

THE USE OF CONTEXTUAL ANALYSIS IN TEACHING VOCABULARY

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Abstract: The purpose of this research is to find out the effectiveness of the use of contextual analysis in teaching vocabulary to the tenth grade students of MAN 2 Pontianak in academic year 2013/2014. This research was conducted as a pre experimental research with the one group pretest-posttest. The sample of this research were class X MIA 1 as the experimental class. The data were collected through pretest and posttest by using multiple choice consisting of twenty items and were analyzed by using Effect Size (ES) formula. The finding shows that the effect of treatment is 1.3 (>1.00) or categorized as strong effect. It indicates that the use of contextual analysis is effective in teaching vocabulary.

Keywords: Contextual Analysis, vocabulary

Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan analisis konteks dalam pengajaran kosa kata terhadap siswa kelas X MAN 2 Pontianak tahun ajaran 2013/2014. Penelitian ini dilakukan dengan menggunakan metode pre eksperimen dengan desain pretest dan posttest. Sampel penelitian ini terdiri dari kelas X MIA 1 sebagai kelas eksperimen. Data penelitian dikumpulkan melalui pretest dan posttest dengan menggunakan tes pilihan ganda yang berjumlah dua puluh soal dan data tersebut dianalisa dengan menggunakan rumus ES (Tingkat Efektifitas). Hasil penelitian menunjukkan bahwa efek dari penggunaan contextual analysis adalah 1.3 (>1.00) atau dikategorikan memiliki efek yang kuat. Hal ini menandakan bahwa penggunaan contextual analysis efektif dalam pengajaran kosa kata.

Kata kunci : Analisis Konteks, Kosa Kata

Vocabulary is one of the aspects that support the process of English learning, plays a very important role. According to Richard and Rogers as cited in Ismalinda (2002:2), "Vocabulary is one of the most important aspects of foreign language learning, since it is used for knowing names of things, actions, and concepts". It means that without some knowledge of vocabulary it would be

possible. The students use vocabulary to understand (receptive) and use (expressive).

In learning English, learning vocabulary is very necessary. When the students are lack of vocabulary, the students will consider that English is very difficult lesson. This kind of opinion is surely will decrease the student's interest and motivation to learn English without realizing the importance this language for future. Pavicic (2003) dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. Therefore, if the teacher can teach the students more words with a good strategies, the students will understand the text better. The National Reading Panel (2000) recommends that vocabulary be taught as a combination of teaching specific words and word-learning strategies. Vocabulary is the total number of words that make up a language, or words known to a person or used in a particular book or sbject or list of word with their meaning especially one which accompanies a text book in a foreign language.

Vocabulary is one of the major problems faced by the students especially in learning new words. Based on the writer's experience when teaching at MAN 2 Pontianak, there are some factors why vocabulary learning is difficult for the students: First, the students tend to forget the words that have been taught because the teacher sometimes give the list of new words of English with their meaning in the student's native language, for example: Tired = capek, Patient = Sabar. Second, the students do not understand what they have read. The students only read the text without knowing what it means. Therefore, reading activities in the classroom are not useful for the students if they do not know and understand what information are presented in that text.

According to Patel & Jain (2008), reading is an activity with a purpose. It is an active process which consists of recognition and comprehension skill". Reading is not only about how to pronounce and to know the meaning of words, but also how the readers comprehend the idea of the writer in written form. Reading means of requiring knowledge and information. Through reading, a reader can get various information from any written text, such as books, newspaper, advertisements, etc. Reading is very important activity because as common saying that reading is the window of the world.

Besides, according to Pang, et al, (2003:6), reading is about understanding written text. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading cannot be separated from comprehension. Comprehension is an active process which the reader actively engages in a text to construct mean. Concerning with the importance of reading, Nunan (2003:68) states that reading is a fluent process of readers, combining information from a text and their own background knowledge to build a meaning.

In line with the problem, researcher focuses on the strategy which is applied in answering questions and is effective to lead students to know the meaning of

unfamiliar words based on the context that is contextual analysis. It teaches students about how to find an unfamiliar word that presented in the text by the clues which is surrounding it.

In previous research was conducted by Syaifullah (2009) who applied context clue as a teaching strategy to the eight grade students of SMP 12 Pontianak. This study provided some data from the use of context clue. The students' means score of pretest indicates 64, means that score is "average to good". Besides, after teaching a context clue the score was increased into 70. In the end of his study, based on the students' achievement, he suggested that teaching vocabulary by using context clue can be used as an alternative strategy in classroom.

