

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Context Clues

Context clues are hints that the author gives to define a difficult or unusual word. This strategy can be used in fiction and non-fiction reading. 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 our vocabulary is gained through reading, it is important for readers be able to recognize and take advantage of context clues.

When a reader encounters an unfamiliar word, understanding context clues will help the reader to determine the meaning of the word. Context clues provide the students with specific steps to use the attempt to determine meaning as the students become more proficient in using context clues in the text, they will gradually develop a more extensive and powerful reading vocabulary.

Brown in Bukhori (2011) states that context clues is a better strategy in guessing the meaning of difficulties words. He points out that context is the word and sentences surround particular words. He also argues that guessing will be accurate enough for learners to understand the author ideas. Furthermore, Hiebert and Khamil (2005) state that students who were taught specific types of context clues were able to use contextual analysis to unlock the meanings of unfamiliar words. In other words, a context clue is a



way that help the students to improve their reading skill, whereas it can make them easier to find out the meaning unusual words, contains, messages and details information.

#### a. Definition of Context Clues

According to Zainil (as cited in Bukhori, 2011) stated that understanding context clues function to recognize the clues and understanding the meaning of unfamiliar words. Then, he states that understanding a sentence can be developed through comprehending the meaning of punctuations, context clues, core part of a simple sentence and complicated sentence.

Rynette (as cited in Rizki, 2013) defines context clues are hints or bits of information that help us figure out the meaning of difficult or unfamiliar words we read. Context clues are the words, phrases, or even pictures that surround a word, which help explain the word's meanings. Learning the meaning of a word through context clues use in a sentence or paragraph is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown word. A reader must be aware that many words have several possible meanings. Only by being sensitive to the circumstances in which a word is used can the reader decide upon an appropriate definition to fit the context.

Understanding context clues and using them effectively contributes to children's success in school by improving vocabulary, reading

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fluency, reading comprehension, and even their enjoyment of reading. In conclusion, context clues are very important to be understood by a readers especially student.

### b. Types of Context Clues

There are two types of context clues, which are useful in understanding unknown words. They are:

- 1) A semantic clue provides “meaning” information about unknown word.
- 2) A syntactic clue provides grammatical information about unknown word, indicating whether it is noun, a verb, an adjective, or an adverb.

### c. Kinds of Context Clues

McWhorter (1986:4) divides context clues into four kinds: definition, examples, contrast, and inference. Then, Wassman and Rinsky add two kinds more: past experience- making educated guess, and summary. Next, Zainil (as cited in bukhor, 2011) add four kinds more: cause and effect, restatement, and modifier. Moreover, Risky proposes five kinds more: words in series, mood or tone, appositive, direct description, and indirect description. The following are the explanation of each them.

#### 1) Definition or direct explanation clue

The direct explanation or definition clue, is the easiest clue to spot, and the one most commonly use in the textbooks. Many

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writers explain words directly or indirectly. The writer may define a word directly by giving a brief definition or synonym other words with similar meaning. The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. The signal words of definition clue such as *that is, is, a, an, the, is defined as, are, was, were, means, refers to, can be called*.

Examples:

- a. Induction *refers* to the process of reasoning from the known to unknown.
- b. According to Goodman, reading *is* “a psycholinguistic guessing game” that involves an interaction between thought and language.

## 2) Example clue

Sometimes when a reader finds a new word, an example might be found nearby that helps to explain or clarify its meaning. The signal words of example clue are *like, for instance, such as, including, such as, and for example*.

Examples:

- a. The show is held about various way of having beverage such as tea and coffee.
- b. Piscatorial creatures, such as flounder, salmon, and trout, live in the coldest parts of the ocean. “Piscatorial” obviously refers to fish.

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- c. Celestial bodies, including the sun, moon, and stars, have fascinated man through the centuries. “Celestial” objects are those in the sky or heavens.
- d. In the course of man’s evolution, certain organs have atrophied. The appendix, for example, has wasted away from disuse. “Atrophied” means “wasted away.”

## 3) Contrast / antonym clue

Antonyms are words with opposite meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term. The signal words of contrast clue are *but, yet, although, however, on the other hand, even though*.

