

## MENGEKSPLORASI INTERVENSI GURU UNTUK MENDUKUNG SISWA DALAM MEMBACA PEMAHAMAN MELALUI STRATEGI PETUNJUK KONTEKS

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### **Abstrak**

Penelitian ini bertujuan untuk mengeksplorasi intervensi guru dalam mendukung pemahaman membaca siswa melalui Strategi Petunjuk Konteks (Context Clues Strategy/CCS) di SMK Negeri 1 Rengasdengklok, Karawang. Penelitian ini menggunakan metode studi kasus kualitatif, dengan data yang dikumpulkan melalui daftar observasi dan wawancara semi-terstruktur. Analisis data dilakukan dengan menggunakan metode analisis tematik Braun dan Clarke. Hasil penelitian menunjukkan bahwa intervensi guru dalam pengajaran membaca menggunakan CCS mencakup beberapa strategi, seperti pengajaran langsung dan pemodelan, perancah, pembelajaran kolaboratif, dan pemantauan berkelanjutan. Penerapan CCS membantu siswa mengidentifikasi kata-kata yang tidak dikenal dan menyimpulkan maknanya, yang secara signifikan meningkatkan pemahaman mereka. Strategi scaffolding memberikan langkah-langkah terstruktur untuk membantu siswa dalam menggunakan CCS, sementara pembelajaran kolaboratif mendorong pertukaran ide di antara para siswa. Pemantauan yang terus menerus oleh guru memastikan dukungan dan umpan balik yang tepat waktu untuk meningkatkan proses pembelajaran. Kesimpulannya, intervensi guru yang terstruktur dengan CCS secara efektif meningkatkan pemahaman membaca siswa dan kemandirian mereka dalam menerapkan strategi ini. Studi ini menyoroti pentingnya pendekatan yang berkelanjutan dan adaptif terhadap pengajaran di sekolah kejuruan, di mana siswa membutuhkan teknik pembelajaran yang lebih praktis.

**Kata kunci:** Intervensi Guru, Pemahaman Membaca, Pembelajaran Kolaboratif, Scaffolding, Sekolah Kejuruan, Strategi Petunjuk Konteks.

### **Abstract**

This study aims to explore teacher interventions in supporting students' reading comprehension through the Context Clues Strategy (CCS) at SMK Negeri 1 Rengasdengklok, Karawang. The research employed a qualitative case study method, with data collected through observation checklists and semi-structured interviews. Data analysis was conducted using Braun and Clarke's thematic analysis method. The results indicate that teacher interventions in reading instruction using CCS included several strategies, such as direct instruction and modelling, scaffolding,

collaborative learning, and continuous monitoring. The implementation of CCS helped students identify unfamiliar words and infer their meanings, significantly improving their comprehension. The scaffolding strategy provided structured steps to assist students in using CCS, while collaborative learning encouraged the exchange of ideas among students. Continuous monitoring by the teacher ensured timely support and feedback to enhance the learning process. In conclusion, structured teacher interventions with CCS effectively improved students' reading comprehension and their independence in applying this strategy. This study highlights the importance of a continuous and adaptive approach to teaching in vocational schools, where students require more practical learning techniques.

**Keywords:** Teacher Interventions, Context Clues Strategy, Reading Comprehension, Scaffolding, Collaborative Learning, Vocational School.

## I. INTRODUCTION

English as a foreign language (EFL) is an international language in several countries, such as countries in Africa, and countries in Asia. English is a language that must be learned in Indonesia in the current era. The process of learning a language involves four skills: speaking, writing, listening, and reading. One of the most crucial English language skills is reading, which has several advantages for us. The window of the world is reading. People can learn more from books, magazines, newspapers, and other sources via reading. The most crucial step in the learning process is reading. According to Anderson (2003:68) in order to obtain meaning, readers are required to read fluently, integrating information from texts with their own prior knowledge. Reading is a process to transfer the information from the books or sources by the writer to readers' brains. However, reading comprehension will not be carried out whether students do not recognize the meaning of the text. Reading comprehension is the process of deriving meaning from a text or the ability to comprehend a text that has been read (Kruidenier (2002:77)). Another problem is lack of vocabularies, and lack motivation in reading a text. To achieve it, students require to comprehend what they read. In the study, similar problems were found, that students have deficiencies in vocabularies and lack of motivation (Ilter, 2018). Therefore, teachers should be more creative in interventions to develop students' reading comprehension which certainly have difficulties here. To develop students' reading comprehension in the classroom, context clues strategy is one of the strategies in teaching language that has a positive contribution in learning reading (Ilter, 2018; Stevani et al., 2022; Tarigan & Pangaribuan, 2018).

