

EFFECTS OF CONTEXT CLUES AND STUDENTS' GENDER ON IPS STUDENTS' READING COMPREHENSION OF ANECDOTE TEXT

Akhmad Ali Mirza

IAIN Palangka Raya

shaider_chinix@yahoo.co.id

Abstract

This study was conducted to find out whether or not there was effect of gender on IPS students' reading comprehension of anecdote text and effect of context clues on IPS students' reading comprehension of anecdote text. This study was also conducted to find out whether or not there was interaction effect of gender and context clues on IPS students' reading comprehension of anecdote text. The context clues used in this study were definition and synonym context clues. The subject of this study was the students of IPS Program of SMUN 1 Palangka Raya academic year 2009/2010. Test was used as instrument in order to collect the data needed. There was only one kind of test in this study, it was the reading comprehension test, and it was in the form of multiple choice question. The writer used experimental method in this study. The data were processed and analyzed according to these steps: giving the treatment, checking and scoring, analyzing the data by using statistic technique of ANOVA, and making the conclusion based on the analysis. The result of this study shows that there is no significant effect of gender on IPS students' reading comprehension of anecdote text, there is no significant effect of context clues on IPS students' reading comprehension of anecdote text, and there is no significant interaction effect of gender and context clues on IPS students' reading comprehension of anecdote text.

Keywords: Context Clues, gender, anecdote text, reading comprehension, students of IPS program.

INTRODUCTION

Language is a basic means of communication as it is used among the human being to communicate ideas comprehensibly from one person to another. In such way the other will be able to act exactly accordingly. Language is considered as the best way in having relationship with others. People as social beings use the language for interaction, socialization, and communication. One of languages used most is English.

English is considered as an international language. As everyone has already known, English is now used by almost every country all over the world. It can be seen

in every place, such as in the market, at the station, at the airport, or at other public facilities. It is this spread of English used which makes this language becomes the global language.

English is much applied in every field such as professional or educational. It is not hard to find English speaker in this world. They use it whether as first, second, or foreign language. In Indonesia, English is considered as the first foreign language that is learned and practiced in public schools. Not only to be learned and practiced, English is also suggested to be mastered. Because of the important of English, it is inserted in the curriculum of junior schools, senior schools, up to the university level. Even, English is found as the subject in many elementary schools now.

In the English teaching learning, there are four skills should be learned and mastered, they are listening, speaking, reading, and writing. Then, one of the most important skills is reading. In an era marked by the development of a variety of things, it is necessary for everyone to have ability in reading since there are many advantages that can be taken by reading.

In globalization era, the competition in all aspects is getting tighter. The basic preparation to face this era is the ability to receive various information where most of them are still printed in English. Therefore, everyone should have the good ability or skill in order to be able to read and comprehend English printed text well.

Reading is an activity where someone can take many advantages from it, such as to gain the latest information, broaden the knowledge, even for relaxation. However, to realize it, a reader should be able to comprehend the whole text.

Reading is a very complex cognitive process. Mastering all reading aspects is one of the keys to success. It is important to master the techniques of reading by every reader in order to be able to understand the contents of the text well, as all readers expect what they have read can be useful in their daily life. In most cases, readers like to read useful reading materials and they are not interested in non-meaningful one. By reading the useful reading material, they expect that they can get something that can be made use in their life.

Reading is the process of self-establishing towards getting the science, since by reading a person may acquire knowledge that can be used in various aspects of life. Through knowledge gained from reading, one can make himself as a source of reference, both for himself and for others.

As already known, one of the sources of information and knowledge is printed text. There are many printed texts can be found that will contain useful knowledge in life, but if a reader are less proficient in reading skills, his / her opportunity to master the science is limited. To explore information and knowledge contained in printed text, everyone should read it in order to get what they need. For most people, reading is something that might be considered trivial, but in fact, reading is not as easy as imagined. A person cannot be said to do reading when he / she does not understand the content of the text that he / she reads.

