pd, related to several things that have been carried out in the learning

process in the first cycle. Although the results obtained have not reached the desired target. but the results that have been obtained have already improved slightly than before. In previous learning, the percentage of pre-test results achieved was 17.85%. while the percentage of post-test 1 has reached the number (53.57%). So it can be conclude that the score of KKM in cycle 1 a number of the students has increased. However, this percentage cannot be said to be good because it has not reached the 70%, therefore it needs to be done again in the cycle 2.

Here are some things that need to be improved in the implementation of the learning process in cycle 2 :

a) Based on the results of observations of teacher activities in cycle 1, it was found that a small of students were still difficult to condition and focused on the process of learning in the classroom when researcher delivered material to students. In addition, still most students felt confused in understanding the instructions given by the teacher when asked to do. In addition, it is still found that some students do not pay attention to the teacher when teaching and have fun chatting alone with their deskmates because of the teacher's lack of firmness in reprimanding students.

b) Based on the results of observations of student activities in cycle 1, overall students are good, namely that students when asked questions by the teacher respond well. then, actively ask questions in the classroom when they find it difficult to understand the instructions for the questions given by the researcher. however, it was still found that some of the students did not pay attention to the instructions that had been explained by the researcher so that still some students had difficulty doing the questions given.

Related to the implementation at cycle 2, the researcher make some improvements in the implementation of learning, namely the researcher provides teaching context clue analysis by reading a text from a greeting card. then, the researcher also discussed the difficult words contained in the greeting card text. for this stage of cycle 2, the researcher will not explain the material anymore because the researcher will focus more on teaching Contextual Clues by giving examples of greeting card texts, then the students asked to look for difficult words, and guess the missing words. So that the time used is more.

b. Implementation of Cycle 2

The researcher described four phase of implementing the CAR as follow:

a) Planning

Planning in this second cycle, the researcher slightly modified the previous lesson plan, which was based on the results of reflections in the first cycle. The lesson plan used in classroom learning was still related to contextual clues, there are no significant changes and besides that, the material taught is still related to the text greeting card (expression congratulation) material. In this second cycle meeting, the researcher focused more on teaching contextual clues by giving examples of greeting card texts, then the students will be asked to write unfamiliar words and in addition, students asked to answer practice questions containing guessing the missing words in a greeting card text question.

Implementation in this second cycle begins on August 9, 10, 12, 2022. Here the researcher has also prepared some practice tasks for the first and second meetings. then, researchers have also prepared post-test 2 to see an increase in student scores at the end of this second cycle. In this cycle, researchers also prepared observation sheets on student and teacher activities that used in the learning process where the English teacher be a collaborator as an observer.

b) Action

1. First Meeting

Cycle 2, meeting 1 of this study was held on Tuesday, August 9, 2022 in the first meeting with a duration of 1x60 minutes. the learning process starts at 14.05 pm to 15.15 pm.

In the preliminary activity, the researcher opens the learning by saying greetings. Then, the researcher conditioned students to be able to sit down neatly. after that, the researcher asked about the student's attendance. The researcher conveyed that the activities carried out in the classroom were to discuss task training questions. At tuesday's meeting, August 9, 2022, researcher do not discuss the material again. however, the researcher give an exercise task that worked on in groups. The researcher focused more on teaching Contextual clues by giving students practice assignments containing greeting card texts where students work on, write, and guess missing words in a greeting card text.

In the core activity, the researcher given test students' ability to understand contextual clues which contain greeting card text containing several sentences omitted. The researcher hand out practice task sheets to students. furthermore, the teacher informed that in working on this exercise task, it was carried out in groups with my deskmates. then the teacher gave 15 minutes to do the questions and discuss with my deskmates. On the

training task, the researcher wrote down questions and instructions, namely to find unfamiliar words which then students looked for their meanings using the English dictionary they had brought. In addition, the students also answer and fill in english-language texts and sort pickled sentences to become perfect sentences. After the students finished working, the researcher asked the students to come forward and write down the results of their work in writing. Then, the researcher corrects the results of the answers from students who have written in writing. After finishing proofreading together with the students, the researcher asks the students to collect the results of their work to the teacher's desk.

In the closing activity, the researcher invited students to conclude related to the learning that had been discussed. Next, the researcher asked one of the students to lead a prayer and then the researcher closed the learning activity with a greeting.

2. Second Meeting

Cycle 2, meeting 2 of this study was carried out on Thursday, August 11, 2022 in the first meeting with a time duration of 1x60 minutes. The learning process starts at 10.30 am to 12.30 pm.

In the preliminary activity, the researcher opened the learning by saying greetings. Then, the researcher conditioned students to be able to sit down neatly. After that, the researcher asked about the student's attendance. The researcher conveyed that the activities carried out in the classroom were to discuss task training questions. at the meeting on Thursday, August 11, 2022, researchers not discuss the material anymore. However, the researcher gave an exercise task that be worked on individually. The researchers shared context clue analysis exercise questions to infer the meaning of words and student practice assignments containing greeting card text where students will work on, write, and guess missing words on a greeting card text.

In this core activity, the teaching was almost the same as the meeting on Tuesday, August 9, 2022. Before the researcher enters the core activity, the researcher tried to asked students about the materials that have been taught before and gives a little quizze of questions about vocabulary. So the researchers provide vocabulary questions by pointing students randomly. The researchers asked the students to answer the meaning of English words, answered the meaning of words that have the same meaning and the opposite meaning of the word. Almost all students responded with the correct answer. After

giving an impromptu quiz, the researcher immediately distributed practice questions to students to do individually. The content of the practice questions consists of guessing the missing word, understanding the content and pattern of the greeting card text, understanding the Contextual Clue by interpreting the meaning of the word and writing down unfamiliar words.

In the closing activity, the researcher invited students to conclude related to the learning that had been discussed. Next, the researcher asked one of the students to lead a prayer and then the researcher closed the learning activity with a greeting. Before the researcher left the classroom, the researcher thanked the students of class VIII B who had participated in the learning during the 4 meetings.

c) Observing

The activity of observation was carried out during the learning process activities in the classroom. Through this activity of observation , it is hoped that the student's activity and teacher in the classroom can be known. and the students' understanding of contextual clue teaching by giving examples of practice assignments on greeting card texts (expression congratulations). The following are the activity of observation , namely :

1. Teacher’s Activities of Observation

Similar to cycle 1, the activity of observation of cycle 2, the teacher’s activities are also based on observation sheets that have been compiled. The following is an explanation of the results of the teacher’s activities observation.

Preliminary activities. *In the first meeting of the second cycle*, the researcher's activities in opening learning with greetings have been carried out well, shown by a good response from students. The researcher was able to condition and control the atmosphere in the class, so that it runs well, conducively and not noisy. The researcher in providing instructions to students during the learning process are also good so that the learning process in the student class feels clear and understands. In the second meeting of the second cycle is no different from the first meeting, the researcher was able to make the atmosphere more conducive and easy to organize. The researcher also provide students with fairly clear instructions.

On core activities. *In the first and second meeting of the second cycle*. The researcher given instructions to students, namely doing practice

assignments and writing down as much vocabulary as possible on the available practice questions. Each student does practice questions, instructs students to activities in groups with their deskmates and also corrects the results of students' answers together. The researcher can provide instructions to students well and clearly so that they can focus students' attention on the learning process in the classroom. In speaking, the researcher used a good and clear tone, voice, and also a voice that could be heard by all students sitting behind. In addition, the researcher also always given students the opportunity to ask whatever it is if there are difficulties understanding the questions given. The researcher can control so that the class can run conducively, no one is crowded at the time of the task. if there is a commotion or crowd, the researcher immediately calls the name of the student who is crowded at the time so that the student is quiet and not noisy.

At the closing activity**,** *In the first meeting of the second cycle*. At the end of the learning activity, the researcher invites students to conclude the material that has been discussed, the students respond well. In the second meeting of the seoncd cycle. Before the researcher left the classroom, the

researcher thanked the students of class VIII B who had participated in the learning process activities for approximately 8 meetings.

2. Student's activities of Observation

Similar to cycle 1, the activity of observation for cycle 2 of the student's activities are also based on observation sheets that have been compiled. the following is an explanation of the results of the student's activities observations.

Preliminary Activities, *In the first and seccond meeting of the second cycle*. The students was already good at responding to greetings from the researcher in a loud voice and the students have been very good at responding to the researcher when asking for attendance. The students also carry out orders from the researcher well, including when the researcher provide instructions on the student readiness in following the process of learning activities in class and condition students to sit well. The readiness of the students in this second cycle becomes more prepared and well organized.

Core activities. *In the first and seccond meeting of the second cycle*. The students gave good responses including listening and paying attention to

the instructions delivered by the the researcher, namely when asked to do practice questions whose content consisted of guessing the missing word, writing down as much vocabulary as possible and interpreting the meaning of words into Indonesian. The activity was carried out in groups of 2 people with their deskmates. The students activity when discussing with friends shown when the students divide their respective tasks to do. In addition, this second cycle students are more focused, less noisy when doing work and more focused on solving practice questions with a predetermined time, it makes students more disciplined in using time so as not to be dragged away for nothing. During classroom learning no students sleep and they are completely focused on their group tasks. In addition, the students no longer feel embarrassed to come forward in the future of the class to convey their group results in front of classmates. Almost all students want to advance to the front of the class to convey the results of their assignments.

Closing activities, *In the first and seccond meeting of the second cycle*. The student's activity in concluding the learning material that has been learned, the students give a good response. The

students jointly concluded the material they have studied. At the end of the teaching, the researcher said hello and all the students answered very enthusiastically and excitedly.

d) Reflection

In this stage of cycle 2, the researcher was carried out reflection activities related to learning that have been carried out in the second cycle and analyze the student achievement and progress from vocabulary based on the results of their test scores on pre-test, post-test 1&2 and student behavior.

The results of student test scores have experienced a very significant increase from pre-test to post-test 1 & 2. The mean score of the pre-test (52.71) with the percentage of students (17.85%) , Post-test 1 (69.85) with the percentage of students (53.57%), and Post-test 2 (78.34) with the percentage (82.75%). Therefore, in this second cycle, the researcher decided to stop cycle 2 because the results showed a very good increase.

After analyzed students' achievements and progress from vocabulary based on the results of brand test scores. After that, the researcher, analyzes the behavior of students at the time of the learning process activities take place. The researcher found that students

remember contextual clues by remembering the vocabulary taught. The students were very enthusiastic when the researcher asked them to guess the missing words in the text of the greeting card. in addition, the students respond well when the researcher gives a question about the meaning of a word, almost all students respond well. it means that it can be said that students can understand and remember the meaning of vocabulary well.

The researcher can also manage classes well. It is shown that students can reduce noise and students are easy to condition. In addition, the students no longer talk to their deskmates and students can be more concentrated on paying attention. Although there was still some students sitting at the very back it is a little difficult to condition. The activeness of students in class is already very good, that is, the students are no longer embarrassed to ask and respond to the teacher when the researcher gives a question.

2) Result Test of of CAR Implementation

a. The Result of Pre-Test

Before the CAR was implemented, the researcher gave a Pre-test which was carried out on Thursday, July 28, 2022 in class VIII B. a pre-test was held to determine the ability of students to

understand the material before being taught treatment. The number of students of class VIII B were 29 students. However, there were 28 students who took the pre-test. Only one student did not take the pre-test because he was experiencing a disaster. It takes 1 hour starting at 11.00 am – 12.00 pm. S tudents were given a pre-test totaling 25 multiple-choice questions. All of those questions relate to vocabulary.

Based on the results of the pre-test, showed that the mean score of the pre-test was 52.71. There were only five students who scored above the minimum creteria, while there were 23 students who scored below the criteria. the highest score of the pre-test was 88, while the lowest score was 44. Then, to determine the percentage of classes that reach KKM 72 in 70% of the 28 students was 17,58 %. After calculating the data results from the pre-test, the researcher concluded that class VIII B students in the mastery of English vocabulary was still very low. Therefore, the next step that will be taken by the researcher in order to achieve the target is to carry out implementation actions into 2 cycles.

b. The Result of Post-Test 1

The next step is for the researcher to given a post-test 1. Post-test 1 conducted on Friday, August 5, 2022. there are 28 students who take the post-test 1, it takes an hour started at 10.30 am – 11.30 am. The purpose of being given this post-test 1 is to find out the improvement of whether the strategy given by the

researcher can provide an increase in vocabulary mastery in students or not in class VIII B.