Furthermore, the general procedure of applying contextual analysis used by spears are as follows: 1) Read the text and circle unfamiliar words. 2) Think about the possibilities of interpretation by examining the writer's words and phrases. 3) Look carefully at the way the statements is worded. Then return to the passage. 4) If you are in doubt about an answer, ask your instructor for help or for further clarification.

In conclusion, it was hoped that by using contextual analysis, students can easily to comprehend the text or minimize their mistake. This strategy will help the students to gain a better understanding about knowing the meaning of new word in the text without always using dictionary. They can become more skillful in figuring out the answer in the text. In addition, this strategy can encourage students to monitor their own understanding about the reading. Those benefits can lead them to get a better result in reading test and certainly have a better reading comprehension. Therefore, in order to know the effectiveness of contextual analysis, researcher conducts the Pre-Experimental study on the tenth grade students of MAN 2 Pontianak.

METHOD

In order to know whether the use of contextual analysis is effective in teaching vocabulary, the researcher decided to conduct the pre experimental study since it was employed to see the effect of the treatment on the group. Sugiyono (2012:110) explains that the pre experimental study is conducted by using one group that is experimental group The researcher uses pre experimental study because in this research the writer wants to prove the hypothesis. First of all it starts from an observation. The observation will be done twice; before and after treatment. Observation will be done before treatment called pre-test (O_1) and observation which is done after treatment called post-test (O_2) (Suharsimi, 2006:85). This research is also aimed to test the hypothesis and the effects of the treatment

According to Sugiyono (2012:110) there were some forms of pre experimental design. *First; One-shot Case Study, second; One-Group Pretest-*

Posttest, and the third Intac-Group Comparison. In the experiment, the writer choses One-Group Pretest-Posttest because it is suitable to use in this research since the writer wants to know the effect of contextual analysis strategy in teaching vocabulary. By using one group pretest-posttest the researcher will know the effect of contextual analysis strategy before and after giving the treatment. Below is the design form:

The design of this research is represented as follows:

Table 1

The design of pre experimental study

Experimental	O ₁	x	O ₂
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The table above shows that O₁ represents the pre-test, while O₂ represents the post-test. X represents the treatment that is the use of contextual analysis. In this research, the treatment was given three times in three meetings in order to minimize the bias occurred by chance. Therefore, the steps of conducting the research were: 1) Defining the population. 2) Taking the sample. 3) Administering the pre-test. 4) Giving the treatment. 5) Administering the post-test. 6) Organizing and analyzing the data.

Gray (2004:81) states “Population is defined as the total number of possible units or elements that are included in the study”. The population of this research is the tenth grade students of MAN 2 Pontianak in Academic Year 2013/2014. The total number of population is 227 students.

According Bordens and Abbot (2008:163), a sample can be defined as a small subgroup taken from the population. In this research, the researcher used the sample through cluster randomized sampling technique. Gray (2004:395) defines “cluster sampling is a sampling strategy involving successive sampling of units or cluster, progressing from larger units to smaller ones”. The entire population of this research consist of seven classes as the collection of the clusters and researcher chose randomly two clusters from that population as the sample: class X MIA 3 as try out class while X MIA 1 as the experimental class.

In this research, the research used the measurement technique by administering pretest and posttest on experimental group. The pretest was administered to the students before implementing the contextual analysis. After giving the treatment or implementing the strategy, the post test was administered to see the effect of the strategy.

Besides, in this research, researcher used the written test to gather the data. The researcher asked the students to answer the questions based on the text provided. The kind of reading test is twenty numbers of multiple choices. The reading test on pretest and posttest use the same kind of test. The aimed is to

know the students ability by their achievement after the implementation of contextual analysis.

