

Improving Student' Reading skills Through Context Clues Strategy

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Abstract:

This study aimed at improving reading skill of students' abilities through using context clues strategy. The research used the descriptive and analytical approach as study method and the questionnaire as data collection tool. The study showed that pupils' reading full of mistakes and pupils made errors by lack of memorization of spelling and misuse of meaning words. pupils were unable to produce unified and correct reading by their own. The study recommended that Mastering meaning words helps pupils greatly in reading texts. So, participants have to be train to develop their thoughts in correct sentences to enable them read more communicatively and meaningfully.

Key words: context clue – memorization -participants

هدفت الدراسة إلى تحسين مهارات القراءة لدى الطلاب من خلال استخدام البحث للمنهج الوصفي التحليلي والاستبانة كأداة لجمع البيانات. أظهرت الدراسة أن قراءة التلاميذ للنص مليئة بالأخطاء والتلاميذ ارتكبوا أخطاء بسبب عدم حفظ الإملاء وسوء استخدام معنى الكلمات. كان التلاميذ غير قادرين على إنتاج قراءة موحدة وصحيحة بأنفسهم. أوصت الدراسة بان إتقان الكلمات يساعد التلاميذ بشكل كبير في قراءة النص. لذلك يجب تدريب المشاركين على تطوير أفكارهم بطريقة صحيحة لتمكنهم من قراءة المزيد من التواصل وبسرعة.
الكلمات المفتاحية: دليل السياق - تذكر -المشاركين

Introduction

1.1 Background of Study

There are four skills in learning process; listening, reading, speaking, and writing. In this research, the writ-

er will focus on reading skill. Reading is the important subject to be taught in the school. In reading learning process the student must understand what the content of text to get the information from it. Reading is process to transfer the science from book to brain from writer to reader, and this information will not received with the readers if they did not understand what the content of the text. Other problem in reading is lack of vocabularies and also pronunciation. From that many problems, they will have an opinion that English learning is a difficult in particular the reading skill. The students know from their test result that they always failed in the reading text. This matter will out from the goal of teaching learning. The solution of thus problems is that the teachers should know more about approach, method, and strategy in learning English, as the method will support the teacher way to make his teaching learning more effective. Based on the explanation above, the writer wants to use a Context Clues Strategy as a teaching technique. Context clues are information in the text, which can be used to help deduce the meaning of an unknown vocabulary word within the text. Context clues are words, pictures, graphs, tables, and side notes, all of which might be included in the text. Context clues can be clear and direct the reader easily to the meaning of the word. Clear context clues will provide information about the definition or synonym of a word. This strategy is appropriate to make the students understand about the words, paragraph or text because they know about the definition, synonym, antonym, or example about the words, phrase, paragraph, or text(2). The student will get more detail information about the text and can understand it easily. It will help student to study to become an expert of reading text. The advantage for teachers is they will get a new knowledge about the teaching method to improve the teaching learning process and make the study more attractive.

1.2 Research Problem :

Based on background study above, the statement of problem of this research is “Does Context Clues Strategy improve the student’s reading comprehension at the eighth grade of Dongola primary school in academic year 2018/2019?”

1.3 Purpose of the Study:

The purpose of study is to know the improvement the student’s reading comprehension at the eighth grade of Dongola primary school through Context Clues Strategy in academic year 2018/2019.

1.4 The Significant of the Study:

The result of this expected to be useful for: The Students to motivate and make enthusiasm the students in the learning process especially in reading teaching and helpful for students will be able to create more enjoyable and meaningful learning. And for the teacher this method makes the he /she easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student’s reading. And also for the School this research useful to improve the quality of education and develop English language teaching of the school

1.5 Scope and Limitation:

Scope : There are some methods in teaching reading such as: reading guide, context clues strategy ,but in this research the researcher use context clues reading strategy as teaching reading. Limitation: The researcher used context clues reading to improve student’s reading comprehension at eighth grade of Dongola primary school.

Literature Review:

2.1 The importance of the reading skill:

Reading is one of the important skills in English and it gives many benefits for us. Reading is the window of the world. By reading,

people can get more knowledge and information from books, magazines, newspapers, and others(1).

