

## THE RELATIONSHIP BETWEEN SYNONYM CONTEXT CLUE AND READING COMPREHENSION

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### *Abstract*

*This research aimed to find out the correlation between synonym context clue and reading comprehension at eleventh grade students of MA ABU DARRIN KENDAL BOJONEGORO. The sample of this research is 34 students selected by probability sampling. The instrument used in this research were synonym context clue and reading comprehension test. The test consisted of 20 items multiple choice. Based on the data analysis, it was found that there is correlation between synonym context clue and reading comprehension. . From the data, known that the highest score of synonym context clue is 100, the lowest score is 10, and the average is 52,9. Whereas the highest score of reading comprehension test is 90, the lowest score is 10, and the average score is 53,2. To know the correlation between two variables, the researcher applied pearson product moment formula, and found the value of correlation is 0,922, and index significant ( $\alpha$ ) 5% = 0,339. Because  $r_{obs} > r_{table}$ , so the value indicates that the two variable have strong correlation. Therefore, the result above show the accepted hypothesis of the research as follows, "The high achievement of synonym context clue followed by the high achievement of reading comprehension".*

**Keyword:** Correlation, Synonym Context Clue, Reading Comprehension

### *Abstrak*

*Penelitian ini bertujuan untuk mengetahui hubungan antara petunjuk konteks sinonim dan pemahaman membaca pada siswa kelas sebelas MA ABU DARRIN KENDAL BOJONEGORO. Sampel penelitian ini adalah 34 siswa yang dipilih secara probability sampling. Instrumen yang digunakan dalam penelitian ini adalah petunjuk konteks sinonim dan tes kemampuan membaca. Tes terdiri dari 20 item pilihan ganda. Berdasarkan analisis data, ditemukan bahwa ada korelasi yang signifikan antara petunjuk konteks sinonim dan pemahaman membaca. . Dari data, diketahui bahwa skor tertinggi dari konteks sinonim adalah 100, skor terendah adalah 10, dan rata-rata adalah 52,9. Sedangkan skor tertinggi dari tes membaca pemahaman adalah 90, skor terendah adalah 10, dan skor rata-rata adalah 53,2. Untuk mengetahui korelasi antara dua variabel, peneliti menerapkan rumus momen produk pearson, dan menemukan nilai korelasinya adalah 0,922, dan indeks signifikansi ( $\alpha$ ) 5% = 0,339. Karena  $r_{obs} > r_{table}$ , maka nilainya menunjukkan bahwa kedua variabel tersebut memiliki korelasi kuat. Oleh karena itu, hasil di atas menunjukkan hipotesis penelitian yang diterima sebagai berikut, "Prestasi tinggi dari konteks sinonim diikuti oleh pencapaian tinggi dari pemahaman membaca".*

**Kata kunci:** Hubungan, Petunjuk konteks sinonim, Pemahaman Membaca

## INTRODUCTION

Reading has been an important role in language learning, it has a broader purpose to widen individual's field of interest, assist personal development, then provide entertainment and information. Reading is very important activity in this area, although it a passive respective activity but it is important role in this life.

To comprehend the form or kind of the information it needs a good reading ability, it assures readers to find out comprehension about reading material. The ability in comprehending of reading is one of the objectives in language teaching learning process. To know whether the students have comprehension or not about reading, it should be done an activity called as a test. Language skills correlate with thinking processes underlying language.

In reading comprehension, a process of understanding from a reading text using some techniques in reading such as ability to recognize to words. Word knowledge and knowledge of linguistics convention. Reading is also a process of construction fully. To recognize to words, reader usually read and find the same meaning with the word. It refers to synonym in context.

Synonymy is one of the lexical semantic relations, which are the relations between meanings of words. By definition, synonyms are one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.

Context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentences as the word to refers, or it may follow in a preceding sentence.

Because most of your vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues. Sometimes when reading, you come to an unknown word. Look for clues in the text to help you figure it out. The words and sentences around the unknown word can give clues. These clues are called context clues. Sometimes they are found close to the new word. Sometimes you must look in the paragraph before or after the word. Use information provided in the text and what makes sense to figure out the meaning of the word.

