JUNIOR HIGH SCHOOL STUDENTS’ ATTITUDES TOWARDS CONTEXTUAL-CLUES STRATEGY IN LEARNING VOCABULARY

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan

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THESIS
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ABSTRACT
Having the characteristics and advantages of incidental and intentional vocabulary learning strategies, the contextual-clues strategy has been considered as a useful alternative strategy for ESL and EFL learners in developing their vocabulary knowledge. Yet, many researchers believe that this strategy will only be advantageous if it is used by intermediate and advanced learners. Therefore, this study has a purpose to examine the attitudes of junior high school students towards the use of contextual-clues strategy. In order to achieve this research objective, two questionnaires adapted from Ali et al. (2012) were distributed to 10 junior high school students from a school in Salatiga, Central Java, Indonesia, and followed by focus-group interviews. The participants were involved in a set of vocabulary learning activities conducted in 4 weeks. The results of the study show positive attitudes from the participants in using the contextual-clues strategy and the change of attitudes influenced by several conditions of the learning activities. According to the results, suggestion is made for English teachers in junior high school to make effective use of the contextual-clues strategy and a recommendation of future research is proposed.

Key words: contextual-clues strategy, vocabulary learning, students’ attitudes

INTRODUCTION
Learning vocabulary is one of the most important aspects in second or foreign language learning. Nevertheless, Richards and Renandya (2002) along with Folse (2004) claimed that the role of vocabulary in second or foreign language learning has been put aside for too long since educators put more emphasis on the other aspects of language learning. Disapproving this falsity, many researchers performed studies on this field and achieved positive results.
Several empirical studies have shown that a good user of foreign language have great vocabulary knowledge to perform better in speaking, listening, reading, and writing (Folse, 2004). Without vocabulary, the learners of foreign language will face many difficulties in understanding spoken and written text as well as using the target language to communicate effectively. Therefore, some efforts have been made to find effective learning strategies for vocabulary learning in the area of English as foreign language learning. One of the strategies which is proven to be useful to build learners’ vocabulary knowledge is contextual-clues strategy.

Recently, the contextual-clues strategy has been discussed in recent academic studies related to its efficiency to be used by second or foreign language learners’ such as the researches by Amirian and Momeni (2012) and Akpınar et al. (2013). Amirian and Momeni (2012) conducted a research to investigate the effectiveness of contextualized (meaning-inference) versus decontextualized (definition-based) vocabulary learning strategy in EFL context in Iran. Akpınar et al. (2013) performed a research involving 69 EFL learners from the age of 14 to 15 to compare the efficiency of three vocabulary strategies: decontextualized, contextualized, and corpus-informed. Both of the study revealed that the decontextualized strategy was the most effective for learners to learn vocabulary. Specifically, Akpınar et al. (2013) stated that the learners found difficulties in learning vocabulary using contextualized strategy because there were too many unknown words. Interestingly, a study conducted by Ali et al. (2012) involving EFL learners in Universiti Malaysia Pahang showed a positive result on the
learners’ attitudes towards the contextual-clues strategy compared to the dictionary strategy.

Based on the discussion of the previous studies, we can see that most of the recent studies in the area of vocabulary learning in the EFL context focus on comparing efficiency between different vocabulary strategies, but there is lack of study in which the students’ attitude on a specific vocabulary learning strategy being the center of attention. To fill in the gap, the researcher was interested in conducting a research to discover the attitudes of Junior High School students towards contextual-clues vocabulary learning strategy, regarding the significance of attitude to increase students’ aptitude and motivation in foreign language learning (Gardner, 1985). The researcher made an attempt to answer the research question, “What are the Junior High School students’ attitudes towards contextual-clues strategy in learning vocabulary?” by carrying out a qualitative study. This study is aimed to seek whether the students develop positive or negative attitudes after being exposed to a specific vocabulary learning strategy, the contextual-clues strategy.

Many researchers argue that contextual-clues strategy is more applicable at the intermediate to advanced English learners. Moreover, based on the researcher’s experience in doing teaching practicum on the research site, the students had been using the same strategies to learn vocabulary which was the definition-based strategy. Hence, the researcher was curious about the attitudes of Junior High School students who are still at the basic or pre-intermediate level as
learners of English as a foreign language when they were exposed to a new learning strategy.