Examples:

- a. When the light brightens, the pupils of the eyes contract; however, when it grows darker, they dilate. “Dilate” means the opposite of “contract.”
- b. The children were as different as day and night. He was a lively conversationalist, but she was reserved and taciturn. “Taciturn” means the opposite of a “lively conversationalist.”

## 3) Inference clue

Many times the readers can figure out of an unknown word by using logic and reasoning skills. Many types of context clues share characteristics with inference clue. Sufficient clues might be

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available for the careful reader to make an educated guess at the meaning.

Example:

- a. She told her friend, “I’m through with blind dates forever. What a dull evening! I was bored every minute. The conversation was absolutely vapid.” “Vapid” means “uninteresting.”
  - b. Bob is quite versatile; he is a good student, a top athlete, an excellent car mechanic, and a gourmet cook. “You can see that Bob is successful at many different types of activities, and you could reason that *versatile* means “capable of doing many things competently”.
- 5) Cause and effect clue

The writer explains the reason for or the result of the word.

Words like *because, as a result, since, therefore, thus, consequently, so, due to, etc.*

Example:

- a. She wanted to impress all her dinner guests with the food she served, so she carefully studied the necessary culinary arts. “Culinary” means “food preparation.”
- b. John was energetic enough to work sixteen hours at hospital, because he had a restful week end.

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## 6) Restatement clue/ synonym

Synonyms are words with the same meaning. The reader may discover the meaning of an unknown word because it repeats an idea expressed in familiar words nearby. In doing this the writer may use one of the following expressions as signal: *or, in other words, that is to say, that is*. The writer sometimes uses the *comma, parenthesis and dashes*.

Examples:

- a. Flooded with spotlights – the focus of all attention – the new Miss America began her year-long reign. She was the cynosure of all eyes for the rest of the evening. “Cynosure” means “the focus of all attention.”
- b. Students memorize information; *in other words* they learn and remember basic rules and fact.
- c. Most oriented societies value discipline *or* self control.

## 7) Modifier

The writer may explain an unknown word by using a phrase or a clause after it. The phrase or clause modifies the word.

- a. They have city manager, who runs all the service departements of the goverment and takes charge of buying, for the city.
- b. Single letter consonant spelling are virtually invariant- each letter stands for a single sound.
- c. An illitirate person, being unable to read or write is often cited.

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## 8) Past experience- making educated guess

The reader can use his or her own familiarity with situation to help understand or explain a word or predict its meaning.

Example: Scrooge was such a *skinflint* that he wouldn't give any of his employees a Christmas gift or even the day off from work. Even if the reader did not recognize the character Scrooge from Dickens's *A Christmas Carol*, his or her own experience could suggest that anyone unwilling to give employees time off during Christmas is miserly or stingy, a skinflint.

## 9) Summary

Sometimes, an unfamiliar word is explained in summary form. Example: There was a bitterness in her voice, a scowl on her face, and then an angry reply- as usual, she was in a *captious* mood as she spoke to the children.

The meaning *captious* – quick to find fault- can be deduced from the summary preceding it.

## 10) Words in Series

The reader can glean some idea of the meaning of a strange word if it listed in a series of others.

Example: Her dress was in shockingly poor fashion.

Flowers of pink, purple, red, and puce fought with each other against a yellow background.

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## 11) Mood or tone

The reader finds the clue to the unknown word's meaning in the general mood or tone of the passage.

Example: The small *disheartened* group trudged slowly through the sultry, dusty, streets, burdened with the tiny casket.

## 12) Appositive

The writer provides the definition, as an appositive immediately following the word it defines.

Example: *An environmentalist*, a person devoted to protecting the ecological balance of the earth, opposes the destruction of vast tracts of rain forest.

## 13) Direct Description

Example: Their hutch was big enough for them to love in

Note: the subject *hutch* is explained in the predicate

## 14) Indirect Description

Example: when it reaches the zenith at this age, it *begins to go down*.

Note: there is no explicit sign that indicates a contextual clue, but *zenith* may be inferred from the context that follow it.