To comprehend the text, Day and Park (2005) also propose several types of comprehension, as follows: First, Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text. Second, Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text. Third, Reorganization is rearranging information from various parts of a text in order to get new information. Fourth, Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished. Fifth, Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires reader's comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues. Sixth, Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text

also with their feelings. From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the reader's experience and background knowledge.

From the theory above, the researcher wants to know what are the correlation between reading comprehension and synonym context clues with some reasons. Based on observation, the writer found some reasons. First, students in reading class had many problems to comprehend text. Second, students can know the meaning using synonym in before or after word.

Based on the reasons above, this is what makes the researcher is interested in conducting research to find out how the habit of reading and comprehension at Eleventh Grade of MA ABU DARRIN KENDAL BOJONEGORO.

## RESEARCH METHODOLOGY

The research design used correlation design, this design afforded to measuring the degree of interdependence between two variable correlation studies related to the correlation scoring between two or more variable. This study involved the measurement of the correlation degree. In this study, The research design used correlation design, this design afforded to measuring the degree of interdependence between two variable correlation studies. There are synonym context clues (X) and Reading Comprehension (Y).

### A. Population and Sample

According to Donald Ary (2010:129), 'a population is defined as all members of any well-defined class of people, events or objects. Population was the generalization that occurred over the subject or object: had certain qualities and characteristics set by the writers to learn

and drawn the conclusion. In this study, Population of this research was all eleventh grade students of MA ABU DARRIN KENDAL BOJONEGORO there were consist three classes. Eleventh grade-A is 34 students, eleventh grade-B is 38 students and eleventh grade-C is 45 students. The total of second grade students of MA ABU DARRIN BOJONEGORO are 117 students.

The researcher used a sample from population above as probability sampling, so probability sampling defined as the kind of sampling in which every element in the population had an equal chance of being selected. The possible inclusion of each population element in this kind of sampling took place by chance and was attained through random selection.

The best known of the probability sampling procedures was simple random sampling. The basic characteristic of simple random sampling was that all members of the population had an equal and independent chance of being included in the random sample. Based on the understanding of simple random sampling the researcher took class A with the number 34 students.

### B. Data Collection Procedure

The function of data collection was to determine that result of the research. The writer took some procedures in collecting data, they were :

1. Preparing the instruments to try out. The researcher gave test toward the students. The test consisted 20 multiple choice test (a, b , c, and d).
2. Giving the try out test to the students of MA ABU DARRIN KENDAL BOJONEGORO, Monday, May 11, 2020, at 09.00 am using Google Form
3. Analyzing the reliability and validity of the try out test. The

researcher analyzed the data obtained into calculation. to calculate the data, the researcher used manual calculation.

4. Collecting the student's synonym context clue test scores and their reading comprehension test scores. Totally 20 items divided into 10 reading comprehension and 10 synonym context clue items.
5. Analyzing the data by using Pearson Product Moment to answer the problem of the study. The researcher analyzed the data obtained into calculation. to calculate the data, the researcher used manual calculation.
6. Interpreting the result of analyzing data. Based on the Manual calculation.
7. Concluding the data.

### C. Data Analyzing

After the all data have been collected, the next step is analyzing the data. To analyze the data obtained from the field, several techniques conducted as follow:

1. Writer did try out to eleventh grade of MA ABU DARRIN KENDAL BOJONEGORO. The tryout implemented on Monday, May 11, 2020, at 09.00 am using Google Form.
2. Writer collected the data of the students result. From 20 items consisted of 10 reading comprehension and 10 synonym context clue items. Writer gave score to students by using the formula
 
$$\frac{\text{students correct answer}}{\text{the number of item}} \times 100$$
3. Correlation coefficients  
Connecting the two values using the formula Pearson product

moment correlation to know is there any correlation or not in the two variables.

The formula of Product Moment by Pearson as follows:

$$r_{xy} = \frac{\sum XY}{\sqrt{\sum X^2 \sum Y^2}}$$

Whereas:

$r_{xy}$  = Coefficient correlation between two variable

x = The student mark in synonym context clue

y = The student mark in reading comprehension

Pearson product moment correlation coefficient, symbolized  $r$ , which is the most widely used descriptive statistic of correlation. Recoil that the Pearson coefficient is appropriate for use when the variables to be correlated are normally distributed and measured on an interval or ratio scale.