This research is hoped to give a positive contribution to the field of ELT specifically to the area of teaching English vocabulary to EFL learners. Furthermore, as the participants were being facilitated in learning how to use this strategy, the researcher expected the students to have valuable experience, get a choice of a useful learning strategy to help them in learning English, or use the strategy in answering test items of guessing the meaning of words from a reading text which often appear in formal tests.

REVIEW OF LITERATURE

In this section, the discussion of the keywords definitions will be presented to avoid possible misunderstanding of the readers. Furthermore, this section provides sufficient amount of supporting theories related to the topic of this study.

Learner’s Attitude in Second Language Learning

To define the term attitudes is not easy for its complexity and lack of clear-cut description. Specifically in Second Language Learning, Gardner (1985) argued that “attitudes can be classified along a dimension of specificity / generality”. Meaning, attitudes can be measured when it is related to a specific object such as “attitudes towards learning English vocabulary” or a more general object such as “interest in foreign languages” in which no specific activity is mentioned. However, this definition does not provide an explanation on what
aspects or components of attitudes. Culbertson (1968) made an attempt to define what aspects are involved in the attitudes. They are attitude object, set of beliefs, and tendency to behave in specific ways. Similar to Culbertson’s, McLeod (2009) stated in describing the attitudes structure in a model called “ABC model” which consists of three components. The components are:

1. Affective component
   This involves a person’s feelings or emotions about the attitude object.
2. Behavioral or conative component
   The way the attitude we have influences how we act or behave.
3. Cognitive component
   This involves a person’s belief or knowledge about an attitude object.

In this study, learners’ attitudes are defined as the beliefs and feelings of one person towards a specific object which leads to a tendency to form particular behavior which consist of affective, behavioral, and cognitive component. The activity or the object of the attitudes here is learning English vocabulary using contextual-clues strategy which is going to be explained in the next section.

Contextual-clues Strategy: Definitions and Advantages

Richards and Renandya (2002) as well as Gass and Selinker (2008) argued that vocabulary is a basic aspect of language proficiency which serves as a device for speaking, listening, reading and writing in second language. Vocabulary is importantly needed by learners of second or foreign language due to its effects and advantages in their learning development. Therefore, educators and
researchers still have to continue the efforts in seeking what strategies are effective for second and foreign language learners in learning vocabulary without neglecting the importance of developing the other language skills. One of the strategies applied in the EFL learning which is proven to be beneficial to improve learner’s vocabulary knowledge is the contextual-clues strategy.

Nation (2001) argued that incidental learning by guessing from context is a very important source of vocabulary learning. Not only native speakers, second and foreign language learners can also subconsciously learn vocabulary by listening to songs, reading stories, or making any interaction with the information presented in second or foreign language.

To be more specific, Nation (2008) believed that guessing the meaning using contextual-clues is useful for the learners. He provided the reasons why it is useful as stated below:

“This (contextual-clues strategy) is the most useful strategy because it can be applied to thousands of words, can be done incidentally while reading and listening, and can account for most of the vocabulary growth of a learner who has lots of meaning focused input.”

Nonetheless, Nation offered a number of conditions of where this useful strategy can be applied effectively. The first one is the learners’ condition. They must be good at reading and listening. Second, the materials used should have 98% known words that can be used for the clues for the learners to guess the meaning of the unknown words. If the conditions exist, the learners will get benefits from learning vocabulary using this strategy.
In this study, the contextual-clues strategy did not only involve the incidental learning process, but also the intentional learning process because the participants were involved in an arranged task to learn new vocabulary and dictionary was used to check whether they had made correct guesses or not. This strategy is called independent strategy (Hunt and Beglar in Richards and Renandya, 2002). It was developed based on the advantages of both of the two previous strategies, the incidental and intentional strategies (Nation, 2001). The role of the dictionary cannot be neglected in the vocabulary learning. It is the “essential resources for language learners” and it can be used for receptive and productive use as long as learners are guided well to practice using the dictionaries effectively (Nation, 2008).