Table. 4.1 Student's score in Pre-test and Post-test 1

No	Name	Pre-test	Post-test 1
1.	A.R.F	44	56
2.	A.N.A	52	72
3.	A.N.R	52	72
4.	A.B.U	52	76
5.	A.W.M	48	72
6.	A.R	68	72
7.	C.K	72	72
8.	D.H.P	80	88
9.	D.A.N	88	88
10.	E.A.D	84	84
11.	G. M.P	64	76
12.	G. A. A	52	52
13.	H. L	52	80
14.	H.A.W	60	72
15.	I.M.A	64	76
16.	L.A	52	72
17.	L.P.N	48	68
18.	M.A.D	56	78
19.	M.A	44	56
20.	M.R	68	60
21.	M.S	56	68
22.	M.Z.K	56	60
23.	N.R.R	60	68
24.	P.P.R	40	60
25.	R.D.A	52	68
26.	R.R.J	84	88
27.	S.A	48	60
28.	Y.S.P	56	56
	Total	**1476**	**1956**

From the calculation results, the mean score on post-test 1 was 69.85. The highest score of the pre-test was 88, while the lowest score was 56. While the mean score on the pre-test was 52.71. So it can be concluded that there is a fairly significant increase in the

results of pre-test and post-test 1. After that is to determine the percentage of classes that reach KKM 72 was 53,57%, The data showed that there are only 15 students or 53.57% who score above the minimum creteria. Meanwhile, there were 13 students who scored below the criteria.

After that, the researcher calculated the percentage of improvement from pre-test to post-test. Based on the percentage, it showed that the percentage of students' vocabulary scores in the pre-test to post-test 1 was 32.51%.

c. The Result of Post-Test 2

This assessment on the second cycle was carried out as the case in cycle 1. The researcher calculated the results of post-test 2 to calculate the increase in the score value in this second post-test. Post-test 2 will be held on Friday, August 12, 2022. there are 29 students who take the post-test 2, it takes 1 hour started at 10.30 am – 11.30 am. According to the data obtained by the researcher that the highest score in post-test 2 was 100 and the lowest value in post-test 2 was 40.

Table 4.2 The Student's Vocabulary Scores of Post-Test 2

No	Name	Post-test 2
1.	A.R.R	40
2.	A.R.F	72
3.	A.N.A	72
4.	A.N.R	80
5.	A.B.U	76
6.	A.W.M	76

7.	A.R	80
8.	C.K	92
9.	D.H.P	96
10.	D.A.N	96
11.	E.A.D	96
12.	G.M.P	80
13.	G.A.A	72
14.	H.L.A	80
15.	H.A.W	80
16.	I.M.A	72
17.	L.A	76
18.	L.P.N	40
19.	M.A.D	72
20.	M.A	72
21.	M.R.	76
22.	M.S	76
23.	M.Z.K	72
24.	N.R.R	80
25.	P.P.R	76
26.	R.D.A	60
27.	R.R.J	100
28.	S.A	68
29.	Y.S.P	68
	Total	**2272**

The researcher have found out the mean score on post-test 2 was 78.34, . The highest score of the post-test 2 was 100, while the lowest score was 40. While the mean score on post-test 1 was 69.86. So it can be concluded that there is a fairly significant increase in the results of post-test 1 and post-test 2. Then, the researcher calculated the percentage of student score classes that reach KKM 72 that there were only 24 studentts or 82,75 % who scored above the minimum creteria. meanwhile, there were 5 students who scored below the criteria. After that, the researchers calculated the percentage of improvement from post-test 1 to post-test 2, showes that the post-test 2 can increase up to 48,62 %.

Based on all the data calculations that have been calculated by the researcher, it showed that there was a significant increase in students' vocabulary. This proves that contextual clues can be used to improve vocabulary in students of class VIII MTs Al-Falah, Baki, Sukoharjo. Therefore, the researcher concluded that this study should not be continued because the CAR study has been completed.

2. Students' Problem in the Implementing of Contextual Clue Technique in Learning Vocabulary

After the researcher completed the learning activities during the four meetinggs. After the activity, the researcher conducted interviews with students. The researcher used interview data to find out students' problems after being taught the Contextual Clue technique in vocabulary learning. The researchers found problems in students, namely the students memorize vocabulary was still lacking and difficulties understanding the meaning in English. The result of interview can be adviced as follow:

Based on the findings of the second research question, the researcher found that as a large number of students have many problems in learning. The researcher found almost students mentioned that foreign words made it difficult for them to understand and translate the meaning of words. A word that has many meanings makes students bothered. The following is a statement from the results of student interviews based on the difficulty of understanding the meaning of meaning:

"Kesulitan waktu mempelajari bahasa Inggris cara pembacaan, memahami arti kata bahasa inggris yang diindonesika. (The difficult when learning english was understand the meaning of English to Indonesia)" { Interview with S5, DH, on Monday, 15 August 2022).

"Kalau awal-awalnya sulit memahaminya karena kesulitan kata-kata asing. (At first, it was difficult to understand it beacuse there ware many unfamiliar words)" {Interviw with S1, RRJ, on Monday 15 August 2022}

"Ngalamin kesulitan mbak. karena kita yang ada dikelas ini belum pernah mendengar ini sebelumnya. sulitnya itu pas menjawab pertanyaan tentang synonym dan antonym dalam bahasa inggris. banyak kosakata yang kita tidak tahu" (I'm having trouble , becase those of us in this class have never heard of this before. the difficult of to answer the question of synonym and antonym in English and a lot of vocabulary that we don't know)"{ Interview with S2. CK, on Monday, 15 August 2022}.

"Isi bacaannya sulit dimengerti. (The content of text was difficult to understand)" { Interview with S1. RRJ, on Monday, 15 A ugust 2022}

"Menghafal artinya (memorizing the meaning)" { Interviw with S2. CK, on Monday, 15 August 2022}.

"Artinya sama tapi bahasa Inggrisnya beda jadinya bingung. (the meaning was the same but the English word was different so confused) { Interviw with S3. IMA, on Monday 15 August 2022}.

From the results of the interview data snippet above, the researcher concluded that the lack of understanding of the meaning of words in English is one of the causes of the problems experienced by MTs Al-Falah students, who on average do not understand two English words that have one meaning.

3. Students' Response in the Implementing of Contextual Clue Technique in Learning Vocabulary

After the researcher completed all the learning activities during the four meetings. After the activity, the researcher conducted interviews with students. The interview activities with students will be held on Monday, August 15, 2022, namely at 11.05-12.10.

The interview activity with the students asked about aspects of opinions about the implementation of contextual clues. The Researcher interviewed 6 students consisting of 3 girl and 3 boy. The names of the students included: Raehan Rizky Januar, Chelsia Kahayutyas, Isma Min Ainin Janati, Daffa Haidar Parabawa, Dyah Ayu Nareswari, and Ezzar Atalla Darmaguna.

1) The opinions about researcher teaching English in the classroom

Table 4.3 Opinion teaching English in the classroom

Subject	Answer
R R J	*Iya kak aku jadi sedikit tahu arti kosakatanya. soalnya banyak kosakata yang aku tidak tahu. saya mencoba memahami contextual clue itu dari soal latihan yang kakak berikan itu dan isinya*

	soalnya suruh melengkapai kata-kata yang hilang. (When you explain the material to us in the classroom is quite clear. but sometimes it's too quick to explain, sometimes when I take notes that are said, I don't get caught up. but thank God, I didn't send a note directly to the grub class)
CK	*Mudah dipahami dan ya gitu jelas.* (It's easy to understand and it's clear)
IMA	*Jelas, tapi kadang suka gak kedengaran. enggak kedengeran soalnya temen-temen pada berisik.* (Obviously clear but sometimes like not to be grumpy. I can't hear because friends on noisy)
DHP	*Ngajarnya mudah dipahami tapi karena kelasnya agak ramai jadi kadang sulit untuk didengar.* (When you teach is easy to understand but because the class is a bit crowded so sometimes it is difficult to hear).
DAN	*Jelas ya, tapi agak kecepetan. mungkin karena ramai juga jadi agak kurang kedengaran dan kurang fokus karena ramai kelasnya. Ya itu, intinya udah jelas.* (Obviously yes, but it's a bit of a splendid. Maybe because it's crowded, it's also a bit less buzzing and less focused because it's crowded. yes it is, the point is already clear)
E A	*Hehehhe sama kayak teman lainnya. Jelas terus dan mudah dipahami. (hehehe is just*

	like other friends. clear on and easy to understand)

The Researcher concluded from all the answers given by students that the researcher was successful and has been quite good at delivering student material. The researcher in conveying contextual clue material are very easy to understand and clear. but besides that, the researchers when delivered material are too fast, making them miss it to record it. in addition, there is another factor that makes students sometimes not aware of the material presented by researcher, namely that there are noisy students.

2) Have English teachers ever used this Contextual Clues before?

Table 4.4 Opinion Students about English Teacher used Contextual Clues

Subject	Answer
RRJ	*Belum pernah mbak. baru tahu sekarang pengertian contextual clue dan jenis-jenisnya. (*Never before. just know now the meaning of Contextual Clues and their types)
CK	*Belum mbak. kalau bu ririn yang ngajar itu ngasih pertanyaan-pertanyaan gitu, terus suruh ngartiin ini artinya apa gitu*. (Not yet. if mrs. ririn who teaches it asks questions, keep telling me what this means)
IMA	*Belum pernah* (Never)
DHP	*Belum diajarkan. tapi pas waktu pertama kali mempelajari Contextual Clues malah jadi suka*. (Has not been taught, but when

	I first learned Contexual Clues, I actually liket it)
DAN	*Iya mbak belum. mungkin ya karna belum juga dipelajarin sebelumnya*. (Yes, not yet. maybe yes because it hasn't been studied before).
EAD	*Iya mbak belum* (Yes, not yet)

From the explanation of the students above, this Contextual Clues has never been taught or used by an English teacher when teaching. it means that this contextual clue is a new technique for them. The students say if the english teacher when teaching only explains and assigns tasks.

3) The opinions about researcher teaching Contextual Clues can improve vocabulary mastery.

Table 4.5 Opinion teaching Contextual Clue Improve Students' Vocabulary Mastery

Subject	Answer
RRJ	*Iya kak aku jadi sedikit tahu arti kosakatanya. soalnya banyak kosakata yang aku tidak tahu. saya mencoba memahami contextual clue itu dari soal latihan yang kakak berikan itu dan isinya soalnya suruh melengkapai kata-kata yang hilang.* (Yes, I know a little bit the meaning of the vocabulary. because there's a lot of vocabulary that I don't know. I tried to understand the Contextual Clues from the practice questions that my brother gave me and the content of the questions was to complete the missing words)

CK	*Ya lumasih, ya soalnya sebelumnya belum pernah tahu kata-kata itu.* (Yes, yes, because I've never known those words before)
IMA	*Iya bisa sedikit-sedikit. ya seperti bisa memahami lebih jelas* (Yes, a little bit. like being able to understand more clearly)
DHP	Lumayan bisa, pas waktu mempelajarinya mendapatkan kosakata baru buat bahasa inggris *(Not bad, when you learn it, you get a new vocabulary for English)*
DAN	*Bertambah mbak. ya tambah tau kosakata-kosakata yang belum pernah dibaca jadi menambah kosakata baru*. (It's getting bigger. yes, add to know the vocabulary that has never been read so add a new vocabulary.)
EAD	*Lumayan. karna yang diajarkan kosakatanya mudah dipahami karena bisa dihafalkan*. (Not bad, because what the vocabulary teaches is easy to understand because it can be memorized.)

From the description above, it is implied that researchers in teaching contextual clues to improve their English vocabulary are quite increasing. because previously students did not know this vocabulary before. The vocabulary given by the researcher taken from the text of the greeting card is easy to understand and remember.

