

DEVELOPMENT OF THE CONTEXT CLUES METHOD TO IMPROVE THE READING SKILLS OF PRE-SERVICE TEACHERS

Yusuf Razaq¹, Amiruddin², Nur Inayah³, Marya A⁴, Suci Asyurah Khas⁵

^{1*, 2, 3, 4, 5} Institut Agama Islam As'adiyah Sengkang, Indonesia

yusufrazaq@gmail.com

Abstract

Developing teaching materials for Language Education Study Program students (pre-service teachers) in the academic reading course utilizing the context clues method to improve reading abilities. This community service used is design development through stages that include measurement of needs, literature study, small-scale research, and value considerations, planning (planning), product draft development, development of learning materials, learning process, and evaluation instruments, initial field trials, revising test results, main field trials, product improvement results from field tests, and field implementation tests, final product improvements, dissemination, and implementation. The consequences of using the context clues technique to teach academic reading can help pre-service teachers enhance their critical thinking, analytical, and reading skills.

Keywords: Academic Reading, Context Clues, Reading Skills, Pre-service Teacher

Introduction

Reading enables people to obtain information from a variety of written or printed texts, such as newspapers, periodicals, advertising, and brochures. Reading is a crucial activity that is becoming increasingly important in today's environment, where changes in every element of life happen at a rapid pace. Reading is an important aspect of language learning because it is a part of language abilities (Chun, Kern, & Smith, 2016; Shanahan, MacArthur, Graham, & Fitzgerald, 2016; De Wilde, Brysbaert, & Eyckmans, 2020; Al Sobaihi, 2020).

Furthermore, reading is what happens when people look at a text and try to figure out what the symbols in that text imply (Brevik, 2019; Karolides, 2020). Meanwhile, Elleman & Oslund (2019); Smith et al. (2021) describes reading as the act of seeing and comprehending what has been written. Reading, according to both definitions, is the process of putting meaning into written words in order to obtain information. Readers have differing and distinct perspectives on the text.

Reading courses in the IAI As'adiyah Sengkang English Education Study Program with their respective levels in each semester are Basic Reading, Academic Reading, and Advanced Reading. Teaching materials and teaching materials for reading courses are determined by the lecturer in charge of the course. The development of teaching quality and teaching quality applied by lecturers and teachers in English education study programs is very influential in achieving student learning outcomes (pre-service teacher) in class.

From approaches, there are numerous ways to increase the quality of education, like developing instructional materials (Ghufron, Saleh, & Sofwan, 2016; Tekir & Hanife, 2020; Castro & Tumibay, 2021; Rice & Ortiz, 2021; Prayati, Irawan, & Vikasari, 2021; Ray et al., 2021; Ratnawati, Siswono, & Wijayanti, 2021; Satriani et al., 2021). This enhancement is required so that the quality of teacher candidates generated would satisfy stakeholders and increase the demands of alumni of the IAI As'adiyah Sengkang English education study program as they enter society in the global competition. When students (pre-service teachers) attend reading classes, they may face a number

*Correspondent Author: yusufrazaq@gmail.com

of challenges, such as tedious instructional materials and a lack of preparation for the proper and quick way for achieving reading proficiency.

Reading is a difficult chore for many people. It's difficult to guess the implied terms in a text, therefore students (pre-service teachers) continue to use the dictionary to determine the intended meaning (Draper, Barksdale-Ladd, & Radencich, 2000; Applegate et al., 2014; Lewis, 2018). Students (pre-service teachers) can immediately infer the meaning of the word by referring to the clues in the sentence, as opposed to the context clues technique. Context cues is a simple and enjoyable learning tool that encourages students (pre-service teachers) to estimate the meaning of words based on text clues (Phuakpong, 2011; Al-Dersi, 2013; Xiao, Guo, Yu, & Liu, 2019; Sarifa, 2020; Salim, H., Suryadi, S., & Erlangga, 2021). A context clue is a piece of information about a word that aids readers in comprehending it. This word or phrase provides insight into the meaning of the word, either directly or indirectly.

The researcher hopes to find a method of teaching reading that is easier and more enjoyable, especially in the new academic reading course, by providing word hints that have meaning with the guessed word in order to enrich students' (pre-service teachers) vocabulary in developing sentences with the goal of increasing their abilities. In the second semester of the IAI As'adiyah Sengkang English Education Study Program, in the academic reading course.