The procedures of the independent, contextual-clues strategy by Nation and Coady (as cited in Hunt and Beglar, 1998) are:

1. Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary.
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surroundings clauses and sentences.
4. Guess the meaning of the unknown word.
5. Check that the guess is correct.

These procedures were used in this study. A bilingual dictionary was used to check the guess as learners from any proficiency level can use it (Hulstijn, Hollander, and Grenadius, as cited in Hunt, 2009) and the use of L1 in learning L2 vocabulary is beneficial for the learners to have a certainty in understanding the
meaning of the words and keeping the words and the meaning in their long-term memory (Liu, 2008).

METHODOLOGY

Context of the Study

The setting of this study is a private Junior High School in Salatiga, Central Java, Indonesia. In this school, English is a compulsory subject taught as a foreign language for grade 7, 8, and 9. For students who are interested in developing their English skills, they have an opportunity to join an extracurricular activity called English Club. The material given in the English Club is different from the ones which were given in the classrooms to give more valuable experiences in learning English towards the students. They are being guided by one English teacher in this school who also teaches them in the regular lessons. This setting was chosen based on the flexibility in giving additional materials outside the regular lessons.

Participants

All of the members of English Club in the research site, ten students from grade 7 and 8, participated in this study. They are 12 to 13 years old and have 4 until 10 years of experience in learning English. In an informal conversation, the English teacher of the students suggested the members of the English Club to participate in this study because the teacher thought that the English Club members had higher interest and motivation in learning English compared to the
other students in the research site. Therefore, the teacher expected the English Club members would be interested when they were being introduced to a new learning strategy such as the contextual-clues strategy.

**Data Collection Instrument**

Two questionnaires consisting of close-ended and open-ended items were used and focus group interviews were conducted to collect data for this study. Questionnaire and interview were conducted sequentially regarding to the relative benefits of each instrument to provide richer data in written and spoken forms suitable for a qualitative study as proposed by Brown (2001). The questionnaire is advantageous to gain understanding of the problem with time-efficiency as whole and the interview is useful to explore the research question in details (Brown, 2001).

The questionnaires, Questionnaire 1 and Questionnaire 2, were adapted and developed from the study of ESL learners’ attitudes by Ali et al. (2012). The items of both questionnaires were precisely the same yet they were distributed at different time during the study to examine whether there were any changes in the students’ attitudes during their involvement in this study.

The first part of the questionnaires served to provide the demographic data of the participants, including name, gender, age, and years of studying English. This information was kept confidential. The second part was in the form of close-ended questionnaire, using Likert-scale to measure the participants’ responses. The questionnaires were written in *Bahasa Indonesia* in order to make the
participants be able to understand the statement easily and giving their response honestly. There are 13 items in this questionnaire and the participants will have to choose between four options of responses (SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree) based on their experiences in learning vocabulary previously. The third part consisted of three open-ended items to find more specific data which could not be answered through the close-ended items. The items of the questionnaires can be seen in Appendix A.

To get deeper understanding of the participants’ answers in the open-ended items, focus-group interviews were conducted regarding the benefits to acquire data from a group of people with time-efficiency in a comfortable atmosphere where any member of the group can listen to others’ views and give responses to each others’ opinions (Zacharias, 2013). The interviews were lasted in about 10-15 minutes. The questions of the interviews can be seen in Appendix B.

**Data Collection Procedure**

To collect the data, four meetings were conducted in the English Club extracurricular activity. The activities for each meeting are:

1. First meeting

   In the first meeting, the purpose of the research was introduced to the participants. The participants were then guided by the researcher to use the contextual-clues strategy when reading a text taken from an
English National Examination item. At the end of the meeting, Questionnaire 1 was distributed.

2. Second meeting and third meeting

In the second and third meeting, two set of activities in learning vocabulary using contextual-clues strategy using different materials from the first meeting were conducted. The materials included contextual-clues strategy exercises and guessing words from reading texts taken from www.k12reader.com, specifically designed to learn using contextual-clues strategy.