Like in general situation, in class, reading is also not an easy activity. Many factors will influence the achievement of students in reading. Generally, the factors can be identified such as, teacher, situation and condition, material of the study, kinds of topic, and kinds of text. There are various kinds of text that students learn on the school; recount text, anecdote, procedure, descriptive, hortatory exposition, explanation, discussion, review, and narration.

For the topic, usually, boy students like to read masculine topic, for example: text about boxing, automotive, football, or karate. On the other hand, girl students tend to choose the feminine topic, such as text about cooking, sewing, make up, or dance.

Bugel and Buunk on the article Editorial Jurnal Pendidikan dan Kebudayaan no 37 (2002) stated:

“Interest dan prior knowledge sangat mempengaruhi nilai pemahaman Bacaan seseorang perempuan mempunyai interest dan prior knowledge Yang berbeda dengan laki-laki. Perempuan cenderung mempunyai minat Terhadap bacaan yang bersifat feminism. Sebaliknya laki-laki menyukai Topik bacaan yang bersifat maskulin.”

So, based on the explanation above it is clear that male and female get different interest in what they love to read.

In reading skills, the students are expected to be able to comprehend the meaning and the stages of rhetorical development of the text genre. However, the problem that often faced by the students is to comprehend the reading text. There are some factors that is considered as the problem in comprehending a text, one of them is the lack of vocabulary.

In fact, it is very hard to find someone who really masters the whole vocabulary of a language because of its very large amount. Then, to overcome this vocabulary problem, most readers suppose that the best way is by using dictionary. Undeniable, dictionary is the most helpful thing to solve vocabulary problem, but dictionary is not always available and when this happens, reader will be in trouble, of course. So, to face this situation, there are various strategies that can be used to solve this problem and one of them is by using context clues. Cooper (1986 : 166) said: "context clues is available in helping the reader reach an approximate meaning for words even when the words are not in the reader's oral vocabulary". Based on Cooper's idea, it can be concluded that a reader can make use context to get a new vocabulary.

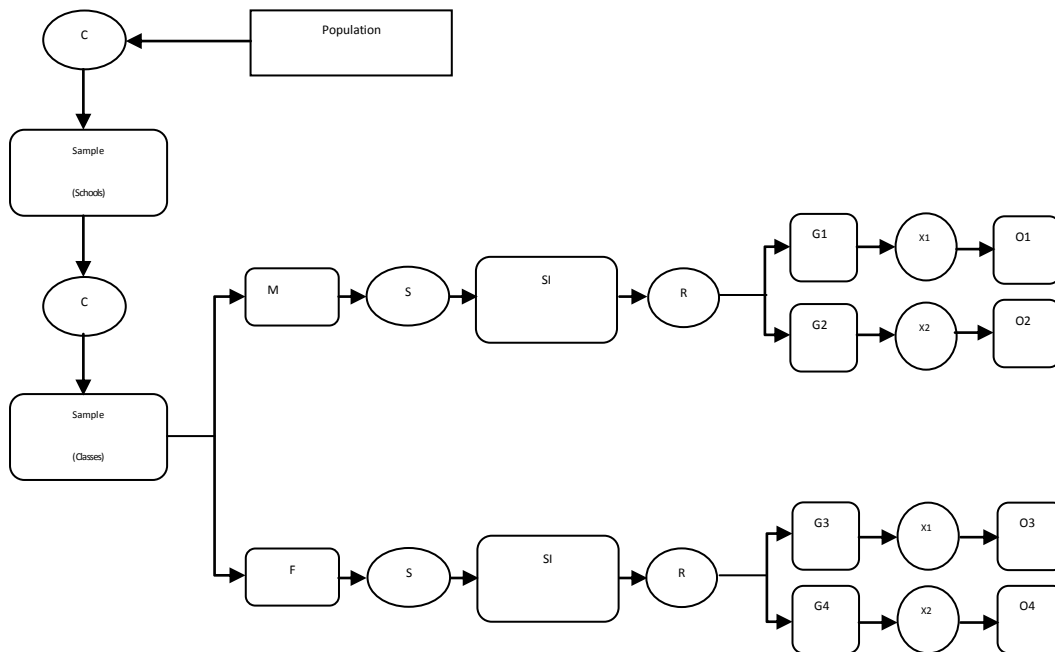
As a skill, reading comprehension is considered should be mastered by every reader and to see his / her comprehension level, there are some ways that can be used. One of them is test. This test is usually called reading comprehension test.