Reading is the most important component in learning process and socialinteraction because, first, reading is an indispensable communication tool in acivilized society. Second, that the reading materials produced in any period of time in history most influenced by social background. *Third*, developments, that over the period of the recorded history of reading has led to two very different poles. (2). Reading is bringing meaning to and getting meaning from printed or written material) (3). Through the reading activity, the students can enlarge their knowledge and it can also make them wise and respectful. Students' reading ability must be developed. Teachers have duties to develop their skill and ability. Everything teachers do in reading class should be designed to build students' ability to understand increasingly complex content of the texts. The methods, techniques, and teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students achievement. In the teaching reading activities a good method, media, and strategy are needed in this research.(4) A good method can be an effort he students' reading ability better. Media and strategy also make the class to be alive during the reading lesson. By developing good method, technique and media students are expected to be able to have an active learning. Active learning can make the students interested in the reading lesson that given to them, not only silent or passive in the teaching and learning process which can be used to help deduce the meaning of an unknown vocabulary word within the text.

2.2 Reading Strategies:

As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses(5). The ability to understand and use the information in these texts is key to a student's success in learning. Successful

students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers(6).

Previewing aText-Analyzing the Features of a Text-Finding Organizational Patterns -Anticipation Guide -Extending Vocabulary (Creating a Word Wall)

2.3 Engaging in Reading:

- Using Context to Find Meaning-Reading Between the Lines (Inferences) -Most/Least Important Idea(s) and Information
- Sorting Ideas Using a Concept Map-Visualizing-Making Notes

2.4 Struggling readers need:

- knowledge of different types of texts and the best strategies for reading them.
- multiple and meaningful opportunities to practise reading in subject-specific contexts.
- opportunities to practise reading with appropriate resources.
- opportunities to talk about their reading and thinking.
- background knowledge in subject areas.
- expanded sight vocabularies and word-solving strategies for reading subject-specific texts.
- strategies for previewing texts, monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences.
- strategies for becoming independent readers in any context(7).

2.5 Types of Organizational Patterns

<p>Time Order</p> <ul style="list-style-type: none"> • What sequence of events is being described? • What are the major incidents or events? • How are the incidents or events related? • What happened first, second, third, etc.? • How is the pattern revealed in the text? • Why did the author choose this organizational pattern? 	<p>Time Order</p> <p>Details are arranged in the order in which they happen. This is also called chronological order, and is often used in incident reports, biographies, news articles, procedure, instructions, or steps in a process. (11) Visual organizers include timelines, flowcharts, and sequence charts.</p> <p>Signal Words: after, before, during, first, finally, following, immediately, initially, next, now, preceding, second, soon, then, third, today, until, when.</p>
<p>Compare/Contrast</p> <ul style="list-style-type: none"> • What is being compared? • What is the basis for the comparison? • What characteristics do they have in common? • In what ways are the items different? • Did the author make a conclusion about the comparison? • How is the comparison organized? • Why did the author choose this organizational pattern? 	<p>Compare/Contrast</p> <p>Details are arranged to show the similarities and differences between and among two or more things (e.g., ideas, issues, concepts, topics, events, places). This pattern is used in almost all types of writing. Venn diagrams, graphs and cause/effect charts illustrate the comparison (12).</p> <p>Signal Words: as well as, but, common to, compared with, either, different from, however, instead of, like, opposed to, same, similarly, similar to, unlike, yet.</p>

<p>Classification</p> <ul style="list-style-type: none"> • What is being classified? • What is the concept being defined? • How are items being grouped? • What are the common characteristics? • What are the categories? • What examples are given for each of the item's characteristics? • Is the grouping logical? • Why did the author choose this organizational pattern? 	<p>Classification</p> <p>Details are grouped in categories to illustrate or explain a term or concept. This pattern is often used in descriptions, definitions and explanations (e.g., a writer describes each category, its characteristics, and why particular information belongs in each category). Classification notes, column charts, T-charts, tables and webs can be used to group ideas and information.</p> <p>Signal Words: all, an example of, characterized by, cluster, for instance, group, is often called, looks like, many, mixed in, most, one, part of, the other group, resembles, similarly, sort, typically, unlike, usually.</p>
<p>Combined/Multiple Orders</p> <ul style="list-style-type: none"> • What is the topic or subject? • What is the main idea? • What are the relevant details? • How are the ideas and information organized? • What organizational patterns are used? • Why did the author choose these organizational patterns? 	<p>Combined/Multiple Orders</p> <p>Many textbooks and reference materials use many organizational patterns to present information and ideas. Sometimes a single paragraph is organized in more than one way mixing comparison/contrast, cause/effect and order of importance. (13) Tables and webs can be used to illustrate the links among different organizational patterns. Look for the patterns and trends in the signal words</p>

2.6 context clues

context clues are words, pictures, graphs, tables, and side notes, all of which might be included in the text. Context clues can be clear and direct the reader easily to the meaning of the word. Clear context clues will provide information about the definition or synonym of a word(14). (Reardon, 2011:4).