Based on the explanation above there are 14 kinds of context clues that proposes by some writers, but in this research the writer only focuses of 5 kinds of context clues they are definition, example, contrast, cause and effect, and restatement clue. The 5

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kinds of context clues above , it has taught by the teacher to the students at the tenth grade of senior high school LKMD Sukaramai.

In learning process of reading, understanding the context can help the students to improve their reading skill. There are some steps of using context clues that can be applied in reading. According to McEntire (2004, p.29) state that, when you read, you don't need to look every new word in a dictionary, and you don't need to know the exact meaning of every word. You can often guess the around the new words through context. The context is the words and sentences around the new word. There are several kinds of context clues that can help you understand new vocabulary.

1. Look at the meaning of the sentence as a whole

At three o'clock in the morning, the residents of Ashton Apartments were sleeping soundly.

*Resident* are the people who live in the apartment.

2. Look for a definition of the new word: A dash, parentheses, or a comma can introduce a definition.

Some fires are inevitable – you cannot completely stop all fires.

*Inevitable* means something you can't stop from happening.

3. Look for examples. Words that introduces examples include

*Such as, for example, and for instance.*

Keep flammable materials, such as gas and paint, outside the house in a safe container. *Flammable* materials burn easily.

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## 2. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to McWhorter (1986) descriptive essay present ideas by providing details about characteristics of people, places, and things. The details are intended to appeal to your senses, to help reader create a mental picture, or to make reader feel a certain way.

Based on the previous explanation, there are some purposes of descriptive text. First, it is to engage a reader's attention, to create characters, to set a mood or create, atmosphere and to bring writing to life. Second, it is to describe a particular person, place or thing. Third, it is to appeal readers' senses, to help readers create mental picture, or to make readers feel a certain way. Last, it is to see, the object, person, and situation by giving description. In short, a descriptive text is a text that is used to describe a particular person, place and thing in detail.

Furthermore, McWhorter (1986:133) says that there are four steps in understanding descriptive text. First, Students identify the subject of the essay (ask yourself who or what is being describe). Second, students pay close attention to the writer's choice of words. This is because the writer often paints a picture with words and through word choice, a writer often paints a picture with words and through word choice, a writer tries to create and attitude or feeling.

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Therefore, students try to identify that feeling. Third, students look for overall impression the writer is trying to create by some questions, such as what do all these details, taken together, suggest about the subject?, what is the writer trying to say?, how am I supposed to feel about the subject? Forth, students pay particular attention to the first and last paragraph. There they are likely to find the most clues about the writer's main points and purpose for writing. It can be concluded that descriptive text is a type of text which describes thing, person, place, object or event, etc.

According to Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi & Sukhrian, 2004).

Moreover, Hartono (as cited in Zakiah, 2011), descriptive text has a social function is to describe a particular person, place, or thing.

#### a. Generic Structure

There are two generic structures of descriptive text, they are:

- 1) Identification: Identifies phenomenon to be described.

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## 2) Description: Describes parts, qualities, characteristics, etc.

In reference to, both of them is identification part identifies the phenomenon (person, place or thing) to be described while the description is described qualities and characteristic of phenomenon being described.

### b. Language Features

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described does not exist anymore. According to Hartono (as cited in Zakiah, 2011), Significant Grammatical or language Features are:

- 1) Focus on specific participants.
- 2) Use of Simple Present Tense
- 3) Use of Action Verb
- 4) Use of Adjective
- 5) Use of linking verb

## 3. Gender in Language Learning

Gender refers to the social characteristics of people which are generally related with being male or female. According to Feldman (2011, p.343) gender is the perception of being male or female. Although there is a good deal of overlap between the concepts of sex and gender, they are not the same: *Sex* typically refers to sexual anatomy and sexual behavior, whereas *gender* refers to the sense of maleness or femaleness related to our membership in a given society. In addition, Eckert *et al*, (1996:1), Gender

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is embedded so thoroughly in our institutions, our actions, our beliefs, and our desires, that it appears to us to be completely natural.

