

**CONTEXTUAL CLUES TECHNIQUE TO IMPROVE
THE STUDENTS' ACHIEVEMENT ON
VOCABULARY**

A THESIS



By:

**Mohammad Firdus, S.Pd
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**ENGLISH DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
2016**

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A THESIS

**Presented to WidyaMandala Catholic University
Surabaya in partial Fulfillment of the Requirement for
The degree of Master in Teaching English as
a Foreign Language**

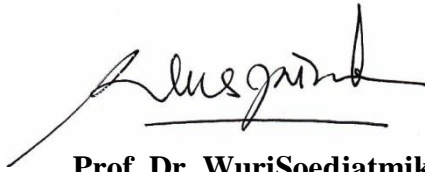
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Thesis Examination Board's Approval

This Thesis entitled "Contextual Clues Technique to Improve the Students' Achievement on Vocabulary" prepared and submitted by Mohammad Firdus, S.Pd (8212712036) has been approved and Examined by the Thesis Board of Examiners.



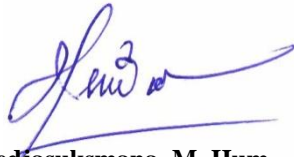
Prof. Dr. Wuri Soedjatmiko

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Member



Prof. Anita Lie, Ed.D.
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Statement of Authenticity

The researcher hereby declares that this thesis is his own writing, and it is true and correct that there is no other work or statement, except the work or statement that is referred in the references. All the cited works were quoted in accordance with the ethical code of academic writing.

The researcher also declares that this thesis entitled” **Contextual Clues Technique to Improve the Students’ Achievement on Vocabulary** ” that had been uploaded has been approved by the Thesis Supervisor and also Thesis Boards of Examiners.

Labang, January 20nd, 2016
The Researcher



Mohammad Firdus, S.Pd.
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Motto

Tidak ada seorangpun yang bisa mengetahui takdir Illahi, namun sebagai manusia biasa, kita harus selalu berusaha, berdoa, dan bertawakkal, Dialah (Allah SWT) yang menentukan segalanya.

Dedications

This thesis is proudly dedicated to:

My beloved Father and Mother (MohSuni and Hj. Siti Marwiyah) thanks for your support and love and pray.

My mother in law (Hj.Suhriyah) thanks for your advice and passion.

My brothers and sisters (H. Yaki,S.Sos, Usman, Abdullah,S .Pd, Fatima, Hafid and Dofir).

My beloved wife (FatmawatiSuryaningsih, S.Pd) and my lovely sons and daugther (Jamal, Amir, Fayadh and Carissa) who always support me to continue my study and finish this thesis.

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5. Ibu HerlinaTiasSusanti, S.Pd, my collaborator who assisted me to do the classroom action research.
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7. Bapak AchmadJunaidi, S.E, my friend who has supported and assisted me to finish writing this thesis.
8. Ibu Nuryani, S.Pd,my friends who have helped me type this thesis.
9. My family who has supported me to finish this thesis, and
10. Others that have helped me to complete this thesis.

I realize that this thesis is worth being continued to the higher level of investigation and I expect that it will be useful for the development of English language teaching, mainly in SMPN 1 Labang, the school where I have been teaching and conducted this research.

Bangkalan, January 2016

Writer

Abstracts

Mohammad Firdus, S. Pd, 2015. **Contextual Clues Technique to Improve the Students' Achievement on Vocabulary**. Thesis. Master's Degree Program in Teaching English as a Foreign Language. Education Department. Graduate School Widya Mandala Catholic University Surabaya, Advisor: Dr. V. Luluk Prijambodo, M.Pd.

Keywords: Contextual Clues Technique, Achievement, Vocabulary.

Vocabulary is one of the language components of English. It is considered to be the most important component to be taught because by mastering vocabulary, the students can learn language more easily. In fact, however, when teaching English vocabulary to junior high school students, the writer found that most of the students got difficulty in mastering vocabulary. They did not know the meanings of the unknown words appearing in a text or sentences. Besides, the teacher explained the materials using uninteresting strategy or improper technique to support his/her teaching. This made the students feel bored and they did not have any motivation in learning language. So, the writer decided to apply Contextual Clues Technique (CCT) in teaching English vocabulary to improve the students' achievement on vocabulary. The objectives of this study are to know (1) to what extent CCT can improve the students' achievement on vocabulary and (2) how can the students' achievement on vocabulary of the second graders of SMPN I LabangBangkalan of the academic year 2013/2014 be improved through CCT.

In this study, there were two types of data, the quantitative and qualitative data. The quantitative data were collected through pretest, test 1, test 2, and posttest. The qualitative data were collected through observation checklist and field note, teacher's diary, questionnaire, and interview with the four students. The quantitative data were analyzed using descriptive statistic to compare the mean scores of each test and also using T-test analysis to find the significance of the improvement. The qualitative data were analyzed using the descriptive analysis to know their improvement toward the use of CCT in learning vocabulary.

Based on the result of the pretest which was carried out in the pre-cycle, the mean score of pretest was 61, 80, it was still below the minimum passing grade of the school of SMPN I LabangBangkalan, (70) which

meant that only 12,5 % of the students obtained score the same as the minimum passing grade. It pointed out that the students' achievement on vocabulary was low and it was categorized into sufficient level. The present classroom action research then was carried out by implementing Contextual Clues Technique (CCT) in three-planned cycles, cycle 1, cycle 2 and cycle 3. Each session consisted of planning, action, observation, and reflection where each cycle consisted of three sessions. The mean score of test 1 (69, 75) of the first cycle showed that there was a slight improvement on the students' achievement on vocabulary through the CCT which meant that only 57, 5% of the students reached the minimum passing grade and it was categorized into sufficient level. The mean score of test 2 (77, 63) of the second cycle obviously showed that there was a good improvement on the students' achievement on vocabulary using the technique which meant that 97, 5% of the students reached scores above the minimum passing grade and it was categorized into a good level. The mean score of posttest (89, 31) of the last cycle confirmatively showed that 100% of the students had reached scores above the minimum passing grade and it was categorized into a very good level which meant that the technique successfully and significantly improved the students' achievement on vocabulary through the CCT.

The findings of the study indicated that CCT was a good technique in two aspects: (1) in improving the students' achievement on vocabulary, in guessing the meanings of the unknown words appearing in a text/ sentences, in answering the questions- text based, and in comprehending the content of the text; (2) in improving the class situation, the atmosphere of the class become alive; the students enjoyed learning vocabulary; students had high motivation to learn vocabulary, and learning unknown vocabulary was not hard to do anymore for them.

The results of the study showed that CCT was a good technique to improve the students' achievement on vocabulary and classroom situation.

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