Concerning to the research problem which is formulated to find out the effectiveness of the treatment, researcher uses the effect size formula.

$$(ES) = \frac{M_2 - M_1}{SD}$$

(Muijs, 2004: 195)

The qualification of the effectiveness is shown in the following table:

Table 2
The Criteria of Effect Size

$ES \leq 0.1$	Weak Effect
$0.1 < ES \leq 0.3$	Modest Effect
$0.3 < ES \leq 0.5$	Moderate Effect
$ES > 0.5$	Strong Effect

(Adapted from Muijs, 2004: 195)

In the effect size formula, the formulas to compute the mean difference score (MD) and the standard deviation of the difference scores are needed. First, to compute the mean difference for experimental group which symbolized by MDe (mean difference of experimental group), the researcher subtracts the mean score of post test (M_2) with the mean score of pre test (M_1) as shown in the following formula:

$$MD = M_2 - M_1$$

After having process of describing the students score of pretest and posttest, the researcher described to findings of significant effect of treatment in order to see the use of contextual analysis is effective in teaching vocabulary to the students', the researcher took the formula of "effect size". To compute the mean score (M) for both pretest and posttest, the researcher divides the sum of students' individual score ($\sum x$) with the number of students (N). The students' individual score is obtained from the total score of correct item of the test. Therefore, the formula applied is as follows:

$$A = \frac{S}{N} \times 100$$

In order to compute the standard deviation, the researcher applies the following formula

$$\bar{D} = \bar{X}_1 - \bar{X}_2$$

The formula above, the total sum of interval score is obtained by subtracting the sum of the students' score of posttest with the sum of students' pretest

FINDINGS AND DISCUSSION

Findings

After conducting a research in teaching vocabulary by using contextual analysis to the tenth grade students of MAN 2 Pontianak in academic year 2013/2014, the researcher obtained the substantial data for the sake of research findings and hypothesis testing. Then, to answer the research problem, the researcher analyzed the data by using effect size formula and the result of the computation as follows:

$$D = \frac{76.56 - 59.21}{9.65}$$

$$= \frac{12.58}{9.65}$$

$$= 1.3$$

Before computing the effect size as shown in the table above formula, the researcher computes the mean difference (MD) of the group (used as the numerator in above computation) and the standard deviation of the difference scores.

First, the computation of the MD of the group is shown in the following table:

Table 3
The computation of the MD

Group	Post test score (M ₂)	Pre test score (M ₁)	Mean Difference (MD)
Experimental	76.56	59.21	15.15

Based on the table above, to compute the MD of the experimental group, the researcher subtracts the mean score of post test (M₂) with the mean score of pre test (M₁).

Second, the computation of standard deviation of the difference scores is as follows:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

$$S_D = \sqrt{\frac{9735 - \frac{(485)^2}{32}}{32-1}}$$

$$S_D = \sqrt{\frac{9735 - 7350.78}{31}} = 9.74$$

From the result of pre test and post test, there is a different significant achievement. The mean difference and post test score is higher than the mean of pre test. This matter is strengthened by the result of the computation of the effect size of the treatment which is 1.3 (>1.00). Based on the computation, the null hypothesis of this research which stated the use of contextual analysis in teaching vocabulary is not effective to the tenth grade students of MAN 2 Pontianak in academic year 2013/2014 is rejected while the alternative hypothesis which stated that the use of contextual analysis in teaching vocabulary is effective to the tenth grade students of MAN 2 Pontianak in academic year 2013/2014 is accepted since based on Cohen's qualification of the effectiveness, the effect of the treatment is categorized as "strong effect".

Discussion

This research was conducted in order to gain the valid and reliable data to the X MIA 1 students of MAN 2 Pontianak. In this research, first the researcher administered the try out on Friday, July 11th 2014. After gave the try out, the researcher analyzed the test item by using Level of Difficulty (LD), Discriminating Power (DP), standard deviation (SD) and reliability. (can be seen in appendix 05). The results shows that there were 2 students who pass the test and 28 students who did not pass the try out test.

After analyzing the result, the researcher gave a pre test on Friday, July 18th 2014. The mean score of pre test was 59.21 or categorized as below KKM (standard minimum criteria). After giving the pre test, the researcher gave a treatment. The treatment was given three times (in three meetings) by using descriptive text.

In this research, the researcher used contextual analysis as an alternative strategy in learning English. The purpose of this strategy is to overcome the student's difficulties while learning English especially in reading. The use of contextual analysis in teaching vocabulary can help the students to find out the meaning of unfamiliar or difficult words in reading. It is because when the students reads more, their vocabulary typically expands and grows.