## RESEARCH FINDING AND DISCUSSION

In this part, the researcher presented the obtained data of the students' synonym context clue and reading comprehension test scores of the class that was being sample of this study.

### A. Distribution of Synonym Context Clue

The synonym context clue test had been conducted on Monday, May, 11nd 2020 at 09.00, of MA ABU DARRIN KENDAL BOJONEGORO with the number of students was 34 students. The synonym context clue test consisted of the instruction and statement the subjects addressed in their synonym context clue. the result illustrated in table below.

| NO             | RESPONDENT | TRUE | FALSE | QUESTION | SCORE           |
|----------------|------------|------|-------|----------|-----------------|
| 1              | ANS        | 3    | 7     | 10       | 30              |
| 2              | AMM        | 9    | 1     | 10       | 90              |
| 3              | ATM        | 4    | 6     | 10       | 40              |
| 4              | AMF        | 3    | 7     | 10       | 30              |
| 5              | AM         | 2    | 8     | 10       | 20              |
| 6              | DMAS       | 9    | 1     | 10       | 90              |
| 7              | DSRS       | 9    | 1     | 10       | 90              |
| 8              | DSNA       | 10   | 0     | 10       | 100             |
| 9              | DNI        | 2    | 8     | 10       | 20              |
| 10             | DUR        | 7    | 3     | 10       | 70              |
| 11             | DNL        | 7    | 3     | 10       | 70              |
| 12             | EYR        | 4    | 6     | 10       | 40              |
| 13             | ILF        | 9    | 1     | 10       | 90              |
| 14             | KWA        | 10   | 0     | 10       | 100             |
| 15             | KDL        | 9    | 1     | 10       | 90              |
| 16             | LU         | 4    | 6     | 10       | 40              |
| 17             | MSB        | 2    | 8     | 10       | 20              |
| 18             | MFS        | 6    | 4     | 10       | 60              |
| 19             | NS         | 2    | 8     | 10       | 20              |
| 20             | NIN        | 8    | 2     | 10       | 80              |
| 21             | NLH        | 9    | 1     | 10       | 90              |
| 22             | NOP        | 2    | 8     | 10       | 20              |
| 23             | NKM        | 3    | 7     | 10       | 30              |
| 24             | QA         | 7    | 3     | 10       | 70              |
| 25             | SW         | 4    | 6     | 10       | 40              |
| 26             | SLF        | 3    | 7     | 10       | 30              |
| 27             | SMN        | 1    | 9     | 10       | 10              |
| 28             | SSN        | 8    | 2     | 10       | 80              |
| 29             | SULA       | 1    | 9     | 10       | 10              |
| 30             | SUH        | 2    | 8     | 10       | 20              |
| 31             | TAR        | 3    | 7     | 10       | 30              |
| 32             | TNK        | 7    | 3     | 10       | 70              |
| 33             | VKR        | 7    | 3     | 10       | 70              |
| 34             | WWFY       | 4    | 6     | 10       | 40              |
| <b>TOTAL</b>   |            |      |       |          | <b>1800</b>     |
| <b>Average</b> |            |      |       |          | <b>52.94118</b> |

The calculation above shows the mean value was 52.94118, std error of mean value was 5.110707, median value was 40.00, mode value was 90.00, std Deviation 29.80029, Variance value was

888.057, Minimum value was 10,00, Maximum value 100,00, and the last sum value was 1800,00.