4) The opinions about students after being taught contextual clues

Table 4.6 Opinion Students after Implementing Contextual Clue Technique

Subject	Answer
RRJ	*Kemampuan kosakata aku lumayan bertambah mbak. karna mungkin mbak sering meminta kita untuk mencari artinya makna katanya dan aku jadi tau kalau arti satu kata itu bisa banyak katanya*. (My vocabulary skills have increased considerably. because maybe I often ask us to look up the meaning of the word and I have come to know that the meaning of one word can be many words)
CK	*Saya jadi tertarik mbak untuk belajar bahasa inggris* (I became interested in learning English)
IMA	*Iya alhamdulillah setelah mbak lia ajarkan jadi semakin paham*. (Yes, Alhamdulillah after I taught it, became more understanding)
DHP	*Saya juga sama kayak chelsia mbak. tertarik juga karna kita jadi tahu banyak persamaan makna kata didalam bahasa inggris*. (I'm also just like chelsia. also interested because we come to know many similarities in the meaning of words in English)
DAN	*Sedikit membantu memahami konteks bacaan*. (It's helps to understand the context of the reading)

EAD	*Kalau saya sangat membantu sekali mbak. saya bisa memahami dan mengidentifikasi kata yang tidak dikenal*. (If I'm very helpful, I'm not sure. i can understand and identify unknown words)

The student's ability is also asked by the researcher to the student. from the data above, it shown that students' abilities after being taught contextual clues show good results. They said after the researcher taught, they became more understanding and their vocabulary skills increased. They also say by using this contextual clue they can understand the contextual clue well and they come to know that one meaning of an english word can be more than one meaning of a word. The students in understanding Contextual Clues, namely the researcher given an exercise question where the question has several words that are omitted and then the student will think the right word to complete the missing part according to the context of the content of the reading.

5) The difficulties experienced in learning English

Table 4. 7 Opinion Students difficulties experienced in Learning English

Subject	Answer
RRJ	*Isi bacaannya sulit dimengerti*. (The content of the text difficult to understand)
CK	*Menghafal artinya aja*. (Memorizing the meaning)
IMA	*Cara membacanya, memahami artinya juga susah mbak*. (How to pronounce it,

	understanding the meaning also difficult to understand)
DHP	*Kesulitan waktu mempelajari bahasa inggris cara pembacaan, memahami arti kata bahasa inggris diindonesikan*. *(*Difficulty time learning english how to pronounce understand the meaning of english words inindonesikan)
DAN	*Membaca, memahami artinya dan menghafalnya*. (Pronounce, understanding its meaning and memorizing it)
EAD	*Yang susah Cuma itu yang menghafal katanya aja kalau lainnya udah bisa*. (It's the only one who memorizes the word if others can already.)

The researcher also questioned students about what difficulties they experienced in learning English. From the data above, it shown almost all their answers, namely how to understand the meaning, translate English sentences into Indonesian, and memorize them. Students' ability to remember vocabulary and know the meaning of words still lacking. They aren't used to having readings that are in English, let alone understand the meaning of the context of sentences that are in English.

6) Students' difficulties in learning vocabulary

Table 4.8 Opinion Students' difficulties in Learning Vocabulary

Subject	Answer

RRJ	*Kosakata bahasa inggris banyak jadi sulit dihafalkan*. (English vocabulary is a lot so it is difficult to memorize)
CK	*Kata-katanya sulit.* (The words are difficult)
IMA	*Artinya sama tapi bahasa inggrisnya beda jadinya bingung*. (The meaning is the same but the English is different so confused)
DHP.	*Kesulitan dalam mengartikan.* (Difficulty to translete)
DAN	*Sama kayak raehan, kata-katanya banyak dan sulit dihafalkan*. (Just like raehan, the words are many and difficult to memorize)
EAD	*Enggak tahu artinya*. (Don't know what it means).

The Researcher also questioned the difficulty of students in learning vocabulary is that almost their answers are all the same. They have difficulty learning vocabulary because the factors of the words in English are difficult to memorize, besides that they are also confused with the same english meaning but the English language is different. So it can be concluded that, the lack of knowledge of good vocabulary becomes a problem for students. in addition, they are difficult to understand English reading in the form of paragrap or sentences, because students' ability to read reading in English is lacking, because students are not familiar with reading in English, let alone understand the context of the content

7) The students' opinions, whether they have difficulties when learning and understanding vocabulary with Contextual Clues

Table 4.9 Opinion difficulties Learning and Undertanding Vocabulary using Contextual Clue

Subject	Answer
RRJ	*Kalau awal-awalnya sulit mbak memahaminya ya karna banyak kata-kata asing.* (At the first time, it was difficult to understand it because there were many foreign words.)
CK	*Ngalamin kesulitan mbak. karena kita yang ada dikelas ini belum pernah mendengar ini sebelumnya. sulitnya itu pas menjawab pertanyaan tentang synonym dan antonym dalam bahasa inggris. banyak kosakata yang kita tidak tahu.* (I'm having a hard time, because those of us in this class have never heard of this before. the difficulty of it is fitting to answer the question of synonyms and antonym in english. a lot of vocabulary that we don't know.)
IMA	*Ya lumayan kesulitan mbak, soalnya masih bingung-bingung gitu.* (Yes, it's quite difficult, because you are still confused about it)
DHP	*Ya kalau buat orang yang tidak terbiasa ya pasti sulit.* (Yes, for people who are not used to it, it must be difficult)
DAN	*Kalau aku enggak. karna aku sudah menulis dan menghafal kata-kata yang tidak familiar yang diambil dari teks itu.* (If I don't. because I've written and

	memorized unfamiliar words taken from the text)
EAD	*Susahnya tuh yang bagian mengisi bagian kata yang hilang. soalnya harus baca semua kalimatnya dulu*. (The difficulty is that the part fills in the missing part of the word. the problem is that have to read all the sentences first).

The difficulty of students understanding English sentences was also asked by researchers. They replied having difficulty understanding the text of the Contextual Clues. They have difficulty in understanding foreign words in English. Because before applying Contextual Clues, some students have difficulty answering questions from the text that was previously taught this Contextual Clues. The researcher in applied Contextual Clues in this reading text, students learn how to use contextual clue strategies and open using dictionaries. The researcher applied this to students to be accustomed to finding foreign words from the form of synonyms, antonyms or words that appear around foreign words.

8) The student opinion, agree or not Contextual Clues applied in vocabulary teaching.

Table 4.10 Opinion agree or disagree Contextual Clue in Implementing Vocabulary

Subject	Answer
RRJ	*Iya mbak saya setuju. saya dapat banyak kosakata baru karena mudah dihafal dan dipahami*. (Yes, I agree. i get a lot of new

	vocabulary because it is easy to memorize and understand)
CK	*Sama kayak temen-temen mbak. setuju aku*. (Just like my friends. I agree)
IMA	*Ya setuju-setuju aja*. (Yes, just agree)
DHP	*Setuju. karena bisa memperjelas dan memperlengkap kata-kata bahasa inggris*. (Agree. because it can clarify and complete English words)
DAN	*Setuju mbak. karena bisa diterapin sehari-hari kosakatanya*. (Agreed. because it can be pinned colloquially the vocabulary)
EAD	*Iya Setuju* . (Yes, agree)

From the results of the students' answers above, it shown that they agree that this contextual clue is taught in teaching English vocabulary. They said they agreed that if they were taught in vocabulary experience because they could add and reproduce their English vocabulary and perhaps from them memorizing and multiplying vocabulary, they could applied it in their daily lives.

9) Do you understand the use of Contextual Clues focused on greeting card text.

Table 4.11 Opinion Students understanding focused on Greeting Card

Subject	Answer
RRJ	*Paham mbak. paham contextual clue itu dari soal latihan yang mbak berikan itu. kayak melengkapi kata yang hilang di teks greeting card*. (Got it. understand the

	contextual clue from the practice questions that I don't give. kayaking to complete the missing word in the greeting card text)
CK	*Aku paham mbak. kalau aku suka mengurutkan kalimat acak dan mengisi bagian yang kosong*. (I understand. if I like to sort random sentences and fill in the blanks)
IMA	*Aku sama kayak raehan mbak*. (I'm just like raehan.)
DHP	*Hehehe paham* (Hehehe understand*)*
DAN	*Mudah dipahami.* (Pretty easy to understand)
EAD	*Lumayan paham mbak. tapi masih ada susahnya. susahnya tuh yang bagian mengisi bagian kata yang hilang. soalnya harus baca semua kalimatnya dulu*. (Not bad to understand. but I still a hard time. the difficulty is that the part fills in the missing part of the word. the problem is that have to read all the sentences first.)

From the students' answers above, it showed that they understand the use of Contextual Clues that are focused on greeting card text. They come to understand the use of contextual clues such as, completing the missing words in a greeting card text, then sorting random kamiats and filling in the blanks.

10) The students' opinions, whether or not learning vocabulary with contextual clues can help in mastering English vocabulary.

Table 4.12 Opinion Contextual Clue Technique in Vocabulary Mastery

Subject	Answer
RRJ	*Setuju mbak. soalnya biar banyak kosakata yang didapat*. (Agreed. the problem is that a lot of vocabulary is obtained)
CK	Setuju. *(Agree)*
IMA	*Setuju-setuju aja sih mbak soalnya biar lebih paham lagi gitu aja sih dan jadi banyak tahu arti kata bahasa inggrisnya lagi*. (Just agree with it, it's because you just understand it better and so you know a lot about the meaning of the English word again)
DHP	*Setuju tapi tidak ada setujunya sedikit. gak setujunya itu sulit memahami bagian kata-kata bahasa inggris kalau setujunya itu banyak tahu kosakata baru*. (Agree but disagree a little bit. disagree it's hard to understand the part of english words if you agree it's a lot to know the new vocabulary)
DAN	*Iya setuju*. (Yea agree)
EAD	*Setuju*. (Yea agree)

From the answer above, it shows the student's response that they agree that learning vocabulary with contextual clues can help them master English vocabulary. The reason they agree is so that they will know more about the meaning of English words and add new vocabulary.

B. Discussion

1. *The Implementation of Using Contextual Clue Technique Improve the Students' Vocabulary.*

This section presents the discussion according to the first formulation of the problme. As mentioned in the objective of the problem, namely to finding out the implementation of the use of Contextual Clues to improve the vocabulary mastery of eighth grade students at MTs Al-Falah Baki Sukoharjo. This research focused on improving students' vocabulary mastery using the Contextual Clues technique. This technique applied in 2 cycles. Each cycle consists of four meetings

The findings of this research showed that the technique of using Contextual Clues has succeeded in improving students' vocabulary mastery. The students' abilities improve with each cycle. This can be proven by the mean score of students from pre-test to post-test.

At the first cycle. The first meeting, the researcher gave explained the material on greeting cards and expressions. The researcher explained the greeting card material started from the definition of greeting card, purpose of greeting card, expression of congratulation, then generic strucktur of greeting card, definition of context clue, and, types of context clue. The second meeting, the researcher re-asked the material that has been studied in the first meeting. But some students forgot about the material that was at the first meeting, so researcher gave a little bit explanantion. Then the researcher start gave explained about Contextual Clues.

After explained, the researcher given example of the Contextual Clue of text greeting card. The researcher take a few sentence from text greeting card which then described based on type of Contextual Clues (Synonym and Antonym). Next, the researcher gave an exercise contained 3 of short text to analyze each of these texts.

The second cycle. The first meeting, the researcher gave practice test was carried out in groups. The researcher gave 15 minutes doing discussed. Then the researcher give the students to answered fill and short pickled in English text. The second meeting, the researcher gave quizes about vocabulary. After that, the students gave to practice question consists guessing the missing word.

The results showed that the Contextual Clues technique succeeded in improving students' vocabulary mastery. Their ability increases from the first cycle to cycle 2. This can be seen through the mean scores of students on the pre-test and post-test. The researcher took Pre-test, Post-test 1, and Post-test 2 , data as a reference for how the application of contextual clue techniques improves their vocabulary where students' grades increase, it can be seen that the mean score and percentage continue to increase since pre-cycle, cycle 1, and cycle 2. In the pre-test, the mean score of students was 52.71 and the percentage was 17.85%, there were 5 students who scored above the minimum creteria, while 23 students got scores below creteria. Then cycle 1 in post-test 1, the mean score of 69.85 and a percentage of 53.57%, there were 15 students who scored above the minimum creteria, while 13 students scored below creteria. Last cycle 2 in post-test 2, the mean score was

78.34 and the percentage was 82.75%, there were 24 students who scored above the minimum creteria, while 5 students got a score below creteria.