3. Fourth meeting

In the last meeting, a set of activities in learning vocabulary using contextual-clues strategy were given to the students with different material from the previous meeting taken from www.k12reader.com. At the end of the meeting, Questionnaire 2 was distributed and the focus group interviews were held in the fifth and sixth meetings.

4. Fifth meeting and sixth meeting

Focus-group interviews were conducted.

Data Analysis Procedure

Brown (2001) explained that data from questionnaires can be analyzed qualitatively by searching patterns, providing explanations, linking the findings with other findings, and interpreting data. Based on Brown’s, the collected data of this study were analyzed using the steps. After the questionnaires had already been returned, the distribution of the data from the close-ended items was then
counted. Then, the researcher put the counting result on tables and analyzed the patterns of the data by comparing the results of the Questionnaire 1 and Questionnaire 2. Based on the patterns of the data, the participants were grouped into two; the participants who appeared to have changes in attitudes were in one group and the others who showed stability in the other group. Subsequently, the interviews were transcribed and the data that described the patterns were used to explain the patterns and interpreted the data in details. The explanation of the patterns and the interpretation of the data were complemented by the answers from open-ended items in the questionnaires.

FINDINGS AND DISCUSSIONS

According to the collected data from the questionnaires and the interview, the participants mentioned that they have had several experiences in learning vocabulary through various strategies inside and outside school before they were involved in this study. In the school, their English teachers gave them readings in the English lessons for vocabulary learning. They were asked to find the meanings individually and consult the English to Indonesian dictionary when they were not able to make any guess of the difficult words. However, the teachers did not give any strategies to guess the words and directly gave the Indonesian translation of the words when the students failed to find the meanings by guessing. As a result of being participated in this study, they found that the contextual-clues strategy is the appropriate strategy to use whenever they have a list of unknown words from a reading text to guess. They have understood the strategy to find the clues in the
reading texts that will be useful to help them find the meanings of the unknown words.

Moreover, some of the participants revealed to have had experiences in learning vocabulary incidentally outside school by learning unknown words from watching movies, watching videos and playing games. They did the activity in the free time and they admitted that the activities were enjoyable, not stressful and beneficial to broaden their word knowledge in English. Although they have been comfortable and accustomed to learn vocabulary through those activities, the participants were still interested to practice the contextual-clues learning strategy independently.

Overall, by involving in four meetings of learning vocabulary using contextual-clues strategy, the participants developed positive attitudes which remained stable from the first meeting until the fourth meeting as displayed by the analysis of the data below. The analysis is divided into three parts based on McLeod’s (2009) ABC model on the components of attitudes.

**Affective component**

The affective component of attitudes involves the feelings and emotions of the individual towards the attitude object (McLeod, 2009). In the questionnaire given for the participants, there are four items presented to examine the affective component of students’ attitudes. Table 1 presents the distribution of the data of the close-ended items (number 6, 11, 12, 13) in the first and second questionnaires which were used to examine the affective component of students’ attitudes.
As shown by Table 1, most of the participants indicated positive feelings and emotions starting from the first meeting until the last meeting. In all of the affective components of the attitudes towards learning vocabulary using contextual-clues strategy, most of the participants had positive feelings and emotions which remained unchanged through the meetings held. Nevertheless, in the statement, “I enjoyed learning vocabulary using the Contextual-clues strategy”, 2 different participants, Student A and Student B stated that they were not able to enjoy the learning activities. Student A did not enjoy the first meeting but happened to change the attitude in the last meeting due the environment of the classroom. As quoted from the interview:

The classroom was very noisy at the first meeting, but the next meetings it became more enjoyable because the classroom was not too noisy. [Student A, interview, translated]

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Questionnaire 1 (First Meeting)</th>
<th>Questionnaire 2 (Last Meeting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>I enjoyed learning vocabulary using the Contextual-clues Strategy.</td>
<td>6 3 1 0</td>
<td>6 3 1 0</td>
</tr>
<tr>
<td>11</td>
<td>I found that it is interesting to use the Contextual-clues Strategy in learning vocabulary.</td>
<td>6 4 0 0</td>
<td>5 4 1 0</td>
</tr>
<tr>
<td>12</td>
<td>I found that the Contextual-clues Strategy was suitable for my kind of vocabulary learning.</td>
<td>4 6 0 0</td>
<td>4 6 0 0</td>
</tr>
<tr>
<td>13</td>
<td>I had a good opportunity learning vocabulary using the Contextual-clues Strategy.</td>
<td>3 6 1 0</td>
<td>4 6 0 0</td>
</tr>
</tbody>
</table>