The first meeting was given on Friday, August 1st 2014. The procedure of applying the contextual analysis is in X MIA 1. At first the beginning of the lesson in the first treatment, some students' looked nervous on the researcher coming. So, the researcher explained to them, that they could relax and enjoy the time during the study and then the researcher would introduce the contextual analysis. Before the researcher introduced the reading strategy, the researcher asked the students about their difficulties in learning English. The problem occurred due to the fact that the teacher merely employed the conventional way of teaching vocabulary. Then the researcher introduced one of alternative strategy in learning English that is contextual analysis and the students responded enthusiastically. During the treatment of the first, second and third meeting, most of the students actively asked the question related to the material that they do not understand. For example, the differences between definition clue and examples clue. The researcher found that the students were excited and enjoyed in learning reading by contextual analysis, they could understand the texts if there is an unfamiliar or difficult words. Although the reading activity was held individually, they can ask their friends or researcher for help. However, researcher sometimes ordered the students who did not give much attention to when learning process, in order to catch their interest. From this point of view, the researcher would conclude that they gave much attention during the study. Second treatment was given on Tuesday, August 8th 2014. The researcher gave an explanation about contextual analysis and provided the example. The researcher found that the students were excited and enjoyed in learning reading by using contextual analysis and they could understand how to analyze the word

The third treatment, was given on Friday, 8th 2014. The researcher taught the students with same explanation with the second treatment to make the students become understand in learning contextual analysis.

Then, the researcher gave the post test on Friday, August 15th 2014. The mean score of the post test was 76.56 or categorized as above KKM (standard minimum criteria). Then the researcher computed the effect size and the result was 1.3 or >1.00 and it categorized as 'strong effect'. From the result, the researcher concludes that the use of contextual analysis in teaching vocabulary is effective to the students of MAN 2 Pontianak in academic year 2013/2014.

The answer for the purpose of the research focus which is stated in chapter 1, conclude that result of students' score in reading by using contextual analysis is effective and appropriate from the result of the students' score, after through many times of the treatments, which given during a month, were done in three meeting and continued with given the test in the form of multiple choice that consist of 20 items and each of treatment consist of 10 items.

The aims of this study are focused to find out the answers to the questions stated in chapter 1, is the use of contextual analysis in teaching vocabulary effective for the tenth grade students of MAN 2 Pontianak in academic year 2013/2014. Based on the data description above concludes that the effectiveness of using contextual analysis on students' reading skill is at high level, it is based on the result of data analysis. This result of data analysis is the effectiveness of using contextual analysis in teaching vocabulary, the students' mean score of pre test was 59. 21 and after giving the treatment, the mean score of post test was 76. 56. Based on the data above it can be described that the effectiveness of using contextual analysis in teaching vocabulary to the tenth grade students is effective.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Referring to the research findings, the researcher drawn the following conclusions: 1) The use of Contextual Analysis is effective for teaching vocabulary to the tenth grade students of MAN 2 Pontianak in academic year 2013/2014. It can helps the students to find out the meaning of unfamiliar words in reading. 2) There is a significance difference before and after using contextual analysis. It was shown by the mean score of pretest which is lower than posttest after get the treatment. Then, the *t-obtained* value of 8.81 is bigger than *t-table* 2.042 and the effect of the use contextual analysis is strong since the effect size 1.3 (>1.00) or categorized as "strong effect". 3) Through the contextual analysis, the students learn the new strategy about how to define a difficult word without always using dictionary.4) The text which is used to teach contextual analysis

should include the elements of context clue, they are: synonym, antonym, inference, definition and example clues.

Suggestions

Referring to the research findings and conclusions, the researcher recommended the following suggestion: 1) Contextual Analysis can be an alternative strategy for teacher to teach vocabulary for students. 2) In using the strategy, the researcher is recommended to use the text which is can be analyzed by context clues. Those are synonym, antonym, inference, definition and example clues. 3) during teaching the strategy, the teacher should provide the clear and simple instruction spoken in English. 4) In applying this strategy, the teacher should control the students' activity and manage the class situation and the time used effectively and engage students to participate actively since not all the students share their opinions while analyzing and responding some types of question. 5) The teacher is recommended to apply this strategy to different levels of student and use the more variety of text types. 6) The teacher can also apply this strategy with another activity, for instance the group work; and by adding the media or the visual aids to create more comfortable and enjoyable learning environment. 7) The teacher should give the students chance to share their feelings and/ or difficulties about classroom activities as inputs for teacher to do better in the future. 8) The other researcher can study on the use of this strategy with different focus area of research.

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