The researcher assume that from this data students' vocabulary increases because they are able to find new words through the use of contextual clues. Contextual Clues technique makes a very significant difference to students' vocabulary comprehension. Contextual Clues techniques help students to understand the vocabulary contained in the reading text. This is line with Rhoder & Huester (2002), states that the use of Contextual Clue is a technique that can help students to identify unfamiliar words in long texts or sentences. In line with this, Boonchun (2018) states that Contextual Clue is a strategy that students can do to predict the meaning of unknown words or vocabulary based on context and clues. And in line with Clarke & Nation (1980) state that the strategy or technique can help the studets and has advantages of finding information and make prediction through unfamiliar words contained in context.

The researcher also inferred from the data above, if the student's ability to chose, and use words that suitable with the context. These results are the same as the statement presented by Uzzer (2019) that in research if contextual clues make recognizing word activity better and faster. Contextual Clue a ways to understand the meaning of new words by meaning of clues that researchers found within a paragraph, or sentence. A practical way to improve vocabulary is to learn the meaning of words by going through their functions in a paragraph or sentence. the

right way to fit the context is to be sensitive to the circumstances of using and choosing words.

From the results of the data above, the researcher concluded that contextual clue techniques can improve vocabulary mastery because they are able to increase the score in each test, meaning that the score for each test is from pre-test 52.71, to post-test 1 69.85 and then post-test 2 78.34.

2. *The Problem of the Students' Vocabulary Mastery by Implementing Contextual Clue Technique*

In this section, the researcher explained the problems contained student's vocabulary mastery in the implementation of Contextual Clues. As for the problem addressed in this discussion. As already mentioned in the order of the formulation of the problem, the objective was to finding out the problem of the student's vocabulary mastery. During the learning process in the classroom, the researcher saw that students faced a little common problem, namely students difficult to understanding the meaning of English words and the lack of students in remembering.

In this line with Thorbury (2002), state that the difficulties faced by the students, namely Meaning, pronounciation, spelling, grammar, range, length of word and complexity and connotation and idiomaticity. This research, the researcher focus on word meaning according to the problems seen in students. The following is a snippet of an interview conducted on students, the researcher asked: " Kesulitan apa yang kalian alami ketika mempelajari bahasa Inggris dan kosakata*?:* S1,RRJ answered *" Isi bacaannya sulit dimengerti"* (The content of the reading

was difficult to understand). S5,DAN answered *"membaca, memahami artinya dan menghafalkannya"(*Reading, understanding the meaning and memorizing it)". S4,DH answered " *Kesulitan waktu mempelajari bahasa Inggris cara pembacaan, memahami arti kata bahasa inggris yang diindonesiakan*" (Difficult when learning English how to read, understanding the meaning of English words to Indonesia)*".* S3,IMA answered *"Artinya maknanya sama tetapi Bahasa Inggrisnya beda jadinya bingung*" (The meaning was the same but in English was different, it so confused).

For the next question, the researcher asked "Apa yang membuat kalian kesulitan mempelajari dan memahami kosakata dengan Contextual Clue? *:"* S2, CK answered *" mengalami kesulitan, sulitnya itu pas waktu menjawab pertanyaan sinonim dan antonim dalam Bahasa Inggris. banyak kosakata yang kita tidak mengerti*" (I'm having trouble , becase those of us in this class have never heard of this before. the difficult of to answer the question of synonym and antonym in English and a lot of vocabulary that we don't know). S6,EA *" Kesulitan itu bagian mengisi kata-kata yang hilang. Masalahnya itu kita harus membaca semua kalimat terlebih dahulu"* (The diffulty was that part fills in the missing part of the word. The problem was that have to read all sentences first).

Student problems is the students difficult to understanding the meaning of English words. It is obvious from students to be confused when understanding the text of the English piece. Most of them are still

asking the meaning of the sentence or word. In addition, students are also difficult in interpreting English sentences into Indonesian. From the results of observations, when researchers give tests or practice tasks to students, they still ask researchers about the meaning of English words. Therefore, researchers found ways for students to understand sentences and words in English, one of which is by students writing down as many words as possible that they don't know and then translated into Indonesia. Then the researcher, asking the student to memorize.

Another student problem is that students still difficult to memorize vocabulary. One of the reasons why students find it difficult to memorize vocabulary, because of their wrong way of memorization. A good way according to Tungka (2010) that can be applied in the classroom to improve vocabulary mastery in students is to make a list of vocabulary, a list of words taken from a sentence or short text. This a good way of memorization adapts also to the theory from Cameron (2001, p.94) state that a good way to improve vocabulary mastery is to use independent strategy in the classroom. Independent strategy in the classroom, namely prepared a list of words that they will want to learn.

This statement is the same as the description above, according to Akar (2010) how to understand a word using contextual clues, namely focusing on the intended word, take look at which sentence or clause contains an unknown word: try to do it by guessing, what nearest verb, to make the meaning of a word by guessing, and re-examine whether it is correct to guess.

3. ***The Response of the Students' Vocabulary Mastery by Implementing Contextual Clue Technique.***

The researcher used interviews to identify the response of the students' vocabulary mastery through implementing Contextual Clue technique.The subject of the research was a student of class VIII B MTs Al-Falah Baki Sukoharjo. The researcher interviewed 6 students.

Based on the findings of the third research question, the researcher found that students had many positive responses about being taught the use of the Contextual Clue technique in learning English vocabulary. Their responses is more about increasing the vocabulary they get.

"Iya kak, aku jadi sedikit tahu arti kosakatanya. Karena banyak kosakata yang aku tidak tahu. saya mencoba memahami Contextual Clue itu dari soal latihan yang kaka berikan itu dan isi soalnya suruh melengkapi kata-kata yang hilang" (Yes, I know a little bit the meaning of the vocabulary, bacuse there's a lot of vocabulary that i don't know. I tried to understand the Contextual Clue from the practice question that you gave me and the content of the question was to complete the missing word),{ Interview with S1. RRJ, on Monday 15 August 2022}.

"Lumayan bisa, ketika waktu mempelajarinya mendapatkan kosakata baru buat Bahasa Inggris" (not bad, when I learn it, I get a new vocabulary for English)" {Interview with S4 D.H, on Monday 15 August 2022}.

“ Kemampuan kosakata aku lumayan bertambah kak. karna mungkin kakak sering meminta kita untuk mencari artti makna katanya dan aku jadi tahu kalau arti satu kata dalam Bahasa Inggris itu bisa banyak katanya” (My vocabulary skills have increased considerably, because maybe you often ask us to look up the meaning of the word and I’ve come to know that the meaning of one word can be many words) { Interview with S1, RRJ, on Monday 15 August 2022).

“ Saya juga sama kayak chelsia mba,. tertarik juga karena kita jadi tahu banyak persamaan makna kata didalam Bahasa Inggris” (‘m also with chelsia. Interested beacuse we come to know many similarities in the meaning of words in English) { Interview with S4, on Monday 15 August 2022}

“Kalau saya sangat membantu sekali mbak. Saya bisa memahami dan mengidentifikasi kata yang tidak dikenal”(If I’m very helpful, I’m not sure. I can understand and identify unknown words)”{Interview S6 EA, on Monday 15 August 2022}.

Based on the results of the student interviews, showed that contextual clues in English material (Text greeting cards) has succeeded in increasing student vocabulary, interest and motivated students to learn more vocabulary. In addition, it shows that the students' abilities after being taught contextual clues show good results. They said that after the researcher teach, they become more understanding and their vocabulary skills increase. This statement supported by Vermons (1963) state that interests, desires and motivations can influence a person's response. Most

of the students gave a positive response to the implementation of the Contextual Clue technique in vocabulary learning.

This statement of the researcher has the same perception from Linse (2005) state that vocabulary is the collection of words that an individual knows. The meaning of this opinion is that vocabulary is a collection of words than can be understood by someone. It's mean that if someone who has understood vocabulary well then will get the benefit. The students also said by using this contextual clue they can understand the contextual clue well and they come to know that one meaning of an english word can be more than one meaning of a word.

The English teacher also explained that using Contextual Clues students are more motivated to increase vocabulary and students are very enthusiastic when looking for words they don't know. So that they are eager to search for the meaning of its meaning by using the dictionary they brought. Contextual Clues was a good technique for learning vocabulary in students, which is to help students in memorizing and searching, choosing vocabulary according to the context.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclussion

Based on the discussion explained in the previous chapter, the researcher concluded that the Contextual Cues technique can improve the vocabulary mastery of class VIII B MTs Al-Falah, Baki, Sukoharjo students. After applying the Contextual Clues techniqe, the mean score in the vocabulary mastery to increases. This proven by the student's pre-test mean score was 52.71, then the student's post-test mean score of 1 student was 69.85, and the mean score of the post-test 2 students was 78.34.

Related to the problem of the students' vocabulary mastery by implementing Contextua Clues, the researcher explained that students faced a little common problem, namely students difficult to understanding the meaning of English words and the lack of students in remembering. Student problems is the students difficult to understanding the meaning of English words. It is obvious from students to be confused when understanding the text of the English piece. Most of them are still asking the meaning of the sentence or word. Another student problem is that students still difficult to memorize vocabulary. One of the reasons why students find it difficult to memorize vocabulary, because of their wrong way of memorization.

Related to the response of the student's vocabulary mastery by implementing Contextual Clues, which shown from the responses of 6

students, they gave a positive response to Contextual Clues technique, which showed that students' abilities after being taught Contextual Clues showed good results. They said that after the researcher teachs, they become more understanding and their vocabulary skills increase. They also said by used this contextual clue they can understand the Contextual Clues well and they come to know that one meaning of an english word can be more than one meaning of a word.

B. Suggestion

In this last , after completing the research through the contextual clue technique, the researcher tries to give advice to teachers, students and other researchers. in addition, researchers hope that this research can also be useful as a reference to teach vocabulary to students.

1. For the English teacher, English teachers can use this technique to teach students to get their own vocabulary. contextual clues are a way for students to easily understand and add to the student's vocabulary increasing.
2. For students, Students can also use this technique to improve vocabulary by reading English texts more often and then looking for unfamiliar words and then looking for the meaning of the word. It can make the student's vocabulary treasury will be slightly improved and increased
3. For the other researchers, This research can be a reference for future researchers. The researchers can then implement this contextual clue technique to improve students' vocabulary, especially in choosing the good words. in addition, in this research there are still obstacles that

must be corrected or fixed. therefore, for the next researchers, namely providing even better teaching to students, namely helping students to make it easier for students to learn English.

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APPENDICES

APPENDIX 1. Interview Transcript of English Teacher

INTERVIEW RESULTS

English Teacher (MTs Al-Falah)

1. *Apa pendapat Miss setelah melihat proses pembelajaran kosakata dengan menggunakan contextual clue?*

   Jawab : Saya melihat siswa sekarang lebih termotivasi untuk memperbanyak kosakata. apalagi siswa sangat antusias sekali ketika mencari kata-kata yang tidak mereka tahu. sehingga mereka bersemangat untuk mencari makna artinya dengan menggunakan kamus yang mereka bawa.

2. *Apakah Miss Ririn akan menggunakan contextual clue ini dalam pembelajaran bahasa Inggris dikelas?*

   Jawab : Mungkin saya akan memakainya untuk pembelajaran bahasa inggris saya. karena pengajarannya sangat bagus. saya jadi bisa membimbing siswa dan memotivasi siswa untuk rajin-rajin dalam menulis dan menghafal kosakata bahasa inggris sebanyak-banyaknya.

3. *Menurut pendapat Miss, Apakah Miss Ririn setuju jika contextual clue diajarkan dalam pembelajaran kosakata Bahasa Inggris?*

   Jawab : Setujuh saja mbak. sebenarnya contextual clue ini sangat bagus ya jika diajarkan dalam pembelajaran kosakata bahasa inggris. Tapi mbak tahu kan, siswa disini kurang begitu meminati bahasa inggris dan selain itu kosakata siswa juga begitu masih sangat kurang, sehingga siswa-siswa tidak bisa memahami secara langsung arti makna kata dalam bahasa inggris.