### B. Distribution of Reading Comprehension

The reading comprehension test had been conducted on Monday, May, 11nd 2020 at 09.00, of MA ABU

DARRIN KENDAL BOJONEGORO with the number of students was 34 students. The students' reading comprehension scores are presented in the following table.

| NO.          | RESPONDENT | TRUE | FALSE | QUESTION | SCORE    |
|--------------|------------|------|-------|----------|----------|
| 1            | ANS        | 5    | 5     | 10       | 50       |
| 2            | AMM        | 7    | 3     | 10       | 70       |
| 3            | ATM        | 5    | 5     | 10       | 50       |
| 4            | AMF        | 4    | 6     | 10       | 40       |
| 5            | AM         | 4    | 6     | 10       | 40       |
| 6            | DMAS       | 7    | 3     | 10       | 70       |
| 7            | DSRS       | 6    | 4     | 10       | 60       |
| 8            | DSNA       | 9    | 1     | 10       | 90       |
| 9            | DNI        | 6    | 4     | 10       | 60       |
| 10           | DUR        | 5    | 5     | 10       | 50       |
| 11           | DNL        | 8    | 2     | 10       | 80       |
| 12           | EYR        | 3    | 7     | 10       | 30       |
| 13           | ILF        | 8    | 2     | 10       | 80       |
| 14           | KWA        | 9    | 1     | 10       | 90       |
| 15           | KDL        | 7    | 3     | 10       | 70       |
| 16           | LU         | 3    | 7     | 10       | 30       |
| 17           | MSB        | 5    | 5     | 10       | 50       |
| 18           | MFS        | 7    | 3     | 10       | 70       |
| 19           | NS         | 3    | 7     | 10       | 30       |
| 20           | NIN        | 5    | 5     | 10       | 50       |
| 21           | NLH        | 6    | 4     | 10       | 60       |
| 22           | NOP        | 4    | 6     | 10       | 40       |
| 23           | NKM        | 6    | 4     | 10       | 60       |
| 24           | QA         | 8    | 2     | 10       | 80       |
| 25           | SW         | 3    | 7     | 10       | 30       |
| 26           | SLF        | 1    | 9     | 10       | 10       |
| 27           | SMN        | 7    | 3     | 10       | 70       |
| 28           | SSN        | 6    | 4     | 10       | 60       |
| 29           | SULA       | 5    | 5     | 10       | 50       |
| 30           | SUH        | 1    | 9     | 10       | 10       |
| 31           | TAR        | 6    | 4     | 10       | 60       |
| 32           | TNK        | 4    | 6     | 10       | 40       |
| 33           | VKR        | 6    | 4     | 10       | 60       |
| 34           | WWFY       | 2    | 8     | 10       | 20       |
| <b>TOTAL</b> |            |      |       |          | 1810     |
| Average      |            |      |       |          | 53.23529 |

The calculation above shows the mean value was 53.23529, std error of mean value was 3.575531, median value was 55.00, mode value was 60.00, std Deviation was 20.84875, Variance value was 434.6702, Minimum value was 10,00, Maximum value 90,00, and the last sum value was 1810,00

**C. Result of Data Analysis**

After calculating the total scores of the variables, synonym context clue

(X) and reading comprehension (Y), the data analysis of the this study was carried on to investigate the correlation between both of the variables. This was analyzed by using Pearson Product Moment. The Pearson Product Moment correlation is symbolized with  $r_{xy}$  firstly the scores of  $\sum XY$ ,  $\sum X^2$ , and  $\sum Y^2$  are found out, and these are presented in table as follows

| NO. | Respondent | X   | Y  | X <sup>2</sup> | Y <sup>2</sup> | XY   |
|-----|------------|-----|----|----------------|----------------|------|
| 1   | ANS        | 30  | 50 | 900            | 2500           | 1500 |
| 2   | AMM        | 90  | 70 | 8100           | 4900           | 6300 |
| 3   | ATM        | 40  | 50 | 1600           | 2500           | 2000 |
| 4   | AMF        | 30  | 40 | 900            | 1600           | 1200 |
| 5   | AM         | 20  | 40 | 400            | 1600           | 800  |
| 6   | DMAS       | 90  | 70 | 8100           | 4900           | 6300 |
| 7   | DSRS       | 90  | 60 | 8100           | 3600           | 5400 |
| 8   | DSNA       | 100 | 90 | 10000          | 8100           | 9000 |
| 9   | DNI        | 20  | 60 | 400            | 3600           | 1200 |
| 10  | DUR        | 70  | 50 | 4900           | 2500           | 3500 |
| 11  | DNL        | 70  | 80 | 4900           | 6400           | 5600 |
| 12  | EYR        | 40  | 30 | 1600           | 900            | 1200 |
| 13  | ILF        | 90  | 80 | 8100           | 6400           | 7200 |
| 14  | KWA        | 100 | 90 | 10000          | 8100           | 9000 |
| 15  | KDL        | 90  | 70 | 8100           | 4900           | 6300 |
| 16  | LU         | 40  | 30 | 1600           | 900            | 1200 |