Implementation Method

This community service uses the research and development method. According to Campbell et al. (2002); Fellows (2021), the development method is research method used to produce certain products and test the effectiveness of these products. This community service is the Context Clues method. The object is the second-semester students of English education IAI As'adiyah Sengkang.

Conceptually, the research and development approach includes 10 general steps.

1. Research and data collection (research and information collecting), which includes measuring needs, literature studies, research on a small scale, and value considerations.
2. Planning (planning), namely the preparation of a research plan, which includes the skills required for conducting research, the formulation of the research objectives, the design or research steps, and the possibilities within a limited scope.
3. Create a preliminary version of the product. of learning materials, learning processes, and evaluation instruments.
4. Preliminary field testing. During the trial, observations, interviews, and questionnaires were distributed.
5. Play product revision.
6. Main field testing.
7. Operational product revision.
8. Operational field testing.
9. Final product revision.
10. Dissemination and implementation.

Results and Discussion

This community service project focuses on developing partners' soft skills, specifically youth groups. Teaching basic English to youth groups was the first difficulty to be overcome. The

The learning method developed in this community service is the context-clues learning method, which adopts the development model and consists of research and data collection (Greenwood & Flanigan, 2007; Karbalaei, Azimi Amoli, & Tavakoli, 2012; Parault Dowds, Haverback, & Parkinson, 2016; Fudhla, Solusia, & Oktoviandry, 2020), including measuring needs, literature studies, research on a small scale, and considerations in terms of values, planning, product development, development of learning materials, learning processes, and evaluation instruments, initial field trials, revising test results, main field trials, product improvement results from field tests, field implementation tests, final product improvements, dissemination, and implementation.

The following are the specifics of the activities involved in establishing the learning method.

1. Review of the literature
2. Data gathering
3. Context Clues technique design planning and development.
4. The first phase of the field trial is an initial test.
5. Initial repair of the product
6. The main study and the questionnaire
7. Extensive trial results in improvement
8. Validation of the product
9. Compose the report

The next, the following are the specifics of the outcomes obtained during the development of the learning approach.

1. Conducting a theoretical study of the Context Clues method's evolution and identifying challenges encountered by students in an academic reading course through interviews with students.

2. Information on academic reading materials, which is subsequently discussed utilizing the Context Clues approach.

3. Using the Context Clues technique, create learning tools and teaching materials.
4. Get a quick rundown of the Context Clues approach.
5. The Context Clues technique is being written.
6. Identify the benefits and drawbacks of the Context Clues technique.
7. The Context Clues approach has been improved.
8. A ready-to-use Context Clues approach.
9. Report on the results of community service

Stage 1: Literature Review

Community service team discovered the following information based on direct observation and the findings of interviews with course lecturers:

- a. The absence of utilization of existing methods
- b. During the teaching and learning process, lecturers are more active than students who pay greater attention to the explanations of lecturers. According to academics, it is therefore vital to develop learning methods that encourage students to be more engaged and teach abilities that past students did not possess.

Stage 2: Data Collection

The tasks carried out at this level consist of gathering data that can be utilized to create educational materials utilizing the Context Clues approach.

Stage 3: Preparation and Development

Making learning gadgets utilizing the Context Clues method is one of the activities carried out at this stage.

Stage 4: Phase 1 Field Trials

Phase 1 field trials began with an introductory test to gain an overview of the Context Clues approach.

Stage 5: Initial Product Improvement

The Context Clues approach is based on the broad description gained from filling out the questionnaire.

Stage 6: The Main Trial

Following the writing of the Context Clues method, a re-test was undertaken to determine the method's advantages and weaknesses, as well as to disseminate a questionnaire concerning the approach's use.

Stage 7: Extending the Results of a Larger Trial

Improvements to the Context Clues method are developed after testing the draft Context Clues method and learning the merits and weaknesses of the Context Clues technique.

Stage 8: Product Validation

It is carried out by lecturers who are familiar with the Context Clues method throughout the product validation stage.

Stage 9: Report Writing

Following the completion of all phases, the next step is to submit the findings of the community service report, which will be published in the Journal.