Table 1
Comparison of the affective component of the students’ attitudes
and from the Student A’s Questionnaire 1:

My friends were noisy…too many unfunny jokes…I could not enjoy the activities… [Student A, questionnaire 1, translated]

From this statement, it can be interpreted that Student A could not enjoy the vocabulary learning activities because of the noise of the jokes from his friends. For Student A, this situation was not suitable with his learning style. As a result, Student A developed a negative attitude toward the vocabulary learning activities that involved the use of contextual-clues strategy. The finding in the first questionnaire from Student A was in line with with Senior’s (2006) argument that humor and jokes which are commonly found in the classroom situations of adolescents students, can work in a negative way in where the student who cannot understand the laughter, feels ‘excluded and uneasy’. As he referred to the jokes made by his friends as ‘unfunny’, Student A seemed to have those feelings and became unable to enjoy the learning activities in the first meeting.

The other participant, Student B, was the opposite; he enjoyed the first meeting but appeared to feel uncomfortable as he followed the vocabulary learning activities. Student B also agreed that the contextual-clues strategy was interesting at the first time, but becoming not interesting after he had given more opportunity to learn vocabulary using the strategy. Both of these changes of attitudes are resulted from the difficulty in using the strategy and the difficulty of reading texts. As quoted from the interview:

As I followed the activities, I got confused on how to use it [the contextual clues strategy]…I found difficulties in finding the clues and understanding the reading texts…Only 15% of words in the text that I had known…It
was actually interesting, but if we don’t understand the texts, how can we find the clues? It became difficult… [Student B, interview, translated]

As declared by Laufer (as cited in Yao, 2009) and Nation (2008), contextual-clues strategy can be hard to be used in learning vocabulary if the learners do not know most of the words in the text. As a result, the learners will not get benefits from using this strategy. Nation (2008) specifically brought up a minimum percentage of the words in the texts that should be known by the learner to find the clues for guessing is 98% from the total number of words in the text. While the other participants mentioned in the interviews that they had understood the majority of the words, Student B made estimation that he only knew 15% of words in the texts. In this case, this amount is insufficient for him to find clues for guessing the unknown words and then led to his inability to enjoy the learning activities and loss interest in using the strategy. Furthermore, Littlewood (1998) affirmed that suitable teaching materials will help the learners to develop positive attitudes that help them to have effective learning. Yet, Student B found that the material was not suitable for his level and it made him having negative attitudes towards the use of the strategy in learning vocabulary.

**Behavioral component**

The behavioral component of attitude is related to the effect of the attitudes to the way learners act or behave (McLeod, 2009). In the questionnaires, items number 3 and 7 were used to observe the behavioral aspect of the students’ attitudes. Table 2 shows the result of the questionnaires.
Nine out of ten participants agreed that they could follow the vocabulary learning using the strategy well enough and they were motivated to use again the contextual-clues strategy in other opportunities. These students were interested to use this new strategy autonomously to learn vocabulary besides the strategies that they usually used before. Nonetheless, one participant, Student B, appeared to have negative attitudes that made him unable to keep up the learning activities and have no motivation to use again the strategy for learning vocabulary. In the interview, Student B revealed the reason of he being unable to follow the activities was because of his negative mood and tiredness. The tiredness is actually possible to happen to the students who were involved in this study since the meetings for learning vocabulary were conducted after school. Because of this reason, the participant might lose his focus in keeping up with the activities, specifically in the last meeting.