2.7 Using Context to Find Meaning

Writers use a variety of ways to convey the meaning of unfamiliar words and concepts. These include definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaborations, and typographical cues.

2.7.1 The purposes context- Read the passage, identify the important concept, and use context to understand the passage.

- Contribute to the concept map, if that strategy is used.
- Define the important concept.

2.8 Type of Clue

- Definition
- Description
- Example
- Parenthetical note
- Comparison
- Illustration

2,8Clues for Using Context to Find Meaning

2.8.1 Clue Description Signals

- Definition
- Example

Description

- Illustration
- Clarification
- Parenthetical
- Note

- Comparison
- Elaboration

2.9 Typography and Design

- The unfamiliar word is specifically defined in the sentence, or in the preceding or following sentences-The unfamiliar word is illustrated by one or more examples. -Characteristics or features of the unfamiliar word are described.

-The unfamiliar word is shown in a diagram, picture or map. -The meaning of the unfamiliar word is restated in slightly different language, summarized, or paraphrased.

-The meaning of the unfamiliar word is provided in parentheses directly following the word. -The meaning of the unfamiliar word is provided by contrasting or comparing it to another word, phrase or concept.

-Additional information about the unfamiliar word is provided in the following sentences

and paragraphs. This may be a description of a related event, process or product, or a question prompt.

-Design features draw attention to important words and concepts, and to their definitions.

The Methodology of the Research

This part introduces the research methodology followed in the study, the population and the sample of the research. Furthermore, it presents the research instruments and the reason for choosing them. It also provides data collection, method of scoring, statistical means and data analysis.

3.0 Methodology of the study

As it was previously stated, the objective of the present research is to investigate eighth grade of Dongola primary school through Context Clues Strategy in academic year 2018/2019. The research used the descriptive and analytical method and a questionnaire as a data collection tool

3.1 The Population of the Research

It consists of eighth grade of Dongola primary school , during the academic year (2018-2019).

3.2 The Sample of the Research

The sample chosen for the research is (28) eighth grade. Therefore, they are more appropriate for the present research.

3.3 The Research Instrument

The purpose of this research is to assess improving reading skill through context clues strategy.

Pupils have to use their own language and thoughts freely. A quantitative method is designed, which is a procedure for collecting and analyzing data at some level of the research process within a single study. Consequently, to achieve this goal, the researcher uses a questionnaire. It is used for its suitability of gathering the required data for the research. Besides, it is the most appropriate tool for measuring the students' reading performance.

3.3.3 The Questionnaire

The key purpose of the questionnaire is to gauge teachers' responses to find answers to the main research questions. Each question comprises four items. Therefore, the questionnaire consists of 4 items, with four options from which respondents have to make a tick before each item.

3.4 Validity and Reliability of the Research Tools

Six experts in ELT were asked to assess the accuracy of the questionnaire items and the test in order to validate their investigation. Moreover to see whether the means of measurements are actually measuring what they are intended to measure or not.

3.5 Statistical Means

The research conductor uses SPSS (Statistical Package for Social Sciences) for data analysis. Frequency counts and percentages are adopted to obtain results for the study.

Data Analysis and Discussion

4.1 Introduction

The aim of the present research is to assess eighth grade of Dongola primary school through Context Clues Strategy in academic year 2018/2019. This research attempts to find out the improving reading skill through context clues strategy.