Furthermore, gender is not based on sex, or the biological differences between men and women. Gender is shape by culture, social relations, and natural environments. It means that, depending on values, norms customs and laws men and women in different parts of the world have evolve different gender roles. Gender is a variable that can affect language use and acquisition as a result of biological, psychological effects, or socio-cultural influence between the two. The difference in gender especially between male and female seems to bring some differences in their learning.

There are a number of physical differences in males and females. Santrock (2005) states gender stereotypes are general impressions and belief about males and females. Gender differences in verbal skills are often small or nonexistent. However, girls significantly outperform boys in reading skills and get better grades in school. Socioemotional differences include: males are more physically aggressive and active; females show a stronger interest in relationship and are better at self-relagulation of behavior and emotion.

The study of gender is important to the study of language, and the first step to study gender is to explore the difference between men and women. It is quite clear that men and women have a lot of differences in many fields. Although, there are many differences between male and

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female, but there is no differences consideration of them when they are learning in the classroom.

There are some differences between male and female in some specific abilities such as verbal abilities involving vocabulary and mechanical abilities. Papalia and Olds (2008: 373) state that girls generally are superior in the verbal items involving vocabulary, memory, language manipulation and the like, while boys are superior in performance items involving spatial relations, mechanical abilities and numerical manipulation.

Moreover, several studies show that females are more active strategy users than males. Woman are not only superior in verbal ability, but also in using sentence and variety of words. Women usually do better than men in measuring verbal fluency. Women learn a little earlier than men to talk, to use sentence, and to use a greater variety of words. Furthermore, in learning strategies and styles seem to be related to sex differences, research outside second language acquisition has identified gender difference in learning style. A learning style is the ways in which individuals of learning.

In addition, several researches, for example Oxford and Schmeck in Asriyati believe that all style-differences might represent a dichotomy of human variation; people who are global and those who are analytic. The different in ability will influence the achievement of students and it is very important to be examined especially in education field. There are some different characteristics between males and females in learning language

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styles. The characteristics of these two kinds of learning styles can be seen below:

**Table II.1**  
**Characteristics between Males and Females in Learning Styles**

GLOBALS (FEMALES)	ANALYTICS (MALES)
Subjective	Objective
Feeling	Thinking
Field dependent	Field independent
Right-brain dominant	Left-brain dominant
Extroverted	Introverted
Co-operative	Competitive
Implusive	Reflective

*Adapted from: Santi (2013)*

According to Blenky (as cited in Santi, 2013), find that most of women who interview about way of knowing prefer to be subjective, feeling oriented, global style rather than an objective, thinking oriented, analytic style. When learning a new language, male and female take different ways. Males tend to favor objectivity. They have tendency to learn the rules, facts, and logic of the language they are learning. Female in learning a new language are generally subjective. They put the priority in the use of their feeling, cultural sensitivity, and empathy.

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Moreover, the different characteristics of field independent and field dependent students supported them to have different way in learning language skill. The field dependent students liked to discuss with other people when they were doing something. They like to communicate more with their surrounding by asking questions to other persons. In other words, the field independent students have better achievement in learning language than the field dependent. According to Suparman's state that students who are more field independent tend to be generally more independent, competitive, and self-confident. The field-independent characteristics contribute positive effects on their learning language achievement.

Table II.2

## Studies of Differences between Male and Female

Researchers	Research Findings
Bacon (1992)	Men use translation strategies more than women
Green and Oxford (1995)	They found that learner strategies were used more by women than men, and more among successful language learners.
Bacon and Finnemann (1992)	Female learners of L2 Spanish at university level had the stronger instrumental motivation
Spolsky (1989)	Girls have more positive attitudes towards speakers of the target language
Ludwig (1983)	Male learners are more instrumentally motivated
Gardner and Lambert (1972)	Female learners are more motivated than male learners

*Adapted from: Santi (2013)*

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A various research might be to assist the current basis for and validity of teacher's claim that female students are better language learners and to attempt to ascertain whether this superior proficiency is linked particularly to the skill of reading, writing, speaking and listening. Male and female ones have their uniqueness and their kept it in their body, their minds, and their brain, their soul and they reflect it with their attitudes, their behavior and their motivation in learning. We realize that the differences are there, but sometimes we ignore their existence.