|          |      |      |      |        |        |        |
|----------|------|------|------|--------|--------|--------|
| 17       | MSB  | 20   | 50   | 400    | 2500   | 1000   |
| 18       | MFS  | 60   | 70   | 3600   | 4900   | 4200   |
| 19       | NS   | 20   | 30   | 400    | 900    | 600    |
| 20       | NIN  | 80   | 50   | 6400   | 2500   | 4000   |
| 21       | NLH  | 90   | 60   | 8100   | 3600   | 5400   |
| 22       | NOP  | 20   | 40   | 400    | 1600   | 800    |
| 23       | NKM  | 30   | 60   | 900    | 3600   | 1800   |
| 24       | QA   | 70   | 80   | 4900   | 6400   | 5600   |
| 25       | SW   | 40   | 30   | 1600   | 900    | 1200   |
| 26       | SLF  | 30   | 10   | 900    | 100    | 300    |
| 27       | SMN  | 10   | 70   | 100    | 4900   | 700    |
| 28       | SSN  | 80   | 60   | 6400   | 3600   | 4800   |
| 29       | SULA | 10   | 50   | 100    | 2500   | 500    |
| 30       | SUH  | 20   | 10   | 400    | 100    | 200    |
| 31       | TAR  | 30   | 60   | 900    | 3600   | 1800   |
| 32       | TNK  | 70   | 40   | 4900   | 1600   | 2800   |
| 33       | VKR  | 70   | 60   | 4900   | 3600   | 4200   |
| 34       | WWFY | 40   | 20   | 1600   | 400    | 800    |
| $\Sigma$ |      | 1800 | 1810 | 124600 | 110700 | 108400 |

$$N = 34$$

$$\Sigma XY = 108400$$

$$\Sigma X = 1800$$

$$\Sigma Y = 1810$$

$$\Sigma X^2 = 124600$$

$$\Sigma Y^2 = 110700$$

Next, the score of  $r_{xy}$  was calculated by the Pearson Product moment correlation formula as follows.

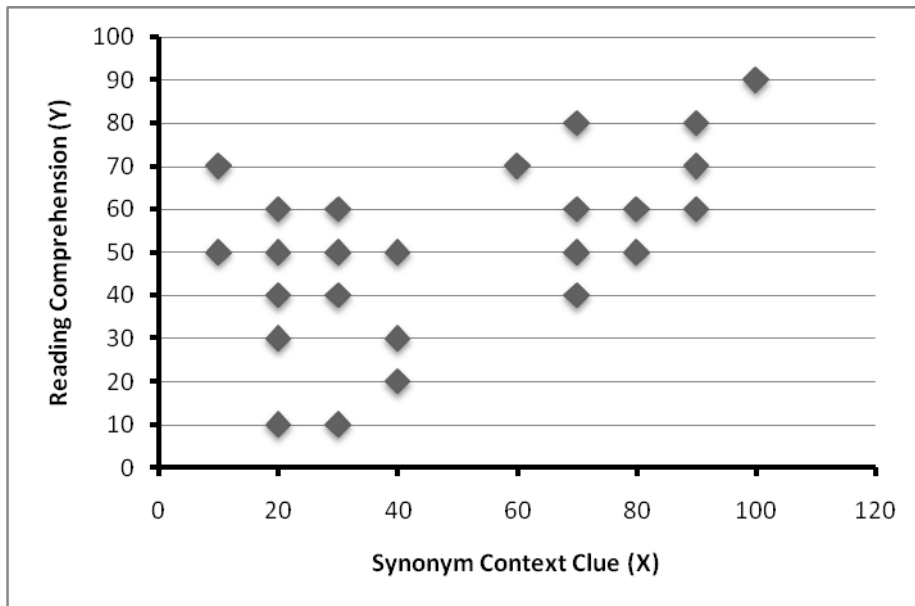
$$r_{xy} = \frac{\Sigma XY}{\sqrt{\Sigma X^2 \Sigma Y^2}}$$



$$\begin{aligned}
 &= \frac{108400}{\sqrt{(124600)(110700)}} \\
 &= \frac{119200}{\sqrt{13793220000}} \\
 &= \frac{119200}{117444,5} \\
 &= 0.922
 \end{aligned}$$

To test significance of coefficient of correlation, the value of the correlation must be compared with the value on the statistical table or with the critical value.