4. *Menurut pendapat Miss, bagaimana kemampuan pemahaman kosakata pada siswa sekarang ini?*

Jawab :kalau sekarang sudah lumayan ya mbak. mereka sudah sedikit tahu kata-kata baru dan menurut Miss pemahaman kosakata mereka sudah bagus untuk saat ini. mungkin ya terdapat sedikit kendala dari mereka dalam memahami kalimat bahasa inggris, mungkin karena mereka masih kurang banyak menghafal kosakatanya

5. *Menurut pandangan Miss, bagaimana partisipasi siswa dalam kegiatan pembelajaran kosakata menggunakan contextual clue?*

   Jawab : Partisipasi siswa didalam kelas sudah cukup baik. ya walaupun pada awalnya siswa sulit untuk dikondisikan dengan baik dan siswa terlihat pasif pada saat adanya kegiatan belajar mengajar didalam kelas. tetapi dengan seiring jalan waktu, siswa sudah menunjukan sikap dan keaktifan yang sangat bagus. mereka berani untuk bertanya apabila mereka merasa kesulitan memahami intruksi dari soal yang kamu berikan pada saat itu. jadi partisipasi siswa selama mengikuti proses kegiatan pembelajaran yang kamu lakukan dikelas sudah terkontrol dan cukup bagus.

6. *Menurut Miss Ririn, apakah teknik contextual clue ini efektif jika diajarkan pada pembelajaran kosakata?*

   Jawab ya saya melihat teknik ini cukup efektif ya dalam pembelajaran kosakata bahasa inggris, karena dapat membantu siswa dalam memahami kosakata yang mereka kurang begitu familiar. ya walaupun dari mereka hanya tahu beberapa kosakata saja. tapi dengan memahami konteks kalimatnya, siswa-siswa sudah baik dalam menebak arti kata-kata yang hilang itu. Tapi hanya empat pertemuan saja untuk menjelaskannya sepertinya kurang hahahaha. tapi setidaknya teknik ini dapat menumbuhkan penguasaan kosakata siswa.

7. *Menurut Miss Ririn, Apakah terlihat ada kendala yang terlihat ketika siswa belajar kosakata menggunakan contextual clue?*

   Jawan : Kendala yang terlihat itu saat siswa harus memahami arti kalimat dalam bahasa Inggris. mereka kebanyakan masih sangat kurang sekali pembendaharaan kosakatanya sehingga mereka sulit dalam menemukan kosakata yang mereka maksudkan. Mereka juga masih kesulitan untuk menerjemahkan bahasa Inggris ke bahasa Indonesia. karena kosakata ini menjadi salah satu masalah dalam bahasa inggris siswa.

8. *Menurut Miss Ririn, Bagaiman cara mengatasi kendala itu?*
   Jawab : kalau cara saya, saya akan memberikan siswa teks bahasa inggris lalu meminta mereka untuk menuliskan kata yang mereka anggap sulit dan lalu kemudian mereka seperti membuat daftar buku yang isinya kata-kata yang mereka sudah temukan.Ya bisa memakai kamus bahasa Inggris yang mereka punya dirumah. itu bisa sedikit membantu mereka mencari makna arti katanya.
9. *Menurut Miss, adakah keuntungan dari menggunakan contextual clue ini?*
   Jawab : keuntungannya tentu pasti ada ya mbak. ya salah satunya membuat siswa-siswa dapat memahami konteks pada bacaan kalimat berbahasa inggris. ya contohnya seperti kamu memberikan soal latihan pada mereka untuk menebak arti kata yang cocok agar kalimatnya menjadi sempurna.
10. *Menurut pendapat Mrs, apakah teknik pengajaran contextual clue dapat meningkatkan kemampuan penguasaan kosakata Bahasa Inggris siswa?*
    Jawab : Ya, saya pikir teknik contextual clue hanya dapat meningkatkan dan menambah kosakata pada siswa ternyata selain itu siswa jadi mudah untuk mengisi dan menebak kata-kata yang hilang pada teks bahasa inggris. ya contohnya kaya kamu kasih soal latihan itu yang disuruh mengisi kata yang sesuai, yang pas agar kalimatnya menjadi sempurna.

APPENDIX 2. Interview Transcript of Students

Interview Transcript of Students After Implementation of Classroom Action Research

Researcher : Assalamuaikum dek. maaf ya mbak ganggu waktunya. mbak masuk kekelas lagi ingin sedikit bertanya kepada kalian setelah mbak ngajar kemarin. langsung saja ya. untuk pertanyaan pertama mbak mau tanya, Bagaimana pendapat kalian tentang mbak ketika mengajarkan materi bahasa inggris menggunakan contextual clue?

Reseacher : dari kamu dulu dek

Raehan : cara mbak jelasin materi kepada kita didalam kelas cukup jelas. tapi mbak kadang-kadang terlalu cepat jelasinnnya, terkadang ketika saya

mencatat yang diucapkan mbak tidak terkejar. tapi alhamdulillahnya, mbak langsung mengirimkan catatan ke grub kelas.

Isma : Jelas mba tapi kadang suka gak kedengeran. nggak kedengeran soalnya temen-temen pada gojek dan berisik

Chelsi : Mudah dipahami dan ya gitu jelas.

Dyah : jelas ya, tapi agak kecepetan. mungkin karena ramai juga jadi agak kurang kedengeran dan kurang fokus karena ramai kelasnya. ya itu, intinya udah jelas.

Daffa : ngajarnya mudah dipahami tapi karena kelasnya agak ramai jadi kadang sulit untuk didengar.

Ezzar : hehehe sama mbak kayak teman lainnya. jelas terus dan mudah dipahami.

Researcher : ok, jadi intinya udah jelas dan paham ya ketika mbak jelasin. dan mungkin kalian gak kedengaran karena temen kalian rame sendiri. Nah ok, untuk pertanyaan selanjutnya yaitu pertanyaan kedua ya. Apakah guru bahasa Inggris kalian " Miss Ririn" pernah mengajarkan contextual clue ini sebelumnya?

Raehan : Belum pernah mbak. baru tau sekarang pengertian contextual clue dan jenis jenisnya.

Isma : Belum pernah

Chelsi : Belum mbak. kalau bu ririn yang ngajar itu ngasih pertanyaan-pertanyaan gitu, terus suruh ngartiin ini artinya apa gitu.

Dyah : iya mbak belum. mungkin ya karna belum juga dipelajarin sebelumnya.

Daffa : belum diajarkan. tapi pas waktu pertama kali mempelajari contextual clue malah jadi seneng.

Ezzar : iya mbak belum.

Researcher : pertanyaan yang ketiga ya. Apakah mbak ketika mengajarkan contextual clue itu dapat meningkatkan penguasaan kosakata kalian?

Raehan : iya kak aku jadi sedikit tahu arti kosakatanya. soalnya banyak kosakata yang aku tidak tahu. saya mencoba memahami contextual clue itu dari soal latihan yang kakak berikan itu dan isinya soalnya suruh melengkapai kata-kata yang hilang.

Isma : iya bisa sedikit-sedikit. ya seperti bisa memahami lebih jelas

Chelsi : ya lumasih, ya soalnya sebelumnya belum pernah tahu kata-kata itu.

Dyah : bertambah mbak. ya tambah tau kosakata-kosakata yang belum pernah dibaca jadi menambah kosakata baru.

Daffa : lumayan bisa, pas waktu mempelajarinya mendapatkan kosakata baru buat bahasa inggris

Ezzar : lumayan. karna yang diajarkan kosakatanya mudah dipahami karena bisa dihafalkan.

Researcher : lanjut ya ke pertanyaan keempat. Bagaimana kemampuan penguasaan kosakata bahasa inggris kalian setelah diajarkan menggunakan contextual clue?

Raehan : Kemampuan kosakata aku lumayan bertambah mbak. karna mungkin mbak sering meminta kita untuk mencari artinya makna katanya dan aku jadi tau kalau arti satu kata itu bisa banyak katanya.

Isma : ya alhamdulillah setelah mbak lia ajarkan jadi semakin paham

Chelsi : Saya jadi tertarik mbak untuk belajar bahasa inggris

Dyah : Ini membantu untuk memahami konteks bacaan

Daffa : Saya juga sama kayak chelsia mbak. tertarik juga karna kita jadi tahu banyak persamaan makna kata didalam bahasa inggris

Ezzar : Kalau saya sangat membantu sekali mbak. saya bisa memahami dan mengidentifikasi kata yang tidak dikenal.

Researcher : Pertanyaan kelima. Kesulitan apa yang kalian alami saat belajar bahasa inggris ?

Raehan : Isi bacaannya sulit dimengerti

Isma : cara membacanya, memahami artinya juga susah mbak

Chelsi : menghafal artinya aja

Dyah : membaca, memahami artinya dan menghafalnya

Daffa : kesulitan waktu mempelajari bahasa inggris cara pembacaan, memahami arti kata bahasa inggris diindonesikan.

Ezzar : yang susah Cuma itu yang menghafal katanya aja kalau lainnya udah bisa.

Researcher : Pertanyaan keenam. Apakah kamu mengalami kesulitan pada saat belajar dan memahami kosakata dengan menggunakan contextual clue

Raehan : Kosakata bahasa inggris banyak jadi sulit dihafalkan

Isma : Ya lumayan kesulitan mbak, soalnya masih bingung-bingung gitu

Chelsi : Kata-katanya sulit

Dyah : Sama kayak raehan, kata-katanya banyak dan sulit dihafalkan

Daffa : Kesulitan dalam mengartikan.

Ezzar : Enggak tahu artinya

Researcher :Pertanyaan ketujuh. Apa yang membuat kamu kesulitan mempelajari kosakata?

Raehan : Kalau awal-awalnya sulit mbak memahaminya ya karna banyak kata-kata asing.

Isma : artinya sama tapi bahasa inggrisnya beda jadinya bingung

Chelsi : Ngalamin kesulitan mbak. karena kita yang ada dikelas ini belum pernah mendengar ini sebelumnya. sulitnya itu pas menjawab pertanyaan tentang synonym dan antonym dalam bahasa inggris. banyak kosakata yang kita tidak tahu.

Dyah : kalau aku tidak. karna aku telah menulis dan menghafal kata-kata asing yang diambil dari teks

Daffa : Ya, bagi orang yang belum terbiasa, pasti sulit

Ezzar : Kesulitannya itu bagian tersebut mengisi bagian kata yang hilang. masalahnya adalah harus membaca semua kalimat terlebih dahulu.

Researcher : Pertanyaan kedelapan. Apakah kamu setuju jika contextual clue ini diterapkan dalam mempelajari kosakata?

Raehan : Iya mbak saya setuju. saya dapat banyak kosakata baru karena mudah dihafal dan dipahami.

Isma : ya setuju-setuju aja

Chelsi : sama kayak temen-temen mbak. setuju aku

Dyah : Setuju mbak. karena bisa diterapin sehari-hari kosakatanya

Daffa : Setuju. karena bisa memperjelas dan memperlengkap kata-kata bahasa inggris

Ezzar : Iya Setuju

Researcher : ok. selanjutnya pertanyaan kesembilan ya. Apakah kalian paham penggunaan contextual cle yang difokuskan pada teks greeting card?

Raehan : Paham mbak. paham contextual clue itu dari soal latihan yang mbak berikan itu. kayak melengkapi kata yang hilang di teks greeting card

Isma : paham walau ada yang sulit

Chelsi : Paham mbak. aku paham penggunaan contextual clue dari soal nebak isi kata-kata bahasa inggris

Dyah : paham mbak.

Daffa : mudah dipahami

Ezzar : paham

Researcher : ok pertanyaan terakhir. Apakah kamu setuju jika belajar kosakata dengan menggunakan contextual clue dapat membantu kamu dalam memahami dan menguasai kosakata bahasa inggris dengan baik ?

Raehan : Setuju mbak. soalnya biar banyak kosakata yang didapat.

Isma : setuju-setuju aja sih mbak soalnya biar lebih paham lagi gitu aja sih dan jadi banyak tahu arti kata bahasa inggrisnya lagi

Chelsi : setuju

Dyah : iya setuju

Daffa : setuju tapi tidak ada setujunya sedikit. gak setujunya itu sulit memahami bagian kata-kata bahasa inggris kalau setujunya itu banyak tahu kosakata baru.