## B. Relevant Research

Syafi'i (2016, p.102) stated that relevant research is required to observe some researches conducted by other researchers in which they are relevant to our research. The writer finds several researches that are relevant to this research. There are some previous studies which relates to context clues and comparison between male and female and.

Firstly, the research was conducted by Asriyati in 2011. The title of her research is *"The comparison on the mastery of simple past tense between male and female students at the first year of Mas Ypui Teratak Rumbio Jaya Kampar Regency"*. The subject of this research was the first year of MAS YPUI Teratak, while the object of this research is the of simple past tense at the first year of MAS YPUI Teratak. The total number of the first year of MAS YPUI Teratak was 32 persons. Because the number of populations was only 32 persons, so the writer takes all of the population (100 %) for the sample and the writer uses the total sampling to get the data. So, the total respondents was 32

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students. She found that the female students have the same of simple past tense with male students. She conclude that the students of male and female have the same activities learning in simple past tense.

Secondly, the research was conducted by Prawira Yuda Sasmita in 2013. The title of his research is “*A study on context clues in reading ability of expository text of the second grade at MAN 1 Dumai*”. The purpose of this research is to find out the data about students’ understanding context clues in reading ability and to know how far the students’ ability in context clues of expository text, at second grade MAN 1 Dumai. The design of this research was descriptive quantitative research. The total number of population was 94 students. The number of sample was selected by using cluster random sampling technique. So, the total sample was 94 students. In this research, the writer found that the students’ reading ability on context clues of expository text was categorized into good.

The last, the research was conducted by Santi Nur’aini in 2013. The title of her research is “*The difference of conditional sentences mastery between male and female at the second year students of State Senior High School 1 Tambusai Utara Rokan Hulu*”. This research was comparative research. To analyze the data, the writer used t-test formula. The total number of population was 134 students. The number of sample was selected by using cluster random sampling technique. So, the total sample was 66 students. As the result, she found out that there is no significant different between male and

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female on conditional sentence mastery, it means that female students mastery of conditional sentences is the same as male students.

In conclusion, the main similarities between the relevant research above and this research is that, Asriyati and Santi also conducted the research about male and female's, while Yuda also conducted the research about context clues. In addition, the differences between the relevant researches above are, Asriyati took 32 students as the sample, Santi took 66 students as the sample, Yuda took 94 students as the sample, while the writer the writer took 54 students as the sample. In addition, the writer and all the relevant research are also different in the time and place of doing the research.

### **C. The Operational Concept**

Operational concept is concepts used as a guidance to avoid misunderstanding in a scientific research. It should be interpreted into particular words in order to make easy to measure. There are two variables in this research; they are dependent variable is symbolized by Y, meanwhile independent variable is symbolized by X. Dependent variable (Y) is the students' understanding of context clues in descriptive text, while independent variable (X) is gender of the students (male and female).

The indicators of students' understanding of context clues in descriptive text are:

1. Variable Y ( Understanding of Context Clues in Descriptive Text)
  - a. Both male and female students are able to predicting the meaning of unfamiliar words through context clues in descriptive text.

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- b. Both male and female students are able to determine the kinds of context clues in descriptive text.
- c. Both male and female students are able to identify the signal words of context clues in the descriptive text.

The indicators of male and female students are:

## 2. Variable X (Male and Female)

- a. Male refers to the boys who are studying in the school especially at the tenth grade of Senior High School LKMD Sukaramai.
- b. Female refers to the girls who are studying in the school especially at the tenth grade of Senior High School LKMD Sukaramai.

## D. Assumption and Hypothesis

### 1. The Assumption

In this research, after looking the theories and phenomena the writer had a strong assumption that both male and female's have different understanding on context clues in descriptive text.

### 2. The Hypothesis

**Ha:** There is a significant difference between male and female's understanding on context clues in descriptive text at the tenth grade of Senior High School LKMD Sukaramai.

**Ho:** There is no significant difference between male and female's understanding on context clues in descriptive text at the tenth grade of Senior High School LKMD Sukaramai.