Correlation variable X with variable Y or relationship synonym context clue and reading comprehension is significance. After the researcher gives test about synonym context clue and reading comprehension, we can see there is a positive relationship between them from the result of the test. The relationship can be seen if there is arise in synonym context clue mark is followed by arise in reading comprehension.



With 34 subject, there is known that the value of correlation ( $r_{obs}$ ) is 0.922. According to  $r_{table}$  with index significant ( $\alpha$ ) 5% it is found 0.339. Therefore, it can be concluded that there is a positive correlation between synonym context clue and reading comprehension. From the resulting graph, the graph from the Scatter Diagram above is stated to have a positive relationship (positive correlation) which means that the higher synonym context clue test will result in a higher reading comprehension test. If the synonym context clue (X) increases, then Reading comprehension (Y) tends to increase. But there may be other factors at play.

**D. Discussion**

This part discusses the result of the data analysis. The researcher tries to answer

the problem as stated. The discussion is based on the finding data and related theories. From the data, known that the highest score of synonym context clue is 100, the lowest score is 10, and the average is 52,9. Whereas the highest score of reading comprehension test is 90, the lowest score is 10, and the average score is 53,2. To know the correlation between two variables, the researcher applied pearson product moment formula, and found the value of correlation is 0,922, and index significant ( $\alpha$ ) 5% = 0,339. Because  $r_{obs}$  higher than  $r_{table}$  ( $r_{obs} > r_{table}$ ), the value indicates that the two variable have strong correlation, so the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. The result

above show the accepted hypothesis of the research as follows, "The high achievement of synonym context clue followed by the high achievement of reading comprehension".

These findings were suitable with the theories as stated that: First, The most prominent way students learn words incidentally is through the use of context clues (Beck and McKeown, 1991; Beck et al., 2002). Using synonym context clues was possible got high score in reading comprehension. But, many aspects that made synonym context clue were impossible got high score in reading comprehension. For example, the aspect about the items was related between synonym context clue and reading comprehension items.

Context clues are hints that the author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers, or it may follow in a preceding sentence. Because most of vocabulary is gained through reading, it is important that you be able to recognize and take advantage of context clues. It could be assumed that the students' vocabulary stock gave much contribution in their context clue. The students with large vocabulary performed comparably with the students with much smaller vocabulary in context clue. They could arrange the words into sentences to make them meaningful and understandable.

Bailey in Using Context Clues to Improve Reading Comprehension, the finding was Context clues can help many people with dyslexia to compensate for weak reading skills when comprehending reading passages. Context clues significantly increase reading comprehension in chapter II, page 10. It meant that to make a communication, reading comprehension is also a process of

using reader's existing knowledge to text in order to construct the meaning.

To conclude, synonym context clue and reading comprehension was correlate in very high correlation between items of synonym context clue and reading comprehension

## CONCLUSION

Based on the research finding in the previous chapter, it can be seen that there is a significant relationship between Synonym Context Clue and Reading Comprehension. The total score of the variable, Synonym Context Clue (X) and Reading Comprehension (Y) were analyzed by using Pearson Product moment.

The data analysis showed that there is significant relationship between the two variable because  $r_{xy} > r_{table}$  ( the correlation is higher than  $r$  table).It can be proved by the value of  $r_{xy} = 0.922$ , the  $r$  table score for 5% level of significant is 0.339. so the value indicates that the two variable have strong correlation. Therefore, the result above show the accepted hypothesis of the research as follows, "The high achievement of synonym context clue followed by the high achievement of reading comprehension".

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