When discussing about English reading comprehension test, like the other test, English reading comprehension test also can be divided into two types, they are subjective test and objective test. Subjective test is a kind of test where the students' answer may be vary. They are free to give their responses on the questions based on their knowledge, for example, essay test. In contrast, objective test is a kind of test where the answer of the test is exact, for example true-false test (TF), and multiple-choice question (MCQ). The latter situation applied in this study is English reading comprehension test in form of multiple-choice question.

Based on the background above, it is very important to conduct research aimed at interaction effect of context clues and gender on IPS students' reading comprehension of anecdote text.

METHOD

In this study, the writer used the experimental method. Experimental method referred to the systematic scheduling of the times when treatments administered to the subject and data collected were about the performance of the subjects. This study was belong to randomized post-test only design. The design was as follow:



Where:

- C = Cluster Random Sampling
- M = Male students
- F = Female students
- S = Simple Random Sampling
- SI = Sample (Individuals)
- R = Random Assignment
- G₁ = Group of male IPS students randomly assigned to receive X₁
- G₂ = Group of male IPS students randomly assigned to receive X₂
- G₃ = Group of female IPS students randomly assigned to receive X₁
- G₄ = Group of female IPS students randomly assigned to receive X₂

- X_1 = Treatment 1 in the form of Definition Context Clues
- X_2 = Treatment 2 in the form of Synonym Context Clues
- O_1 = Observation of G_1 after receiving X_1
- O_2 = Observation of G_2 after receiving X_2
- O_3 = Observation of G_3 after receiving X_1
- O_4 = Observation of G_4 after receiving X_2

There were three variables in this study: two independent variables and one dependent variable. The independent variables were context clues and gender. The dependent variable was reading comprehension.

This study was conducted at SMU 1 Negeri Palangka Raya. All of the second grade students of IPS program of SMU 1 Negeri Palangka Raya academic year 2009/2010 were chosen as the population. The total number of the population was 136 students. In taking the samples of this study, the writer used two stages sampling technique: (1) cluster random sampling (CRS) to choose the class; and (2) simple random sampling (SRS) to choose the individual student. At the first stage (CRS stage), class XI IPS-1 and class XI IPS-3 were chosen, and then at the second stage (SRS stage), there were 12 male students and 13 female students from class XI IPS-1 and also 11 male students and 12 female students from class XI IPS-3. It meant, the total number of the samples were 48 students (23 male students and 25 female students).

In collecting the data, the writer took 48 students, they were 23 males and 25 females. Then, the samples divided into two groups that consisted of male group and female group. Then the male group divided into two sub-groups; the first sub-group (consisted of 12 students) got the reading comprehension test of anecdote text with definition context clues and second sub-group (consisted of 11 students) got the reading comprehension test of anecdote text with synonym context clues. The female group also divided into two sub-groups; the first sub-group (consisted of 13 students) got the reading comprehension test of anecdote text with definition context clues and second sub-group (consisted of 12 students) got the reading comprehension test of anecdote text with synonym context clues.

The data was taken on Wednesday, September 22th, 2010. The test began at 07.00 am until 08.00 am. It meant that the time allocation was 60 minutes.

The items number tested used in this study was 30 items for 3 texts. So, each text consisted of 10 items. In this case, the writer used multiple choices test.