4.2 Teacher's Questionnaire

4.2.1 Students' Ability in recognizing the meaning new words through Context Clues .

mean	Strongly disagree	dis-agree	neutral	agree	Strongly agree	item	N0
4.27		13%	-	40%	46.7%	Pupils recognize the new words through showing pictures	1
6	7	2	-	-			
1.80	-	6.7%	-	60%	33.3%	Pupils recognize the new words through examples	2
-	1	-	9	5			
3.87	13.3%	66.7%	13.3%	6.7%	-	Pupils recognize the new words through description	3
2	10	2	1	-			
4.20	33.3%	53.3%	13.3%	-	-	Pupils recognize the new words through graphs	4
5	8	2	-	-			

Table (4.1) shows Students' Ability in recognizing the meaning new words through Context Clues. Responding to the first item,

table (4.1) above shows that (13.3%) of the teachers disagree, (46.7%) of the respondents agreed with the idea that pupils can recognize the meaning through context clues and (40%) of the teachers .

4.2.2 pupils' Abilities in Expressing words correctly

N0	item	Strongly agree	agree	neutral	dis-agree	Strongly disagree	mean
5	pupils are capable of expressing word correctly through definition	6.7%	33.3%	33.3%	6.7%	20%	3.27
			1	5	5	1	3
6	pupils are capable of expressing word correctly through elaboration	-	6.7%	20%	46.7%	26.7%	3.93
			-	1	3	7	4
7	pupils are capable of expressing word correctly through parenthetical clue	-	-	6.7%	73.3	20%	4.13
			-	-	1	11	3

N0	item	Strongly agree	agree	neutral	dis-agree	Strongly disagree	mean
8	pupils are capable of expressing word correctly through clarification.	6.7%	13.3%	13.3%	-	20%	3.60
			1	2	2	-	3

Table (4. 2) shows pupils' abilities in expressing words correctly.

Responding to the fifth item, table (4.2) indicates that (6.7%) of the teachers strongly agreed that pupils can express words correctly, (33.3%) of the respondents agreed with the claim, (33.3%) could not decide, (6.7%) of the respondents disagreed with the assumption that students are able to state only capable of expressing word correctly through clarification. pupils are capable of expressing.

word correctly through clarification. The table shows that (6.7%) of the respondents agreed with claim, (20%) of the pupils didno decide on the matter, (46.7%) of the respondents disagreed with theclaim, besides (26.7%) who strongly disagreed that students can expressing word correctly through clarification .

4.2.pupils' Abilities in Keeping Rich Source of vocabulary within Written Text.

N0	item	Strongly agree	agree	neutral	disagree	Strongly disagree	mean
9	pupils make correct reading of word	53.3%	20%	-		26.7%	3.87
			-	3	-	8	4
10	pupils are capable of evaluating words efficiently	26.7%	6.7%	13.3%	53.3%		4
			-	1	2	8	4
11	Pupils have ability to revise word correctly and precisely	-	6.7%	13.3%	60%	20%	3.93
			-	1	2	9	3
12	pupils can transcribe their words in correct forms of sentences to produce final written text	6.7%	20%	-	53.3%	20%	3.60
			1]	3	-	8	3

Table (4.3) shows pupils' Abilities in keeping rich source of vo-

cabulary within written text. Responding to the ninth item, table (4.3) above shows that (20%) of participants agreed that pupils make correct reading of word , (53.3%) of the participants strongly agree with the pupils make correct reading of word, in addition to, (26.7%) of respondents who strongly disagreed, with the mean of 3.87. agree disagree strongly agree ,

4.5 Discussion

Most pupils' reading lack appropriate use of words. The whole sentences runs together without meaning and spelling . There are a lot of mistakes in sentences: reading and meaning are inserted where they are unnecessary. So, most of the written texts in the current research are just a group of words or a series of uncommunicative and functionless utterances.

Nodoubtthathavingknowledgeofvocabularyrulesissignificant forthemasteryoflanguage. Onecannotusewordsifs/he doesnothave knowledgeofhowtheycanbeputtogethertoconveycertainmeaning. Notonlythisbutalsohowandwheneachwordisused. Basedonthese facts,pupils ofthepresentresearchcannotcommunicateeffectivelyin using correct words in their reading. They completely lack mastery of the English language as whole not only words. pupils cannot construct one correct word sentence in order tomake themselves clear. Therefore, what they write as final production is merely unstructured and meaningless groups of irrelevant utterances. Most effective words also make one main point; and all thoughts and ideas are built and unified a round that point which is often explicitly and plainly stated. This technique of reading helps reader clarify and reinforce the main idea. It keeps the readers in the right track as they read, too. It tells the reader how the topic will be developed, as well. According to what has been mentioned above, the participants of the current research are unable to state their main ideas clearly in their written texts. They cannot organize the generating ideas so as to show how these ideas are related. Effec-

tive reading helps one that is well organized and developed in some sensible order. Reading requires a variety of devices that link together words in a sentence, sentences in a paragraph and paragraphs in an essay. Moreover, reading text should help the listeners follow the train of thoughts which transfer information which creates cohesion in a text. That is to say, a text is cohesive when sentences stick together and come from one to another.