Ezzar : setuju

APPENDIX 3, Pre-test, Post-test 1, Post-test 2

Choose the correct answer by crossing out (X) a, b, c, or d!

1. "Congratulation your **winning** at the poetry competition!". The synonym of the word **winning** is...
   a. champion
   b. competition
   c. result
   d. lose out
2. "Wishing your birthday full of **joy** and wonderful". The word of **"joy"** can be replaced with ...
   a. goodness
   b. sadness
   c. happiness
   d. cry
3. "Dear my **beloved** mommy". The underlined word has similar meaning with....
   a. pen pal
   b. close friend
   c. pal
   d. love
4. "Happy birthday Adam! I **wish** you in good condition and health happiness and success". The underlined word has the same meaning as .... ***except***!
   a. desire
   b. hope
   c. longing
   d. dislike
5. **"Happy graduation day**!".
   The sentence above express writer's....
   a. speechless
   b. happy

c. sad
d. hope

6. **"I wish all the besst for your future!**.
   The setences above express writer's...
   a. prayer
   b. happy
   c. Sad
   d. lovely
7. "**Well done! Congratulation**".
   What is the underlined expression means?
   a. Greeting
   b. accepting Invitation
   c. expression of congratulation
   d. expression invitation

Choose the correct word to fill in the blank from the passage below! 8 to 12!

To .....(8) Mom,

Happy ..... (9) day! I'm so thankful and ..... (10) for having, special mother ..... (11) you. I respect you a lot. You're my inspiration. Thanks for.... (12). I love you mom!

8. a. friend
   b. close friend
   c. beloved
   d. pen pal
9. a. father's
   b. grandfather's
   c. mother's
   d. grandmother's
10. a. sometimes
    b. everyday
    c. everyone
    d. everything
11. a. like
    b. hope
    c. think
    d. want
12. a. best of luck
    b. blessing
    c. thanks
    d. great
13. "Wishing your birthday full of **joy** anf wonderful". The antonym of the word **joy** is ....
    a. happiness
    b. cheerful
    c. delight
    d. sad

Choose the correct word to fill in the blank from the passage below! 14 and 15!

Dear Lisa.

..... (14) on your ..... (15) the first prize of the English Debate competition. I learned about it from your mom.

14. a. happy
    b. congratulation
    c. good luck
    d. best wishes
15. a. success
    b. competition
    c. winning
    d. result
16. " May God facilitate you to achieve your expectations". The antonym of the word **achieve** is ....
    a. success
    b. fail
    c. good luck
    d. winning
17. "Thank you very much for being a motivating , uplifting and friendly teacher". The antonym of the word **friendly** is....
    a. nice
    b. kind
    c. arrogant
    d. warm
18. " I was very sorry I heard you were hospitalized. I hope you get better condition soon". The antonym of the word **get better condition soon** is ....
    a. recover
    b. feel better
    c. get well
    d. slow recovery
19. The synonym of **" Proud"** is ....
    a. pleased about
    b. arrogant
    c. great
    d. hope
20. The antonym of **" Grateful"** is ...
    a. ungrateful
    b. thankful
    c. beholden
    d. pleased
21. The synonym **" good luck"** is ...
    a. great job
    b. good think
    c. good job
    d. best luck
22. The antonym of **" Friendly"** is
    a. kind
    b. outgoing
    c. pleasant
    d. unfriendly

Rearrange these jumbled sentence into a good paragraph for ***number 23!***

1. Love, Aris
2. Looking forward to having lots fun together over the holiday.
3. Happy Holidays...!!!
4. Dear Yuni.

23. a. 4-2-3-1
    b. 1-2-3-4
    c. 4-2-1-3
    d. 1-3-2-4

Rearrange these jumbled sentence into a good paragraph for ***number 24!***

1. Congrats for your graduation.
2. Dear April
3. We proud of you hope you get a great success someday.
4. Love, Dio
5. Congratulations and Bravo...!!!

24. a. 2-1-3-5-4
    b. 2-3-1-5-4
    c. 4-5-3-1-2
    d. 4-5-1-3-2

Rearrange these jumbled sentence into a good paragraph for ***number 25!***

1. Dear Kim
2. Love, Meta
3. I am so sorry that your father has passed away after his long battle wish cancer.
4. our thoughts and prayers are with you.
5. I'm going to miss him, too.

25. a. 1-2-3-4-5
    b. 1-3-4-5-2
    c. 1-2-4-5-3
    d. 2-1-3-4-5

Post-test 1

Choose the correct answer by crossing out (X) a, b, c, or d!

1. In the greeting card that contains hope, prayer, or congratulations, is called ....
   a. reciever
   b. sender
   c. body
   d. introduction
2. a greeting that contain prayer, hope, and congratulations are called....
   a. invitation card
   b. greeting card

c. short messages
d. announcement

3. The greeting card structure written on the top is called....
   a. receiver
   b. body
   c. sender
   d. opening

Find the **synonym** word for number 4 to 10

(4) **Dear** Our Teacher

Thank you very much for being a (5) **motivating**. uplifting and (6) **friendly** teacher. we have not been able to repay your (7) **kindness** all this time. we want to (8) **apologize** for all our (9) **mistakes** to you. our (10) **lovely** teacher.

4. a. honor
   b. friend
   c. pal
   d. close
5. a. inspiration
   b. solutions
   c. unmotivated
   d. demotivate
6. a. naughty
   b. outgoing
   c. arrogant
   d. fierce
7. a. goodness
   b. friendly
   c. arrogant
   d. welcome
8. a. thankful
   b. sorry
   c. thanks
   d. bad
9. a. correct
   b. fault
   c. true
   d. loyal
10. a. beautiful
    b. ugly
    c. poor
    d. rich
11. Congratulations on your achievement in mathematics!
    The word **<u>achievement</u>** has similar meaning...
    a. success
    b. fail
    c. false
    d. poor

12. Congratulation on your success in the dancing competition. we are proud of you!.
    The word of "**proud**" can be replaced with ....
    a. pleased about
    b. arrogant
    c. great
    d. hope

Text for the number 13!

Dear Fachri,

When your name is called as the best student please step forward-for high five! You are the best. Congratulations!

Uncle Farhan

13. ".... **Please step forward** ... "
    What does the underlined word mean? ....
    a. stand in line
    b. move back
    c. come to the front
    d. one step to the left

The text below to answer questions 14 and 15!

To : Nina

WE FEEL GRATEFUL FOR YOUR HELP.

Ganang

14. The writer wrote the card .... he got someone's help.
    a. before
    b. when
    c. then
    d. after
15. ".... **Grateful** .... ".
    The underlined word has similar meaning ....
    a. thankful
    b. ungrateful
    c. ignorant
    d. arrogant

The text below to answer questions 16!

Congratulation!

We are happy for the arrival of your new family member. wish you and your family all the best.

16. " We are happy for the **arrival** ..."
    The antonym of the underlined word is...
    a. coming

b. departure
c. advent
d. entry

17. " May you get a lot of rest so that you can **recover** from your illness. We are all praying for you here. Get well soon !!
The antonym of the underlined word is ...
a. get well
b. health
c. come back
d. worsen

The text below to answer questions 18!

Dear Anna

"May there be smiles and lots of sunshine for your special day. may god bless you with health and wealth. Happy Birthday!

Love

Trini

18. ".... and **lots of sunshine** ...."
The underlined word has the same meaning as ....
a. exheliration
b. sad
c. bad
d. condolences
19. ..... is type of greeting card that contains a goodbye because someone is going away.
a. farewell card
b. apology card
c. congratulation card
d. graduation card
20. .... is type of greeting card that contains gratitude or happiness during holidays or certain day celebration such as new year, anniversary, and independence day.
a. graduation card
b. celebration card
c. graduation card
d. aplogy card

The text below to answer questions 21-23!

Dear Fahri

When your name is called as the best student. please step forward-for high five! you are the best. Congratulations!

Uncle Gibran.

21. "... when your name is called as the best..." The word **" your"** refers to...
a. uncle fahri

b. student
c. uncle Gibran
d. Fahri

22. **Please step forward**- for high five!.
What does the underlined word mean? ....
a. move back
b. come-forward
c. one step to the left
d. stand in line

23. Please step forward-for high five!. The sentence " **high five!"** above express writer's ...
a. apology
b. sad
c. wish/hope
d. to congratulate

*Rearrange these jumbled sentence into a good paragraph for **number 24!***

1. May you get a lot of rest so that you can recover from your illness,
2. Fighting! we are all praying for you here. Get well soon...!!!
3. Dear Nathan
4. Love Milea

24. a. 4-3-2-1
b. 3-2-4-1
c. 3-1-2-4
d. 3-2-1-4

*Rearrange these jumbled sentence into a good paragraph for **number 25!***

1. Dear Anna
2. May there be smile and lots sunshine for your special day.
3. may god bless you with health, and wealth in your life. Happy Birthday
4. Love, Tini

25. a. 2-3-4-1
b. 2-1-4-3
c. 1- 2-3-4
d. 4-3-2-1

Post-test 2

Choose the correct answer by crossing out (X) a, b, c, or d!

Find the antonym word for number 1-2 and synonym word for number 3-6!

Dear Anna

Congratulation on your (1) **success** on the college entrance exam. may today success be just the (2) **beginning** of your long life (3) **achievement** and happiness. remember the challenge is waiting for you in the college. (4) **nevertheless**, I (5) **believe** that you can handle itu well. (6) **good luck**!

your best friend,

Diah

1. a. failure
   b. achievement
   c. progress
   d. lucky
2. a. starts
   b. fail
   c. help
   d. ending
3. a. failure
   b. upset
   c. success
   d. hit
4. a. but
   b. if
   c. and
   d. however
5. a. trust
   b. confidence
   c. true
   d. right
6. a. good think
   b. good job
   c. best luck
   d. great job
7. The greeting card is sent to .... Dimas for being accepted as a student at MTs Al Falah.
   The correct answer to complete the sentence above is...
   a. congratulate
   b. support
   c. promote
   d. instruction

Find the synonym word for number 8 to 12.

Mrs. Tika

Chapter by chapter we have (8)**passed** together. nd at this time, we have (9) **reached** te last moment of graduation. we, students, (10) **apologize** for all our mistake and (11) **behavior** that hurt you. we plead with your full request to pray for us to be given (12) **fluency** and success in this final graduation exam

Your Students

8. a. struggle
   b. vain
   c. graduate
   d. drop-out
9. a. glory

b. achieve
c. prize
d. trophy

10. a. deny
b. thankful
c. sorry
d. thanks

11. a. attitudes
b. bad manners
c. rude
d. cold

12. a. unfluent
b. effortless
c. hardly
d. slow

13. .... Is the purpose of a greeting card that can be used to pray for people who have experienced a disaster, or pray for someone.
a. to show sympathy
b. to congratulate
c. to wish
d. to hope

14. .... to given for moments / sad events such as sick / hospitalized people, disaster / accident, passin / dead.
a. to hope
b. to wish
c. to show sympathy
d. to congratulate

15. ....is greeting card that contains congratulations because someone has graduated or completed their education.
a. sympathy card
b. farewel card
c. celebration card
d. graduation card

16. ....is greeting card that contains a happy birthday to someone and wishes for that person.
a. gratitude card
b. congratulation card
c. Birthday card
d. apology card

17. " My deep condolence of Mrs. Arina's passing". The writer uses the expression word **condolence** to express feelings...
a. shock
b. suprise
c. sad
d. hapy

18. I .... you will feel more comfortable.
The correct answer to complete the sentence above is ...
a. want
b. hope
c. am

d. really

19. .... for being the first winner of the news singing contest! I'm so happy for you!. The correct answer to complete the sentence above is ....
    a. congratulatons
    b. wish
    c. hope
    d. pray
20. I'm .... for your quick recovery. Get better soon.
    The correct answer to complete the sentence above is ....
    a. sorry
    b. congratulations
    c. praying
    d. thank

Rearrange these jumbled sentence into a good paragraph for ***number 21!***

1. Auntie Susan
2. Congratulation! You deserve it.
3. Dear Tommy
4. I heard that you have passed the final exam and got the highest score inEnglish subject at your school.