In addition, Student B’s lack of motivation to use the strategy in learning vocabulary in the future is a result of his view that he did not get the advantages in

<table>
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<tr>
<th>No.</th>
<th>Statement</th>
<th>Questionnaire 1 (First Meeting)</th>
<th>Questionnaire 2 (Last Meeting)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA  A  D  SD</td>
<td>SA  A  D  SD</td>
</tr>
<tr>
<td>3</td>
<td>I could follow or keep up with the learning of vocabulary using the</td>
<td>1  9  0  0</td>
<td>4  5  1  0</td>
</tr>
<tr>
<td></td>
<td>Contextual-clues strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I was motivated to use the Contextual-clues Strategy in learning vocabulary</td>
<td>2  7  1  0</td>
<td>3  6  1  0</td>
</tr>
<tr>
<td></td>
<td>after I was introduced to it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
learning vocabulary using this method. This result supports the previous studies which proposed that attitudes and motivation are closely related to each other (Dornyei, 2001; Gardner and Lambert, 1972; Langroudi and Amiri, 2013); the negative attitude of the participant causes a lack of motivation in learning. The other possible reason on why the participant was not motivated to use it is because students are usually becoming more motivated to learn when they are given texts that serve a real communicative purpose (Little et al., as cited in Cook, 2008). At the other part of the interview, Student B stated his willingness in learning vocabulary as quoted:

It is important to know many English vocabularies because I can talk with foreign people. For example, in applying job, having an interview with foreign people, it must be done in English, the international language.

[Student B, interview, translated]

Therefore, Student B did not have the motivation to use the contextual-clues strategy because he assumed the texts used in the meetings did not have a real communicative purpose that is supposed to be beneficial for his goal in learning English.

Cognitive component

Another component from McLeod’s (2009) ABC model of attitudes that can be examined is the cognitive component which involves the belief or knowledge of the learners about the use of contextual-clues strategy. The items that were used to study the students’ cognitive component of their attitudes were items number 1, 2, 4, 5, 8, 9, and 10. The result is presented in the Table 3.
Comparing to the results of the other components, the result of this component is similar – showing that most of the participants had positive beliefs in using contextual-clues strategy for learning vocabulary. Nonetheless, the result in this part is quite interesting because the number of participants who strongly agreed (SA) to each statement was increased. This proves that the participants were developing stronger positive attitudes in term of cognitive component through the study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Questionnaire 1 (First Meeting)</th>
<th>Questionnaire 2 (Last Meeting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I could enrich my vocabulary knowledge using the Contextual-clues Strategy.</td>
<td>2 SA 8 A 0 D 0 SD 6 SA 3 A 1 D 0 SD</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I could increase my skills in learning vocabulary using the Contextual-clues Strategy.</td>
<td>6 SA 4 A 0 D 0 SD 6 SA 4 A 0 D 0 SD</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I could make the best use of the Contextual-clues Strategy in learning vocabulary.</td>
<td>2 SA 7 A 1 D 0 SD 5 SA 5 A 0 D 0 SD</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I could increase my knowledge about the words I learnt using the Contextual-clues Strategy.</td>
<td>3 SA 6 A 1 D 0 SD 6 SA 3 A 1 D 0 SD</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I noticed that my understanding of vocabulary learning have changed after being exposed to the Contextual-clues Strategy.</td>
<td>1 SA 8 A 1 D 0 SD 5 SA 5 A 0 D 0 SD</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I could memorize the meaning of words I learnt easily using the Contextual-clues Strategy.</td>
<td>0 SA 10 A 0 D 0 SD 4 SA 6 A 0 D 0 SD</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I could recall the meaning of words I learnt easily using the Contextual-clues Strategy.</td>
<td>3 SA 6 A 1 D 0 SD 3 SA 6 A 1 D 0 SD</td>
<td></td>
</tr>
</tbody>
</table>
The other mind-provoking result can be seen in item number 1. Student B changed his positive statement into a negative statement due to the same reason that he stated for statement, “I enjoyed learning vocabulary using the Contextual-clues strategy” in the affective component part. He thought that he could not enrich his vocabulary using this strategy because he became more confused in using this strategy during the meetings. This finding indicates the connectedness of the attitude components to form a certain attitude since a same reason is able to explain two statements from different attitude components.