Content Specification of Reading Comprehension Test of Anecdote Text

| No. | Content of Tests | Number of Test Item | Items Number |
|-------|------------------------------------|---------------------|---|
| 1 | Central idea | 3 | 1, 11, 21 |
| 2 | Main idea in paragraph | 12 | 2, 4, 7, 10, 13, 15, 17, 19, 23, 25, 27, 29 |
| 3 | Supporting details | 11 | 3, 5, 6, 8, 9, 16, 18, 20, 24, 28, 30 |
| 4 | Knowledge about certain vocabulary | 4 | 12, 14, 22, 26 |
| total | | 30 | |

The data needed of this study were the students' score. In collecting the data, the writer did the following procedures: (a) asking for permission; (b) finding out the data of the subjects; (c) selecting sample by using individual random sampling; (d) decoding; (e) giving the treatment to the subjects; (f) collecting the answer sheets; (g) checking the answer sheets; (h) scoring; (i) tabulating. Meanwhile, in analyzing the data, the writer used the following steps: (a) give the treatment; (b) check the students' answer and give score; (c) analyze the data by using a Two Way ANOVA statistic technique with statistical computerized program named SPSS version 15; (d) take the conclusion based on the statistic result.

FINDINGS

Description of the Data

The data presented in this study is the students' scores of reading comprehension test with context clues. There were 48 students in total which have been represented by codes. The subjects divided into two groups based on the gender. Each group divided again based on the context clues. Each sub-group was randomly assigned to the assignments of reading comprehension test with context clues. The data can be described as follows:

**Score of Reading Comprehension Test
with Definition Clues for Male Students**

| No. | Student's Code | Context Clues | Score |
|-----|----------------|---------------|-------|
| 1 | A1 | Definition | 70.00 |
| 2 | A2 | Definition | 66.67 |
| 3 | A3 | Definition | 73.33 |
| 4 | A4 | Definition | 60.00 |
| 5 | A5 | Definition | 50.00 |
| 6 | A6 | Definition | 60.00 |
| 7 | A7 | Definition | 76.67 |
| 8 | A8 | Definition | 63.33 |
| 9 | A9 | Definition | 56.67 |
| 10 | A10 | Definition | 66.67 |
| 11 | A11 | Definition | 73.33 |
| 12 | A12 | Definition | 63.33 |

**Score of Reading Comprehension Test
with Definition Clues for Female
Students**

| No. | Student's Code | Context Clues | Score |
|-----|----------------|---------------|-------|
| 1 | B1 | Definition | 83.33 |
| 2 | B2 | Definition | 70.00 |
| 3 | B3 | Definition | 76.67 |

| | | | |
|----|-----|------------|-------|
| 4 | B4 | Definition | 66.67 |
| 5 | B5 | Definition | 60.00 |
| 6 | B6 | Definition | 70.00 |
| 7 | B7 | Definition | 56.67 |
| 8 | B8 | Definition | 66.67 |
| 9 | B9 | Definition | 70.00 |
| 10 | B10 | Definition | 73.33 |
| 11 | B11 | Definition | 63.33 |
| 12 | B12 | Definition | 66.67 |
| 13 | B13 | Definition | 60.00 |

**Score of Reading Comprehension Test with
Synonym Clues for Male Students**

| No. | Student's Code | Context Clues | Score |
|-----|----------------|---------------|-------|
| 1 | C1 | Synonym | 80.00 |
| 2 | C2 | Synonym | 60.00 |
| 3 | C3 | Synonym | 63.33 |
| 4 | C4 | Synonym | 66.67 |
| 5 | C5 | Synonym | 63.33 |
| 6 | C6 | Synonym | 73.33 |
| 7 | C7 | Synonym | 63.33 |
| 8 | C8 | Synonym | 73.33 |
| 9 | C9 | Synonym | 63.33 |
| 10 | C10 | Synonym | 66.67 |
| 11 | C11 | Synonym | 76.67 |

**Score of Reading Comprehension Test with
Synonym Clues for Female Students**

| No. | Student's Code | Context Clues | Score |
|-----|----------------|---------------|-------|
| 1 | D1 | Synonym | 63.33 |
| 2 | D2 | Synonym | 66.67 |
| 3 | D3 | Synonym | 60.00 |
| 4 | D4 | Synonym | 70.00 |
| 5 | D5 | Synonym | 80.00 |
| 6 | D6 | Synonym | 60.00 |
| 7 | D7 | Synonym | 63.33 |
| 8 | D8 | Synonym | 70.00 |
| 9 | D9 | Synonym | 73.33 |
| 10 | D10 | Synonym | 63.33 |
| 11 | D11 | Synonym | 56.67 |
| 12 | D12 | Synonym | 73.33 |