21. a. 4-3-2-1
    b. 1-2-3-4
    c. 3-4-2-1
    d. 2-4-3-1

Rearrange these jumbled sentence into a good paragraph for ***number 22!***

1. Young little sister, Jully
2. Dear Monica,
3. Once again, congratulations!
4. ongratulations on your wedding day
5. but I promise I will see you as soon as I come home.
6. I am sorry. I cannot attend your special day,

22. a. 4-1-2-6-5-3
    b. 2-4-6-5-3-1
    c. 2-6-4-3-5-1
    d. 1-3-5-6-4-2

Choose the correct word to fill in the blank from the passage below! 23 to 25!

To beloved Mom,

Happy mother's day! I'm so thankful and ..... (23) for having, special mother ....(24) you. I respect you a lot. You're my inspiration. Thanks for.... (25). I love you mom!

23. a. everything
    b. everyone
    c. everyday
    d. sometimes
24. a. hope
    b. think

c. like
d. want
25. a. great
b. thanks
c. best of luck
d. blessing

APPENDIX 4. The Comparison of Student's score Pre-test, Post-test 1, Post-test 2

NO	Name	Pre-test	Post-test 1	Post-test 2
	Adyatama Rafi Ramadhan	-	-	40
	Agustino Reva Fernando	44	56	*72
	Alifia Nur Aini	52	*72	*72
	Alifia Nur Rafia	52	*72	*80
	Amelia Budi Utami	52	*76	*76
	Amma Weidhy Maharani	48	*72	*76
	Ar Royyan	68	*72	*80
	Chelsia Kahayutyas	*72	*72	*92
	Daffa Haidar Parabawa	*80	*88	*96
	Dyah Ayu Nareswari	*88	*88	*96
	Ezzar Atalla Darmaguna	*84	*84	*96
	Ghanesya Maryalita Purpitarini	64	*76	*80
	Ghiyan Arzaki Aryasatya	52	52	*72
	Hajid Luthfi Al Bukhori	52	*80	*80
	Henita Ayu Widyastari	60	*72	*80
	Isma Min Ainin Janati	64	*76	*72
	Luthfi Ariyanto	52	*72	*76
	Luthfia Puspita Ningrum	48	68	40
	Mahyuda Arifin Dwi Saputro	56	*78	*72
	Muhammad Alvatasyakur	44	56	*72
	Muhammad Roby Romeo	68	60	*76
	Muhammad Syafei	56	68	*76
	Muhammad Zakiy Kholifatur Farid	56	60	*72
	Najam Ridzwanda Ramadhani	60	68	*80
	Prawesti Pipin Rejeki	40	60	*76
	Raditya Dewa Aji Putra	52	68	60
	Raehan Rizky Januar	*84	*88	*100
	Satria Anung	48	60	68
	Yunanto Satrio Purnomo	56	56	68
	TOTAL	**1476**	**1956**	**2272**

APPENDIX 5. Lesson Plan on Cycle 1 and Cycle 2

Lesson Plan in Cycle 1

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al-Falah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Siklus (cycle) : 1

Materi Pelajaran : Greeting Card & Contextual Clue

Alokasi Waktu : 1 x 60 menit (**Pertemuan 1**)

A. Kompetensi Inti (KI)

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaanya.

4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks greeting card.
2. Peserta didik dapat menunjukan struktur teks dan unsur kebahasaan dari teks greeting card.
3. Peserta didik dapat menjawab pertanyaan yang berkaitan dengan kosakata yaitu berhubungan dengan memberi selamat.
4. Peserta didik dapat menerjemahkan teks greeting card sesuai dengan konteks dan sesuai dengan struktur teks dan unsur kebahasaan.

D. Metode Pembelajaran

1. Diskusi
2. Contextual Clue

E. Media, Alat, dan Sumber Pembelajaran

1. Media : -
2. Alat : Papan tulis, Spidol, Penghapus, Lembar tugas
3. Sumber Pembelajaran : 1). Buku Materi Pembelajaran Active Bahasa Inggris untuk SMP/MTs. 2).Buku Guru Bahasa Inggris "When English Rings a Bell" . 3). Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4.

F. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. • Guru menyampaikan kepada peserta didik agar selalu mematuhi protokol kesehatan yaitu selalu memakai masker didalam kelas. • Guru memberikan motivasi dan apersepsi kepada peserta didik. • Guru menyampaikan tujuan pembelajaran yang harus dicapai oleh peserta didik. • Guru menjelaskan mekanisme pelaksanaan belajar sesuai dengan langkah-langkah pembelajaran.	7 menit
Kegiatan Inti	**Mengamati** • Guru menjelaskan materi kepada peserta didik mengenai pengertian, unsur kebahasaan, dan struktur teks Greeting Card, lalu peserta didik memperhatikan apa yang guru sedang sampaikan didepan kelas. • Peserta didik membaca dan memahami penjelasan dari pengertian teks Greeting Card, fungsi sosial, dan bagian-bagian yang terdapat dalam teks Greeting Card. **Mempertanyakan** • Guru mengarahkan dan memancing kepada peserta didik untuk bertanya apabila terdapat kesulitan dalam memahami materi. **Mengeksplorasi** • Guru meminta peserta didik untuk membuat kelompok dengan teman satu mejanya/ belakangnya. • Peserta diberi tugas untuk berdiskusi untuk mencari dan menemukan informasi dalam teks Greeting Card. • peserta didik mencari dan menentukan sturktur teks, unsur kebahasaan dari teks greeting card. **Mengasosiasi**	15 menit 5 menit 15 menit

	• Peserta didik menganalisis bagian – bagian atau struktur teks dan unsur kebahasaan yang terdapat pada teks greeting card bersama dengan kelompoknya. **Mengkomunikasi** • Peserta didik menyampaikannya didepan teman-teman bersama dengan kelompoknya. • Peserta didik mendapatkan feedback dari guru.	10 menit 10 menit
Penutup	• Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang belum dipahami. • Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	5 menit

G. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan : Mengidentifikasi bagian struktur dari teks greeting card
2. Penelaian Ketrampilan : Menuliskan bagian struktur dari teks greeting card.

<u>Lesson Plan in Cycle 1</u>

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al-Falah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Siklus (cycle) : 1

Materi Pelajaran : Greeting Card & Contextual Clue

Alokasi Waktu : 1 x 60 menit (**Pertemuan 2**)

A. Kompetensi Inti (KI)

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaanya.

4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks greeting card.
2. Peserta didik dapat menunjukan struktur teks dan unsur kebahasaan dari teks greeting card.
3. Peserta didik dapat menjawab pertanyaan yang berkaitan dengan kosakata yaitu berhubungan dengan memberi selamat.
4. Peserta didik dapat menerjemahkan teks greeting card sesuai dengan konteks dan sesuai dengan struktur teks dan unsur kebahasaan.

D. Metode Pembelajaran

1. Diskusi
2. context clue

E. Media, Alat, dan Sumber Pembelajaran

1. Media : -
2. Alat : Papan tulis, Spidol, Penghapus, Lembar tugas
3. Sumber Pembelajaran : 1). Buku Materi Pembelajaran Active Bahasa Inggris untuk SMP/MTs. 2).Buku Guru Bahasa Inggris “When English Rings a Bell” . 3). Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4.

F. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik.	5 menit

	• Guru mengaitkan materi yang sudah dipelajari sebelumnya dengan materi yang akan dipelajari siswa sekarang.	
Kegiatan Inti	**Mengamati** • Siswa membaca dan memahami kembali pengertian, tujuan, dan bagian struktur didalam greeting card • Guru menjelaskan pengertian atau definsi dari context clue dan jenis-jenis context clue. • Guru menjelaskan contoh context clue. **Mempertanyakan** • Guru mengarahkan dan memancing kepada peserta didik untuk bertanya apabila terdapat kesulitan dalam memahami materi. **Mengeksplorasi** • Guru meminta peserta didik mengerjakan secara individual • Peserta diberi tugas untuk berdiskusi untuk mencari dan menemukan informasi dalam teks Greeting Card. **Mengasosiasi** • meminta peserta didik untuk mengerjakan tugas soal yang berhubungan dengan materi yang telah dibahas. • peserta didik diminta untuk menganalisis yaitu mencari tentang expression of congratulation & wish dalam greeting card, sender, dan receiver. • peserta didik diminta menjawab pertanyaan berkaitan dengan greeting card (expression congratulation) sesuai dengan dialog yang sudah disediakan. **Mengkomunikasi** • Peserta didik mampu menyampaikan hasil pekerjaannya didepan teman-teman sekelas dan guru. • Lalu, guru memberikan feedback kepada peserta didik.	10 menit 5 menit 10 menit 15 menit 10 menit
Penutup	• Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	5 menit

H. Penelaian Hasil Pembelajaran

1. Teknik : Membaca
2. Bentuk : Individu
3. Instrument : - Greeting Card (Expression Congratulation)
   - Mengidentifikasi bagian struktur isi teks greeting card

. Lesson Plan Cycle 2

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al-Falah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Siklus (cycle) : 2

Materi Pelajaran : Greeting Card & Contextual Clue

Alokasi Waktu : 1 x 60 menit (**Pertemuan 1**)

A. Kompetensi Inti (KI)

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaanya.

4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks greeting card.
2. Peserta didik dapat menunjukan struktur teks dan unsur kebahasaan dari teks greeting card.

3. Peserta didik dapat menjawab pertanyaan yang berkaitan dengan kosakata yaitu berhubungan dengan memberi selamat.
4. Peserta didik dapat menerjemahkan teks greeting card sesuai dengan konteks dan sesuai dengan struktur teks dan unsur kebahasaan.

D. Metode Pembelajaran

1. Diskusi
2. Contextual Clue

E. Media, Alat, dan Sumber Pembelajaran

1. Media : -
2. Alat : Papan tulis, Spidol, Penghapus, Lembar tugas
3. Sumber Pembelajaran : 1). Buku Materi Pembelajaran Active Bahasa Inggris untuk SMP/MTs. 2).Buku Guru Bahasa Inggris "When English Rings a Bell" . 3). Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4.

F. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. • Guru mengaitkan materi yang sudah dipelajari sebelumnya oleh siswa dengan pengetahuan yang sudah dimiliki sebelumnya.	5 menit
Kegiatan Inti	**Mengamati** • Peserta didik memperhatikan, membaca dan memahami penjelasan dari fungsi sosial, struktur atau bagian yang terdapat pada teks greeting card dan unsur kebahasaan. • Peserta didik memperhatikan dan memahami penjelasan guru tentang Contextual clue yang sudah disiapkan didalam teks. **Mempertanyakan** • Guru mengarahkan dan memancing kepada peserta didik untuk bertanya apabila terdapat kesulitan dalam memahami materi. **Mengeksplorasi** • Peserta didik diberi tugas secara kelompok (2 orang) untuk mencari dan menemukan informasi yang terdapat pada teks.	10 menit 5 menit 15 menit

	• Guru memberkan teks bacaan greeting card untuk latihan. • Guru memberikan pengajaran tentang context clue dimana peserta didik nantinya mengisi kata-kata yang kosong. **Mengasosiasi** • Peserta didik mengisi dan menentukan kata yang tepat sesuai dengan konteks dengan melihat bentuk atau isi dalam teks greeting card. ***(soal latihan yang diberikan selalu berbeda dengan pertemuan sebelumnya ataupun selanjutnya).*** • Peserta didik mempu menemukan cara untuk memahami kata/ arti makna dalam teks greeting card melalui konsep context clue dengan cara mencari kata-kata yang sulit dan lalu menerjemahkan kedalam bahasa Indonesia. • Peserta didik mampu mengisi kata-kata yang kosong pada sebuah teks greeting card. • Peserta didik mencari kata-kata sulit dan mengisinya di kolom yang sudah disediakan dilembar soal. **Mengkomunikasi** • Guru dan peserta didik mendiskusikan jawaban bersama-sama. • Lalu, guru memberikan feedback kepada peserta didik.	15 menit 10 menit
Penutup	• Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	5 menit

G. Penelaian Hasil Pembelajaran

1. Penilaian Pengetahuan : Mengidentifikasi bagian struktur isi teks greeting card
2. Penilaian Ketrampilan : Mencari kata-kata sulit didalam text bacaan
3.