In the Academic Reading course, the outcomes of community service in the development of the context clues approach to strengthen the reading abilities of students majoring in English Education IAI As'adiyah Sengkang are highly obvious. Students were asked a series of questions to determine whether or not they were familiar with the Context Clues method before it was

introduced to them. Some of the students' responses reveal that they are unfamiliar with the Context Clues method, why it is vital to utilize this method in reading, and why Reading or reading is one of their least favorite courses.

It can be observed in the first part of the trial, where the average score obtained is 65.7 with an adequate category, that students still anticipate the reading method to be more exciting and not boring, so that they can read a text or diary without becoming bored. We frequently observe that when a book or journal contains a large number of difficult terms, students feel bored and turn to the dictionary to look up difficult words, oblivious to the substance or meaning of the text or journal.

The community service team and Academic Reading team lecturers' roles are to introduce the Context Clues method and teach students (pre-service teachers) that if they run into difficulties with difficult words, they don't need to open the dictionary right away; instead, they can look up the meaning of the word in sentences. Then there's the Context Clues approach, which requires a lot of knowledge. The Group Discussion is held not only to ensure that students comprehend the material, but also to ensure that this method is utilized more frequently while reading texts or journals in order to save time and avoid having to open a dictionary many times. When this strategy was used more deeply following the initial product improvement, through the main trial test, it was discovered that students' average score climbed by 78 good categories, compared to 65.7 with suitable category in the first stage of the test.

The Context Clues approach is extremely beneficial to students (pre-service teachers), especially when it comes to reading, but it can also be used to other abilities such as writing and listening. As a result, we can conclude that students (pre-service teachers) struggle to understand a text or journal before using the Context Clues method and frequently consult the dictionary, whereas students are more easily understood after receiving directions about the Context Clues method through explanation and Group Discussion. Understand the essence or meaning of a text or journal without having to consult a dictionary too much, so that time spent working on the exercises is more efficient or economical.

Students (pre-service teachers) like and feel direct benefits in taking Academic Reading courses through the Context Clues technique, students (pre-service teachers) can understand the contents of the reading fast and recall vocabulary readily, according to the results of filling out the questionnaire supplied.

Conclusions and Suggestions

It may be inferred, based on the outcomes of community service in the development of the context clues approach to improve the reading skills of students majoring in English Education at IAI As'adiyah Sengkang:

- (1) The Context Clues approach can help students (pre-service teachers) enhance their reading skills and comprehension of information and language. difficult. Students (pre-service teachers) are familiar with the Context Clues method and how to use it when reading available materials or journals.
- (2) The Context Clues approach was used in a semester 2 student's (pre-service teachers) Academic Reading course. The lecturer not only explained what the Context Clues method

was, but also led a Group Discussion so that students (pre-service teachers) could better comprehend and comprehend the method.

- (3) The consequences of using the Context Clues technique to teach Academic Reading can help students (pre-service teachers) develop their critical thinking, analytical, and reading skills. The Context Clues approach is described in detail in the RPP and Syllabus for the Academic Reading course, where the lecturer explains what the method is and how it is used in reading.