In the previous studies, according to (Tuyen & Huyen, 2019), the study was focussed on the effect of using contextual clues on English vocabulary retention and reading comprehension. The study is quantitative research with a pre-test-experiment-post-test design that was conducted at BLU in Bac Lieu Province, Vietnam. It included 62 second-year English majors who were studying the Reading 4 course in the second semester of the school year 2018-2019. The findings suggest that employing contextual clues can help pupils improve their vocabulary retention and reading comprehension. The experiment group outperformed the control group in the post-test, proving this. In other words, after being treated with contextual clues, students' vocabulary memory and reading comprehension improved, despite the fact that they adopted some contextual hint types

more than others. Another research focussed on context clues knowledge and reading comprehension skills of grade 10 students in three classes programs which Basic Education Curriculum (BEC), Science Technology (STE), and the Strengthened Technical Vocational Education Program (STVEP) of a public junior high school in the Division of Bacolod City, in Philippines. The study findings that the use of context clues aims to improve reading skills at the literal, inferential, and critical levels. The nature of the class program, instruction, curriculum, and teaching styles all influence students' performance (Jomocan et al., 2020).

Besides that, (Oclarit & Casinillo, 2021) mentioned that context clues strategy helped the level of grade 4 students in San Ricardo District, Southern Leyte, Philippines to unlocked the difficult words with the design involves a pre-test and post-test that captures the effectiveness of the intervention and engaged a quantitative data. In addition, the results of the study that the intervention using context clues strategy received mostly positive feedback. All four gave the hints a positive assessment, considering the intervention's effectiveness. According to one participant, the intervention "assisted me learned words" reported by (Helman et al., 2022) on the study of "clues: using generative strategies to improve the science vocabulary of secondary English learners with reading disabilities" with the participants from an urban high school in the eastern United States and experimental design employed in this study. Despite, the research "improving reading comprehension through context clues strategy for 11<sup>th</sup> grade students at Vo Thi Sau High School" by (Hong & Lanh, 2023) employed classroom action research as the research method. The participants in this study were 150 students and five teachers who were in charge of teaching English for grade 11 at Vo Thi Sau High School, Vietnam. The result reported that the context clues technique was efficient at helping students reading comprehension.

The context clues strategy provides many positive benefits to students in understanding a text or other reading in English and makes students think more critically. Based on the previous studies, there are two gaps have not discussed. The context clues strategy had not been used on students' post knowledge in English for specific purposes such as on Vocational High School (VHS) students. Besides that, the role of the teacher in helping students comprehend the unfamiliar words in a text through CCS was crucial. Therefore, the purpose of this study is that the researcher explored the teacher's intervention in helping the students in learning using context clues strategy with qualitative case study method.

## **II. RESEARCH METHODOLOGY**

The research employed a qualitative case study methodology, as defined by Creswell (2007), to investigate the teacher's interventions in reading classroom learning using the context clues strategy at a vocational high school in Karawang. The study involved 36 students from the 11th-grade Computer Network and Telecommunication Engineering program at SMKN 1 Rengasdengklok, and one English teacher. Data collection techniques included observation and semi-structured interviews. Observations were conducted to gather in-depth insights into teacher-student interactions and students' engagement. The researcher acted as both participant and observer, noting essential aspects of the learning process. The observation checklist was adapted from Dougherty Stahl (2020) and Innaci and Sam (2017). For the semi-structured

interviews, questions were prepared in advance based on prior research and existing knowledge (Mason, 2004; Rubin & Rubin, 2005) to ensure consistent data collection. This method allowed for comprehensive exploration of the teacher's interventions in the classroom. Data analysis followed Braun and Clarke's (2006) six-step thematic analysis, including familiarizing with the data, generating initial codes, identifying themes, reviewing and defining themes, and finally reporting the findings. Extracts from interviews were used in the results to provide authentic representation, supported by relevant literature.