Where:

- A1 – A12 : Group of male IPS students randomly assigned to receive X_1
B1 – B13 : Group of female IPS students randomly assigned to receive X_1
C1 – C11 : Group of male IPS students randomly assigned to receive X_2
D1 – D12 : Group of female IPS students randomly assigned to receive X_2

Tests of Normality for the Gender

The results of tests of normality for the gender are as follow:

Tests of Normality

| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|--------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Score | Female | .118 | 25 | .200* | .958 | 25 | .384 |
| | Male | .149 | 23 | .200* | .961 | 23 | .476 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In this study, the writer used the table of Shapiro-Wilk. Based on the table, it can be seen that the significant value for *male* and *female* are:

- a. The significant value for *male* is .476. If this value consulted to the criteria of significant value, it can be concluded that the score is not close to significant. Thus, the score for male students is normally distributed.
- b. The significant value for *female* is .384. If this value consulted to the criteria of significant value, it can be concluded that the score is not close to significant. Thus, the score for female students is normally distributed.

Tests of Normality for Context Clues

The results of tests of normality for context clues are as follow:

Tests of Normality

| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|------------|---------------------------------|----|-------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Score | Definition | .107 | 25 | .200* | .982 | 25 | .924 |
| | Synonym | .209 | 23 | .010 | .928 | 23 | .099 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In this study, the writer used the table of Shapiro-Wilk. Based on the table, it can be seen that the significant value for *definition context clues* and *synonym context clues* are:

- a. The significant value for *definition context clues* is .924. If this value consulted to the criteria of significant value, it can be concluded that the score is not even remotely

close to significant. Thus, the score for definition context clues is normally distributed.

- b. The significant value for *synonym context clues* is .099. If this value consulted to the criteria of significant value, it can be concluded that the score is nearly significant. Thus, the score for synonym context clues is normally distributed.

Tests of Homogeneity for the Gender

The results of tests of homogeneity for the gender can be seen as follow:

Test of Homogeneity of Variance

| | | Levene Statistic | df 1 | df 2 | Sig. |
|-------|--------------------------------------|------------------|------|--------|------|
| Score | Based on Mean | .009 | 1 | 46 | .925 |
| | Based on Median | .023 | 1 | 46 | .880 |
| | Based on Median and with adjusted df | .023 | 1 | 45.954 | .880 |
| | Based on trimmed mean | .013 | 1 | 46 | .909 |

The significant value of the Levene Statistic calculated based on mean is .925. If this value consulted to the criteria of significant value, it can be concluded that the score is not even remotely close to significant. Therefore, variance of the score for gender is homogeneous.

Tests of Homogeneity for Context Clues

The results of tests of homogeneity for context clues can be seen as follow:

Test of Homogeneity of Variance

| | | Levene Statistic | df 1 | df 2 | Sig. |
|-------|--------------------------------------|------------------|------|--------|------|
| Score | Based on Mean | .042 | 1 | 46 | .839 |
| | Based on Median | .091 | 1 | 46 | .764 |
| | Based on Median and with adjusted df | .091 | 1 | 43.884 | .764 |
| | Based on trimmed mean | .053 | 1 | 46 | .820 |

The significant value of the Levene Statistic calculated based on mean is .839. If this value consulted to the criteria of significant value, it can be concluded that the

score is not even remotely close to significant. Therefore, the variance of the score for context clues is homogeneous.

The Results of Data Analysis

Since the scores of the gender and context clues are normally distributed, and the variances are homogeneous, thus in analyzing the data, the Two Way ANOVA can be used.