Furthermore, in the statement, “I could make the best use of the Contextual-clues strategy in learning vocabulary,” Student B viewed himself being unable to make the best use of this strategy or get the advantages of using this strategy in learning vocabulary at the first meeting. As quoted from the interview:

I could not feel the advantages [of using the contextual-clues strategy]. [Student B, interview, translated]

It can be interpreted from this statement that Student B might know the advantages of using the strategy, but he did not feel getting the advantages or Student B had different perception of what the advantages of using this strategy for vocabulary learning. Yet, Student B changed his attitude towards this statement as he developed a positive attitude that can be found in the result of Questionnaire 2. This change of attitude probably happened because Student B had gradually felt the advantages of using this strategy according to his perception during the second until the fourth meeting.
Another interesting finding comes from Student B who had contrasted attitudes towards two related statements in terms of memorizing and recalling meaning of words. Student B mentioned that he was able to memorize the words easily using the contextual-clues strategy but was unable to recall the meaning of the words he had learnt if he is asked to. This result is quite mind provoking because the learner was only able to meet one of the demands of the definition of knowing a word argued by Kersten (as cited in Yu, 2011) and Nation (2001) which is the ability to memorize i.e. the receptive skill and passive knowledge. Student B considered himself to be able to understand the meaning of the new words he learnt using the contextual-clues strategy, but cannot recall the meaning of the learnt words easily.

CONCLUSION

The objective of this qualitative study is to answer the question, “What are the Junior High School students’ attitudes towards contextual-clues strategy in learning vocabulary?” and the findings show that the majority of the participants showed positive attitudes for all of three components of attitudes – affective, behavioral, and cognitive components. It can be concluded that the junior high school students have positive attitudes towards the use of contextual-clues strategy in learning vocabulary. Furthermore, the students mentioned that they were interested in using this strategy for learning new vocabulary in English inside and outside school. Despite the positive attitudes, the changes of attitudes were found in the result indicating that the circumstance of the classroom, the
individual ability in using the strategy, individual perception of the advantages in using the strategy, and the individual ability in memorizing and recalling meanings of new words have influences to the development of attitudes of the learners during a period of time.

Based on the causes of negative attitudes of the participants, it is suggested for English teachers to be more aware and careful to choose appropriate level of reading text for the students’ level of vocabulary knowledge if they want to effectively apply this strategy. Also, it is highly required for teachers who apply this strategy in this classroom to be able to manage the classroom and create supportive circumstances for students to learn effectively using this strategy.

During the study, the limitation was persuading the participants to be actively involved. The possible reasons of their unwillingness in participating in this study were the tiredness as the meetings were held after school hours and the commitment from the individual itself. All or any of these causes might contribute to the lack of interests of the participants since some of them mentioned tiredness while attending the meetings and the researcher often had to talk to several participants personally to confirm their attendance in every meetings even though their mentor-teacher in English Club had already reminded them every week. In addition, the focus group interview turned out to be not as effective as what the researcher expected because the participants, mostly from the grade 7, were still nervous and frequently provided short answers during the interview. This might be caused by their unfamiliarity of the research instrument; they only had few experience in being interviewed for a research.
For the future research, this research design and tools might be developed to gain deeper understanding of the attitudes of junior high school students to the contextual-clues strategy or other types of vocabulary learning strategy. The researcher had to be careful in designing the research instrument with the intention that every participant can understand how to share their thoughts of the attitude object and provide richer data for the study even though they are being participants in a study for the first time. Expansion in the number of the participants is highly recommended to give better insight from the context of the study.
ACKNOWLEDGEMENT

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REFERENCES


APPENDIX A

KUESIONER

Partisipan yang terhormat,


A. Mohon lengkapi data diri Anda di bawah ini

- Nama: ______________________
- Jenis kelamin: ______________________
- Umur: ___ tahun
- Lama belajar bahasa Inggris: ___ tahun