In English language, it is important to establish cohesion in order to show relationships between the sentences. The above mentioned elements are not found in the students' reading which indicates that pupils are unskillful in providing meaning of words and in their written essays. Most students' readings also lack the appropriate use of words. The whole text runs together without means of words or expressions. So, most of the written essays of students if not all are just groups of words or a series of uncommunicative and functionless structures. Having the ability of spotting the mistakes and correcting them in a text helps students reformulate the meaning. Analyzing the subjects' work, it is found out that students fail to make revision to their written essays in practicing reading without using context clues. This failure is due to students' inability of identifying the mistakes that require correction, especially surface level mistakes. Lastly, students cannot make a last impression to give a sense of completeness. They are unable to express their final thoughts successfully.

The findings of the present research correspond with some of the findings of the previous studies investigated in this research. The findings of the current research coincide with the study of whose findings stated that students' reading full of mistakes. The present findings are also in line with the study of (Hamza, 2009) which reached the findings that the pupils were unable to produce unified and correct reading by their own. In addition, students could not express their own words in a aloud reading. The findings also

in correspond with the findings of which came to the fact that pupils made errors by lack of memorization of spelling and misuse of meaning words . The present findings also agree with the findings of (2013) whose findings stated that students were unable of using their ownwords to construct correct sentences. Besides, they were unable to organize the function of reading. Many students committed many mistakes related to sentence structure. The same findings have been reinforced by the findings of (which revealed that native and non-native English speaking students were sometimes indistinctive in their quality of reading, and both of them suffered from a loss of coherence in writing. Another findings that agreed with the present findings, were reached by) in which the students were poor in using mechanics, run on sentences which caused unclear meaning of some sentences (20). Students also showed difficulty in concentrating on a topic and making a main point. The findings of also correspond with the present findings. They reinforced that students were unable to use different modes of writing, failed to use writing strategies, and they produced not cohesive and incoherent paragraphs. findings in also came in line with the present findings because they revealed that students were unable to produce good pronunciation and they also failed to write effective formation of the words.

The findings of the research in question also summed up with the findings of whose findings summarized that students were unable to use proper, lexical or words choice. They also misspell and misused subject/ verb agreement.

Conclusion, Result and Recommendations

This part provides a summary for the whole study. It also presents conclusions drawn from the results of the data analysis. This chapter also introduces recommendations and suggestions for further studies.

5.1 Conclusions

From the findings above, the research has concluded the following

conclusions:

1. eighth grade of Dongola primary school are unable to use correct words without knowing meaning . Moreover, they commit a lot of spelling mistakes and pronunciation errors. Their readings lack cohesion and coherence. Besides, students cannot use any mode of developing words in reading.
2. pupils of the current research are unsuccessful in expressing their thoughts logically and systematically. No clear ideas are stated in each paragraph. Thus, their reading essays are unorganized and lack development of information.

5.2 Results

1. Without context clue students could not express the meaning of words in a aloud reading.
2. pupils made errors by lack of memorization of spelling and misuse of meaning words.
3. 3.pupils were unable to produce unified and correct reading by their own

5.3 Recommendations

The research recommends the following:

1. Mastering meaning words helps pupils greatly in reading texts. So, participants have to be train to develop their thoughts in correct sentences to enable them read more communicatively and meaningfully.
2. Since there are no clear designed courses for reinforcing reading skills at primary schools and train EFL pupils to read both intensive and extensive
3. Providing pupils with sufficient of time and techniques of reading processes in order to develop their reading skill.

5.3 Suggestion for Further Research

The researcher suggests the following for further research: In order to improve students' reading skill and encourage them to read in motivation, the researcher suggests the necessity of further study on reading comprehension through which students would be able to accomplish any textual reading easily.

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