### III. FINDINGS AND DISCUSSIONS

#### Findings

##### 3.1.1. Teacher's Intervention on initial part of Context Clues Strategy implementation

In this subtheme, the teacher introduced context clues to students by giving the question the students to provoke students' interests.

*Appendix 2. 1*

*"Does anyone know what context clues is? So, context clue is the clues..."*

During the session, the teacher explained the purpose of CCS to the students, and students showed expressions of enthusiasm and curiosity about the strategy. Furthermore, the teacher explained the types of context clues to the students in the class and explained them one by one by giving examples of each type.

*Appendix 2. 1*

*"There are four types of context clues that you can use to help you to understand the unfamiliar word. Which is synonym, antonym, definition and example. So, what is synonym of context clue? It is the clue that you can find it on the text by finding the word that is similar to the unfamiliar word, for example at **Felix and Gerald Story**. The teacher wrote the sentence on the whiteboard and she said... There is a sentence like '**Felix was cunning, always coming up with clever tricks to outsmart others**' The unfamiliar word 'cunning' has the similar meaning with the underlining words which is 'clever tricks.' ... and so on"*

During the introduction of CCS, the students seemed enthusiastic and curious to learn more. Therefore, the teacher re-explained to the students about CCS by using interventions. The first intervention was direct instruction and modelling.

##### 3.1.2. Teacher's intervention on Direct Instruction and Modelling (DIM)

The teacher provided instructions to students in helping to understand context clues by providing the texts about fables and short stories related to context clues, and asking students to identify unfamiliar words and find the clues individually.

*Appendix 2. 1*

*"In that paper, there are a few texts. Please read the text 1 and identify the unfamiliar word and find the clues as I've explained before"*

Moreover, students read the text carefully. Some students were able to identify unfamiliar words and the clues with the instruction that has explained by the teacher. However, some students still had difficulties in finding the clues. It was proven by the student asking questions in class.

*Appendix 2. 1*

*"How do we find the clues, Miss? Is there any other way we can easily find the clues, Miss?"*

In this intervention, not all of the students could be able to understand the way to find out and identify the unfamiliar word of the phrase or the text that has been provided by the teacher.

Therefore, there is a student who asked the teacher for another way to comprehend the CCS. Finally, the teacher provided another intervention to help students to comprehend the CCS easily.

### 3.1.3. Teacher's intervention on Scaffolding steps

In this intervention, the teacher provides steps for students to make it easier for them to use context clues which called 'scaffolding'.

#### Appendix 2. 1

*"Alright, to make it easier for you to use context clues, there are steps that you can use, namely... Read the text, Identify the unfamiliar words, Think-Aloud, Identify the context clue, Make an inference (guessing), and Check understanding..."*

The teacher mentioned the steps that could be used by students in using CCS easily and students listened carefully. Afterwards, the teacher applied these steps to a short narrative text. In the first step, the teacher required one of the students to read the text and one of the students volunteered by coming to the front of the class to read the text.

#### Appendix 2. 1

*T: "Okay, the first step is to read the text. I'll ask one person to read the text, and the others to listen carefully."*

*S2: "As I walked into the old mansion, I couldn't help but feel a sense of unease. The air was thick with the scent of decay, and the creaking floorboards seemed to groan beneath my feet. But despite the eerie atmosphere, I was determined to explore every nook and cranny of the abandoned house. I began to search for clues, scouring the dusty rooms for any sign of life. Suddenly, I stumbled upon a small, hidden room that was surprisingly bright and cheerful. The walls were painted a warm yellow, and the furniture was modern and sleek. It was a stark contrast to the rest of the house, which was dark and foreboding."*

At this stage, the students read and listened carefully to the student who reads the text. After that, students listened enthusiastically to the teacher's further instructions. Furthermore, the teacher applied the next step, which is responded to by the students.