<u>Lesson Plan Cycle 2</u>

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al-Falah

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Cycle : 2

Materi Pelajaran : Greeting Card & Contextual Clue

Alokasi Waktu : 1 x 60 menit (**Pertemuan 2**)

A. Kompetensi Inti (KI)

3. Memahami pengetahuan (faktual, konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah,dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi), dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaanya.

4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks greeting card.
2. Peserta didik dapat menunjukan struktur teks dan unsur kebahasaan dari teks greeting card.
3. Peserta didik dapat menjawab pertanyaan yang berkaitan dengan kosakata yaitu berhubungan dengan memberi selamat.
4. Peserta didik dapat menerjemahkan teks greeting card sesuai dengan konteks dan sesuai dengan struktur teks dan unsur kebahasaan.

D. Metode Pembelajaran

1. Diskusi
2. Contextual Clue

E. Media, Alat, dan Sumber Pembelajaran

3. Media : -
4. Alat : Papan tulis, Spidol, Penghapus, Lembar tugas

5. Sumber Pembelajaran : 1). Buku Materi Pembelajaran Active Bahasa Inggris untuk SMP/MTs. 2).Buku Guru Bahasa Inggris "When English Rings a Bell" . 3). Bahasa Inggris Sekolah Menengah Pertama kelas VIII Edisi 4.

F. Proses Pembelajaran

Kegiatan	Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru membuka pembelajaran dengan memberikan salam dan berdoa bersama dengan peserta didik. • Guru mengechek kehadiran peserta didik dan kesiapan siswa baik secara fisik maupun mental agar dapat mengikuti pembelajaran dikelas dengan baik. • Guru mengaitkan materi yang sudah dipelajari sebelumnya oleh siswa dengan pengetahuan yang sudah dimiliki sebelumnya.	5 menit
Kegiatan Inti	**Mengamati** • Peserta didik memperhatikan, membaca dan memahami penjelasan dari fungsi sosial, struktur atau bagian yang terdapat pada teks greeting card dan unsur kebahasaan. • Peserta didik memperhatikan dan memahami penjelasan guru tentang Contextual clue yang sudah disiapkan didalam teks. **Mempertanyakan** • Guru mengarahkan dan memancing kepada peserta didik untuk bertanya apabila terdapat kesulitan dalam memahami materi. **Mengeksplorasi** • Peserta diberi tugas secara individual untuk mencari dan menemukan informasi tertentu didalam teks. • Peserta didik mencari dan menentukan struktur teks dan unsur kebahasaan dari teks Greeting Card. • Peserta didik mengetahui jenis-jenis context clue dari penjelasan guru (synonym & antonym) **Mengasosiasi** • Peserta didik mengisi dan menentukan kata yang tepat dan benar sesuai dengan konteks dengan melihat bentuk atau isi dalam teks greeting card. ***(soal latihan***	10 menit 5 menit 15 menit 15 menit

	yang diberikan selalu berbeda dengan pertemuan sebelumnya) • Peserta didik mencari kata-kata sulit lalu diterjemahkan. Kemudian, peserta didik mencari synonym dan antonym, lalu menuliskannya kedalam lembar catatan atau buku. **Mengkomunikasi** • Peserta didik mampu menyampaikan hasil pekerjaannya didepan teman-teman sekelas dan guru. • Lalu, guru memberikan feedback kepada peserta didik.	10 menit
Penutup	• Guru bersama peserta didik membuat kesimpulan mengenai materi yang sudah diajarkan. • Guru memberikan penjelasan singkat mengenai materi yang akan dipelajari dipertemuan selanjutnya. • Guru menutup pembelajaran dengan berdoa bersama dan ditutup dengan salam.	5 menit

G. Penelaian Hasil Pembelajaran

1. Penilaian Pengetahuan : Mengidentifikasi bagian struktur isi teks greeting card
2. Penilaian Ketrampilan : Menuliskan kata-kata sulit dan lalu mencari persamaan dan lawan kata

APPENDIX 6. Teacher's Observation Sheet in Cycle 1 on Student

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 1

Pertemuan : 1

Tanggal : 29 Juni 2022

NO	Aspek kegiatan yang diamati	Ya	Tidak	Keterangan
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.	V		

2.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.	V		Hanya terdapat beberapa siswa mengobrol dengan temannya
3.	Siswa memperhatikan terhadap penjelasan context clue	V		
4.	Keaktifan siswa bertanya didalam kelas.		V	
5.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.	V		
6.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.	V		
7.	Mengerjakan tugas/ soal latihan sesuai dengan instruksi guru	V		
8.	Siswa berisik pada saat proses pembelajaran	V		Hanya 4 siswa yang duduk dibagian belakang.
9.	Tidak tidur selama proses pengajaran dan pembelajaran dikelas.		V	
10.	Menyampaikan hasil tugas diskusi didepan teman-teman sekelas.		V	Belum ada tugas

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 1

Pertemuan : 2

Tanggal : 2 Agustus 2022

NO	Aspek kegiatan yang diamati	Ya	Tidak	Keterangan
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.	V		
2.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.	V		Masih terdapat yang mengobrol dengan teman
3.	Siswa memperhatikan terhadap penjelasan context clue	V		
4.	Keaktifan siswa bertanya didalam kelas.	V		
5.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.	V		
6.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.	V		

7.	Mengerjakan tugas/ soal latihan sesuai dengan instruksi guru	V		
8.	Siswa berisik pada saat proses pembelajaran	V		Hanya 4 siswa yang duduk dibagian belakang.
9.	Tidak tidur selama proses pengajaran dan pembelajaran dikelas.		V	
10.	Menyampaikan hasil tugas diskusi didepan teman-teman sekelas.	V		

APPENDIX 7. Teacher's Observation Sheet in Cycle 2 on Students

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 2

Pertemuan : 1

Tanggal : 9 Agustus 2022

NO	Aspek kegiatan yang diamati	Ya	Tidak	Keterangan
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.	V		
2.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.	V		
3.	Siswa memperhatikan terhadap penjelasan context clue	V		
4.	Keaktifan siswa bertanya didalam kelas.	V		
5.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.	V		
6.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.	V		
7.	Mengerjakan tugas/ soal latihan sesuai dengan instruksi guru	V		
8.	Siswa berisik pada saat proses pembelajaran		V	
9.	Tidak tidur selama proses pengajaran dan pembelajaran dikelas.		V	
10.	Menyampaikan hasil tugas diskusi didepan teman-teman sekelas.	V		

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 1

Pertemuan : 2

Tanggal : 11 Agustus 2022

NO	Aspek kegiatan yang diamati	Ya	Tidak	Keterangan
1.	Kesiapan siswa dalam mengikuti proses kegiatan belajar dikelas.	V		
2.	Siswa mendengarkan dan memperhatikan materi yang disampaikan oleh guru.	V		
3.	Siswa memperhatikan terhadap penjelasan context clue	V		
4.	Keaktifan siswa bertanya didalam kelas.	V		
5.	Keaktifan siswa saat berdiskusi dengan teman sekelompoknya.	V		
6.	Keaktifan dan keikutsertaan siswa dalam menyimpulkan materi pembelajaran yang telah dipelajari.	V		
7.	Mengerjakan tugas/ soal latihan sesuai dengan instruksi guru	V		
8.	Siswa berisik pada saat proses pembelajaran		V	.
9.	Tidak tidur selama proses pengajaran dan pembelajaran dikelas.		V	
10.	Menyampaikan hasil tugas diskusi didepan teman-teman sekelas.	V		

APPENDIX 8. Teacher's Observation Sheet in Cycle 1 on Researcher

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 1

Pertemuan : 1

Tanggal : 29 Juni 2022

NO	Aspek kegiatan yang di amati	Ya	Tidak	Keterangan
1.	Peneliti membuka pembelajaran dengan salam pembuka dan mengecek absen kehadiran siswa.	V		
2.	Peneliti dapat mengontrol suasana dikelas agar berjalan dengan baik, kondusif dan tidak berisik		V	Kurang Berhasil
3.	Peneliti memberikan instruksi selama proses pembelajaran dikelas dengan jelas dan mudah dipahami siswa	V		

4.	Peneliti memberikan penjelasan materi teks greeting card secara jelas	V		
5.	Peneliti memberikan pengajaran dan penjelasan context clues (types)		V	Waktu tidak cukup untuk menjelaskan
6.	Teknik menjelaskan dan menyampaikan materi ke siswa dengan jelas	V		
7.	Memberikan kesempatan kepada siswa untuk bertanya	V		
8.	Memusatkan perhatian siswa terhadap proses pembelajaran dikelas	V		Sebagian kecil dari siswa belum memperhatikan
9.	Peneliti memberikan tugas latihan pada siswa		V	Waktu tidak cukup untuk memberikan tugas.
10.	Menyimpulkan pelajaran yang telah disampaikan	V		

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 1

Pertemuan : 2

Tanggal : 2 Agustus 2022

NO	Aspek kegiatan yang di amati	Ya	Tidak	Keterangan
1.	Peneliti membuka pembelajaran dengan salam pembuka dan mengecek absen kehadiran siswa.	V		
2.	Peneliti dapat mengontrol suasana dikelas agar berjalan dengan baik, kondusif dan tidak berisik	V		Cukup berhasil
3.	Peneliti memberikan instruksi selama proses pembelajaran dikelas dengan jelas dan mudah dipahami siswa	V		Kurang tegas
4.	Peneliti memberikan penjelasan materi teks greeting card secara jelas	V		
5.	Peneliti memberikan pengajaran dan penjelasan context clues (types)	V		
6.	Teknik menjelaskan dan menyampaikan materi ke siswa dengan jelas	V		
7.	Memberikan kesempatan kepada siswa untuk bertanya	V		Siswa tidak ada yang bertanya
8.	Memusatkan perhatian siswa terhadap proses pembelajaran dikelas	V		
9.	Peneliti memberikan tugas latihan pada siswa	V		

10.	Menyimpulkan pelajaran yang telah disampaikan	V		

APPENDIX 9. Teacher's Observation Sheet in Cycle 2 on Researcher

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 2

Pertemuan : 2

Tanggal : 9 Agustus 2022

NO	Aspek kegiatan yang di amati	Ya	Tidak	Keterangan
1.	Peneliti membuka pembelajaran dengan salam pembuka dan mengecek absen kehadiran siswa.	V		
2.	Peneliti dapat mengontrol suasana dikelas agar berjalan dengan baik, kondusif dan tidak berisik	V		
3.	Peneliti memberikan instruksi selama proses pembelajaran dikelas dengan jelas dan mudah dipahami siswa	V		
4.	Peneliti memberikan penjelasan materi teks greeting card secara jelas	V		
5.	Peneliti memberikan pengajaran dan penjelasan context clues (types)	V		
6.	Teknik menjelaskan dan menyampaikan materi ke siswa dengan jelas	V		
7.	Memberikan kesempatan kepada siswa untuk bertanya	V		
8.	Memusatkan perhatian siswa terhadap proses pembelajaran dikelas	V		
9.	Peneliti memberikan tugas latihan pada siswa	V		
10.	Menyimpulkan pelajaran yang telah disampaikan	V		

Nama Sekolah : MTs Al Falah

Kelas : VIII

Siklus : 1

Pertemuan : 2

Tanggal : 11 Agustus 2022

NO	Aspek kegiatan yang di amati	Ya	Tidak	Keterangan
1.	Peneliti membuka pembelajaran dengan salam pembuka dan mengecek absen kehadiran siswa.	V		
2.	Peneliti dapat mengontrol suasana dikelas agar berjalan dengan baik, kondusif dan tidak berisik	V		
3.	Peneliti memberikan instruksi selama proses pembelajaran dikelas dengan jelas dan mudah dipahami siswa	V		
4.	Peneliti memberikan penjelasan materi teks greeting card secara jelas	V		
5.	Peneliti memberikan pengajaran dan penjelasan context clues (types)	V		
6.	Teknik menjelaskan dan menyampaikan materi ke siswa dengan jelas	V		
7.	Memberikan kesempatan kepada siswa untuk bertanya	V		
8.	Memusatkan perhatian siswa terhadap proses pembelajaran dikelas	V		
9.	Peneliti memberikan tugas latihan pada siswa	V		
10.	Menyimpulkan pelajaran yang telah disampaikan	V		

APPENDIX 10. Documentation during Teaching and Learning Activity