The statistic resulted from the application of Two Way ANOVA can be seen in the following table:

Tests of Between-Subjects Effects

Dependent Variable: Score

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|------------------------|-------------------------|----|-------------|----------|------|
| Corrected Model | 76.244 ^a | 3 | 25.415 | .501 | .683 |
| Intercept | 214394.419 | 1 | 214394.419 | 4228.362 | .000 |
| Gender | 6.149 | 1 | 6.149 | .121 | .729 |
| Context_Clues | 10.764 | 1 | 10.764 | .212 | .647 |
| Gender * Context_Clues | 59.582 | 1 | 59.582 | 1.175 | .284 |
| Error | 2230.971 | 44 | 50.704 | | |
| Total | 217420.245 | 48 | | | |
| Corrected Total | 2307.215 | 47 | | | |

a. R Squared = .033 (Adjusted R Squared = -.033)

Based on the table above, it can be seen that the significant value for *gender* is .729. It means that the significant value for *gender* is not even remotely close to significant. Thus, it can be concluded that *gender* has no significant effect on students' reading comprehension of anecdote text.

The significant value for *context clues* is .647. It means that the significant value for *context clues* is not even remotely close to significant. Thus, it can be concluded that *context clues* has no significant effect on students' reading comprehension of anecdote text.

The significant value for *gender together with context clues* is .284. It means that the significant value for *gender together with context clues* is not close to significant. Thus, it can be concluded that *gender together with context clues* has no significant effect on students' reading comprehension of anecdote text.

DISCUSSION

The writer conducted this study because he tried to find out whether or not there is effect of gender on students' reading comprehension of anecdote text, there is effect of context clues on students' reading comprehension of anecdote text, and also there is interaction effect of gender and context clues on students' reading comprehension of anecdote text.

Regarding to the results of data analysis, then in fact that gender does not influence the students' reading comprehension of anecdote text significantly. There may some possibilities why male and female do the equal performance in comprehending the text. One of them could be the topic of the text used in the instrument used to take the data. Whereas, it said that the topic of the text will produce the different result if the male or female students get the specific topic. On the other word, if male and female students perform on the male topic of the text, then the most possibility of the result is the male students will do a better performance than the female students and vice-versa. This has been said by Bugel and Buunk in the article Editorial jurnal pendidikan dan kebudayaan no 37 (2002: 247) as follows:

“Interest dan prior knowledge sangat mempengaruhi nilai pemahaman Bacaan seseorang perempuan mempunyai interest dan prior knowledge Yang berbeda dengan laki-laki. Perempuan cenderung mempunyai minat Terhadap bacaan yang bersifat feminis. Sebaliknya laki-laki menyukai Topik bacaan yang bersifat maskulin.”

There are two context clues used in this study, they are definition and synonym context clues. Concerning to the results of the study, then in fact that context clues used in this study, definition and synonym context clues, do not influence the students' reading comprehension of anecdote text significantly. Therefore, it can be concluded that definition and synonym context clues which are expected can be used to help the subjects in comprehending the text used in this study do not necessary to be applied since they do not influence the students' reading comprehension of anecdote text significantly.

Based on the results of data analysis, gender together with context clues do not influence the students' reading comprehension of anecdote text significantly. It because differences of gender or the kind of context clue that is used give no significant effect to reading comprehension of the students. Therefore, it can be said that whatever the gender for whatever the context clues, they are not a big deal since they give no significant effect to the students in comprehending the anecdote text.

CONCLUSION

Based on the results of data analysis, then the writer is able to answer the problems of the study, they are as follows:

1. There is no significant effect of gender on IPS students' reading comprehension of anecdote text.
2. There is no significant effect of context clues on IPS students' reading comprehension of anecdote text.
3. There is no significant interaction effect of gender and context clues on IPS students' reading comprehension of anecdote text.

REFERENCES

Cooper, J. D. 1986. *Improving Reading Comprehension*. Boston: Houghton Mifflin Company.

Editorial Jurnal Pendidikan Dan Kebudayaan Tahun ke 8 No. 37. 2002. *Perbedaan Hasil Belajar Membaca Anak Laki-Laki dan Anak Perempuan dengan Tehnik Skimming* . Jakarta: Departemen Pendidikan Nasional.