#### Appendix 2. 1

*T: "Stage 2, Identify unfamiliar words. So, from the text, are there any unfamiliar words?"*

*Ss: "Foreboding, Miss"*

In the second step, the teacher instructed the student to the next step which is 'identify unfamiliar word' and students could determine the unfamiliar word by reading the text carefully. The teacher applied the third step which is 'think-aloud' and then the students and teacher responded to each other.

#### Appendix 2. 1

*T: "What is 'foreboding?' Are there any clues that can help you figure out the meaning of the word? Mmm... Let's look at the text again ...."*

*S3: "There are, Miss. In line 4 and 5"*

*T: "What's that?"*

*S3: "There is hidden room, Miss. And the colour is different"*

*T: "Yup! Which colour is the room?"*

*Ss: "Warm yellow, Miss. And it's bright and cheerful"*

At this stage, students responded to instructions from the teacher regarding the clues in the phrases that are read. Students mentioned the part of the line that contains the clue and respond to each instruction at this stage compactly and enthusiastically. The teacher applied the next step for students in using context clues, which is 'identify the context clue'.

#### Appendix 2. 1

T: "Yes, you're right. That room is different with the rest of the house. So...From that, can you identify the context clue?"

Ss: "Mmm... It's antonym, Miss"

T: "How could you say so? What's the reason?"

S3: "Because the whole house is dark. But the hidden room was bright and cheerful"

At this stage, students could determine what type of clue the phrase contained, which means that the students could understand the next step of the scaffolding that has been provided. The teacher applies the next step to students in using context clues, which is 'make an inference'.

#### Appendix 2. 1

T: "Yup! It's correct! Because there are 2 opposite situations... Alright, now let's make an inference of the word 'foreboding'. Imagine, if you are in that house, what do you feel?"

Ss: "Scared, Miss. Haunted... can't see anything Miss"

T: "Yes, if you're in the darkness you can't see anything means... it's gloomy. So, 'foreboding' means...?"

Ss: "Gloomy, Miss"

After students could determine the type of clue, students were instructed to guess the meaning of the unfamiliar word they found in the phrase. The teacher guided the students by giving illustrations until the students could determine the meaning of the word. Afterward, the teacher proceeds to the last stage which was 'check understanding' by asking the students about their understanding of the use of the context clue.

#### Appendix 2. 1

T: "Correct! So, could you use the context clues?"

Ss: "Yes, Miss"

In the last stage, the teacher checked the students' understanding of the steps used in using CCS in understanding the text, and the students stated that they were able to determine and apply the steps well. Thus, the teacher delivered the next instruction and repeats the steps with examples from other texts.

### 3.1.4. Teacher's intervention on the part of Collaborative Learning

The teacher instructed the students to divide into 6 groups with 6 people in each group.

#### Appendix 2. 1

T: "Alright, now. I would like to ask you to create your groups. For each group consists of 6 students"

After applying scaffolding, the teacher instructed students to work together in groups as another form of intervention in helping students to be able to use CCS properly and to help other students who have difficulty in understanding the scaffolding provided. Subsequently, the teacher provided instructions to the students to work on text 4 with the steps that had been explained. Furthermore, students worked on pairs as the teacher gave an instruction to work on pairs.

#### Appendix 2. 1

T: "Now, look at the text 4, I would like to ask you to identify what type of clue is there by using the steps that I have explained."

Ss: "Okay, Miss"

### 3.1.5. Teacher's intervention on Providing Continuous Monitoring

In this subtheme, the teacher went around the classroom and monitored students in doing the assigned tasks. The teacher went to the groups one by one. The students worked on it with enthusiasm. One by one, the students called the teacher when they did not understand or just

asked about unclear writing. The teacher explained back and responded to them one by one. The teacher asked students to present the results in front of the class and the students explained in excitement.