B. Berilah tanda centang (✓) dalam kolom yang sesuai (SS = Sangat Setuju; S = Setuju; TS: Tidak Setuju; STS: Sangat Tidak Setuju)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya dapat memperkaya kosakata menggunakan Contextual-clues strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya dapat meningkatkan kemampuan saya dalam mempelajari kosakata baru menggunakan Contextual-clues strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya dapat mengikuti pembelajaran dengan baik menggunakan Contextual-clues strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya dapat merasakan manfaat menggunakan strategi ini untuk belajar kosakata baru.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya dapat meningkatkan pengetahuan saya mengenai berbagai kosakata yang saya pelajari dengan menggunakan <em>Contextual-clues strategy</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya mendapatkan kesempatan yang berharga untuk belajar kosakata menggunakan <em>Contextual-clues strategy</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya termotivasi untuk menggunakan <em>Contextual-clues strategy</em> dalam belajar kosakata setelah saya diperkenalkan cara menggunakan strategi tersebut.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya merasa pemahaman saya mengenai pembelajaran kosakata telah berubah setelah diperkenalkan dengan <em>Contextual-clues strategy</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Saya dapat mengingat dengan mudah mengingat arti kata yang saya pelajari dengan menggunakan <em>Contextual-clues strategy</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya dapat mengingat kembali arti kata yang telah saya pelajari dengan menggunakan <em>Contextual-clues strategy</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Saya menikmati pembelajaran yang menggunakan <em>Contextual-clues strategy</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Saya merasa <em>Contextual-clues strategy</em> adalah cara yang menarik untuk belajar kosakata baru.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Saya merasa <em>Contextual-clues strategy</em> cocok dengan cara saya belajar kosakata baru.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Berikan jawaban Anda untuk pertanyaan di bawah ini dengan sejujur-jujurnya!

1. Bagaimana pengalaman Anda dalam pembelajaran yang menggunakan contextual-clues strategy?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Apakah Anda memiliki cara-cara belajar yang lain untuk mempelajari kosakata?
   Jika iya, sebutkan cara-cara belajar Anda di bawah ini.
   __________________________________________________________
   __________________________________________________________

3. Jika Anda menjawab ‘YA’ untuk pertanyaan no. 2, bagaimana pendapat Anda mengenai cara-cara belajar tersebut bila dibandingkan dengan contextual-clues strategy?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   Tertanda,

   (__________________)

   ☺ TERIMA KASIH ☻
APPENDIX B

Interview Questions

1. *Selama ini apakah kalian memiliki kebiasaan belajar vocabulary?*
   Do you have a vocabulary learning habit?
   - *Apakah ada waktu khusus?* Is there any scheduled time?
   - *Dimana kalian biasa belajar?* Where do you usually do it?
   - *Mengapa belajar / tidak belajar vocabulary?* Why do you learn / do not learn vocabulary?
   - *Cara apa yang biasa digunakan?* What type of strategy do you usually use?

2. *Mengapa menggunakan cara tersebut?* Why do you use the strategy?

3. *Sebelum aktivitas di minggu-minggu kemarin, apakah kalian pernah mendengar tentang contextual-clues strategy?* Before this study, have you heard about the contextual-clues strategy?

4. *Bisakah kalian menceritakan tentang pengalaman kemarin?* Can you tell me about your experience in learning vocabulary using contextual-clues strategy?

5. *Apa pendapat kalian mengenai cara belajar vocabulary yang biasa kalian pakai bila dibandingkan dengan contextual-clues strategy?* What is your opinion on the contextual-clues strategy compared to the strategy that you usually use?
6. Bagaimana pendapat kalian mengenai teks-teks bacaan yang dipakai?
What is your opinion on the reading texts?

7. Bagaimana pendapat kalian mengenai bimbingan yang diberikan saat belajar menggunakan contextual-clues strategy? What is your opinion on the instructions and guidance given in learning vocabulary using contextual-clues strategy?

8. Di kuesioner, kalian menyatakan setuju untuk menggunakan contextual-clues strategy di kesempatan lain. Bagaimana kalian akan menggunakankannya? In the questionnaire, you agreed to use the contextual-clues strategy in the future. How will you use it?

9. Bagaimana pendapat kalian apabila contextual-clues strategy ini dipakai dalam pembelajaran bahasa Inggris di sekolah? What is your opinion if the contextual-clues strategy is used in the English lessons at school?

10. Apa saran / kritik kalian untuk penggunaan contextual-clues strategy? What is your suggestion for the use of contextual-clues strategy?