References

- Al-Dersi, Z. E. M. (2013). The use of short-stories for developing vocabulary of EFL learners. *International Journal of English Language & Translation Studies*, 1(1), 72-86.
- Al Sobaihi, M. (2020). Reading and listening in English language learning: a critical study of cognition and metacognition. *Journal of Emerging Trends in Educational Research and Policy Studies*, 11(2), 91-99.
- Applegate, A. J., Applegate, M. D., Mercantini, M. A., McGeehan, C. M., Cobb, J. B., DeBoy, J. R., ... & Lewinski, K. E. (2014). The Peter effect revisited: Reading habits and attitudes of college students. *Literacy research and instruction*, 53(3), 188-204.
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and writing*, 32(9), 2281-2310.
- Campbell, S. M., Braspenning, J. A., Hutchinson, A., & Marshall, M. (2002). Research methods used in developing and applying quality indicators in primary care. *Quality and Safety in Health Care*, 11(4), 358-364.
- Castro, M. D. B., & Tumibay, G. M. (2021). A literature review: efficacy of online learning courses for higher education institution using meta-analysis. *Education and Information Technologies*, 26(2), 1367-1385.
- Chun, D., Kern, R., & Smith, B. (2016). Technology in language use, language teaching, and language learning. *The Modern Language Journal*, 100(S1), 64-80.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important?. *Bilingualism: Language and Cognition*, 23(1), 171-185.
- Draper, M. C., Barksdale-Ladd, M. A., & Radencich, M. C. (2000). Reading and writing habits of preservice teachers. *Reading Horizons: A Journal of Literacy and Language Arts*, 40(3), 3.
- Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3-11.
- Fellows, R. F., & Liu, A. M. (2021). *Research methods for construction*. John Wiley & Sons.
- Fudhla, N., Solusia, C., & Oktoviandry, R. (2020). Context clues as a vocabulary learning strategy: A view of its implementation in EFL classroom. In *7th International Conference on English Language and Teaching (ICOELT 2019)* (pp. 83-87). Atlantis Press.
- Ghufron, M. A., Saleh, M., & Sofwan, A. (2016). A Model of Research Paper Writing Instructional Materials for Academic Writing Course: "Needs & Documents Analysis and Model Design". *English Language Teaching*, 9(3), 1-12.
- Greenwood, S. C., & Flanigan, K. (2007). Overlapping vocabulary and comprehension: Context clues complement semantic gradients. *The Reading Teacher*, 61(3), 249-254.
- Karbalaei, A., Azimi Amoli, F., & Tavakoli, M. M. (2012). The effects of explicit teaching of context clues at undergraduate level in EFL and ESL context. *European Online Journal of Natural and Social Sciences*, 1(3), pp-68.
- Karolides, N. J. (2020). The reading process: Transactional theory in action. In *Reader response in elementary classrooms* (pp. 3-28). Routledge.

- Lewis, K. (2018). Lessons learned: Applying principles of Reading Recovery in the classroom. *The Reading Teacher*, 71(6), 727-734.
- Parault Dowds, S. J., Haverback, H. R., & Parkinson, M. M. (2016). Classifying the context clues in children's text. *The Journal of Experimental Education*, 84(1), 1-22.
- Phuakpong, S. (2011). The Development of Computer-assisted Language Learning Material for Practising the Skills of Guessing Meaning from Context Clues. *Ubiquitous Learning: An International Journal*, 3(4).
- Prayati, Z., Irawan, L. A., & Vikasari, R. M. (2021). Developing students' critical thinking skills through culture-based instructional materials in EFL reading and writing courses. In *Post Pandemic L2 Pedagogy* (pp. 101-107). Routledge.
- Ratnawati, O. A., Siswono, T. Y. E., & Wijayanti, P. (2021). The Development of Statistic Instructional Materials for Integrated Student about Electronic Publishing Based Statistical Literacy. *International Journal of Multicultural and Multireligious Understanding*, 8(7), 1-18.
- Ray, L. M., Satri, R., Uswatunisa, S., & Harahap, S. A. (2021). How Youtube Assist Teachers in Developing Material?. *ETDC: Indonesian Journal of Research and Educational Review*, 1(1), 82-92.
- Rice, M. F., & Ortiz, K. R. (2021). Evaluating digital instructional materials for K-12 online and blended learning. *TechTrends*, 65(6), 977-992.
- Salim, H., Suryadi, S., & Erlangga, F. (2021). The Effects of Contextual Clues Within A Picture of Road Signs on Students' Vocabulary Mastery. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 228-234.
- Sarifa, N. (2020). Enhancing EFL learners' English proficiency and intelligence by implementing the eclectic method of language teaching. *Arab World English Journal (AWEJ) Volume*, 11.
- Satriani, Bahri, S., Amiruddin, Reski, M., & Ahmad, G. (2022). An Authentic Material Comic to Improve Students' Vocabulary Mastery. *ETDC: Indonesian Journal of Research and Educational Review*, 1(2), 201-209.
- Shanahan, T., MacArthur, C. A., Graham, S., & Fitzgerald, J. (2006). Relations among oral language, reading, and writing development. *Handbook of writing research*, 171-183.
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*, 42(3), 214-240.
- Tekir, S., & Hanife, A. K. A. R. (2020). Preparing Pre-service English Language Teachers for Classroom Realities: Strengthening Their Competence in Instructional Materials. *Eurasian Journal of Educational Research*, 20(86), 197-222.
- Xiao, L., Guo, F., Yu, F., & Liu, S. (2019). The effects of online shopping context cues on consumers' purchase intention for cross-border E-Commerce sustainability. *Sustainability*, 11(10), 2777.