#### *Appendix 2. 1*

*"If you have any questions, don't hesitate to ask me, okay..."*

In addition, the researcher obtained supporting data from the interview with the teacher concerned after the lesson. In one of the questions asked, the teacher mentioned that CCS is quite relevant in supporting students in reading comprehension. In the interview, the teacher stated that after the implementation of interventions in using CCS, students were able to use CCS in groups and individually.

#### *Appendix 2. 2*

*"...During this process, I encourage them to think hard and discuss their understanding with classmates. Initially, I would accompany them by providing a lot of help, but over time, I reduced my intervention so that they could start relying on their own abilities. In addition, I ensure there are opportunities for students to practice repeatedly, both individually and in groups, so that they become more confident in implementing these strategies"*

### **3.1.6. Students Enhancement on Reading Comprehension**

The study found that the use of teacher-led interventions significantly improved students' reading comprehension. The Context Clues Strategy (CCS) effectively guided students in identifying unfamiliar words and deducing their meanings. The students actively engaged with the structured CCS steps introduced by the teacher, including reading texts, identifying unfamiliar words, thinking aloud, and making inferences. This process not only supported their understanding of challenging vocabulary but also fostered collaborative learning and encouraged independent practice. Through guided practice and continuous feedback, students displayed enhanced comprehension and confidence in applying the strategy to various reading materials. The positive interaction between the teacher and students and the effective scaffolding techniques contributed to observable improvements in students' reading comprehension capabilities (Appendix 4).

#### **Discussions**

This section discusses what are the teacher's interventions in helping students in reading classroom learning through context clues strategy with the interpretation of the results of observations and interviews that have been conducted. Based on the results of the research found on the use of CCS strategy is a new experience for grade 11 students in the school. The teacher introduced students to a new strategy in teaching reading comprehension in class through CCS. In the observation that has been done directly at school, it can be seen that teacher supported students in reading classroom through CCS with various interventions. The interventions can be broken down into several critical categories, including DIM, SI, CLI, and CMI and students had a positive response and experience of learning reading using CCS strategy in class, the observation process is done for three days, where at that time the author directly observes how the teacher supports students through CCS strategy in class.

This study differs from previous research by focusing on vocational high school students and their unique learning needs. Lee and Kim (2021) highlighted the effectiveness of direct instruction and modelling in teaching context clues, similar to this study's findings. However, while they focused on elementary students, this research adapts CCS for vocational learners. Zhang and Liu (2020) emphasized collaborative learning for reading skills, enhancing engagement and critical thinking. Similarly, this study found that group work helped students apply CCS, though it focused more on practical vocabulary comprehension. Brown et al. (2019) discussed scaffolding's role in

fostering student independence, aligning with the gradual release of responsibility used here, allowing students to progressively take control of their learning.

This research uniquely emphasizes continuous teacher monitoring and immediate feedback, showing how real-time guidance helps students overcome difficulties with CCS. The teacher's active facilitation ensured students stayed engaged and did not fall behind. Additionally, the study used fables and short stories as relatable content, addressing vocational students' need for contextually rich and engaging materials. This combination of direct instruction, scaffolding, and collaborative learning not only enhanced reading comprehension but also promoted critical thinking and peer collaboration, demonstrating CCS's practical application in hands-on learning environments.

#### **IV. CONCLUSION AND RECOMMENDATION**

This study concluded that teacher interventions, including direct instruction, scaffolding, collaborative learning, and continuous monitoring, are crucial for enhancing students' reading comprehension through the context clues strategy (CCS) in a vocational high school. These strategies help students understand unfamiliar vocabulary and improve overall text comprehension. However, the research had limitations, such as being confined to one school with 36 students, limiting the generalizability of results. The short duration of four meetings may not have captured the long-term effects of CCS, and the qualitative-only approach did not quantitatively measure reading improvements. For future research, expanding the study to include more diverse student groups, longer observation periods, and incorporating quantitative methods like pre-tests and post-tests are recommended. Additionally, examining the application of CCS with different text types and involving students with specific learning needs could provide a more comprehensive understanding of its effectiveness in varied educational contexts.

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