

**AN ANALYSIS OF CONTEXT CLUE TYPES USED BY STUDENTS IN
INTERPRETING UNFAMILIAR VOCABULARY**

THESIS

*Submitted in Partial Fulfillment of the Requirements for the Undergraduate
Program in the English Tadris Department*



Written By:

Andre Winandar

2214050073

**ENGLISH TADRIS DEPARTMENT
TARBIYAH FACULTY AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
IMAM BONJOL PADANG**

1448 H / 2026

DECLARATION PAGE

I, the undersigned:

Name : Andre Winandar

Student Number : 2214050073

Title : **An Analysis of Context Clue Types Used by Students in Interpreting Unfamiliar Vocabulary**

Hereby solemnly declare that:

1. This thesis is entirely my own work. In preparing and writing this thesis, I have implemented and adhered to the research code of ethics that applies both within and outside the Universitas Islam Negeri (UIN) Imam Bonjol Padang.
2. If it is later discovered and proven that any part or the whole content of this thesis violates the research code of ethics, I am willing to accept all legal consequences in accordance with the relevant provisions.

Padang, June 17th, 2026

The Author



Andre Winandar
2214050073

APPROVAL PAGE

**AN ANALYSIS OF CONTEXT CLUE TYPES USED BY STUDENTS IN
INTERPRETING UNFAMILIAR VOCABULARY**

Written by:

ANDRE WINANDAR

2214050073

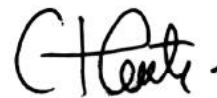
The Thesis was Approved for Examination

1st Supervisor



Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

2nd Supervisor



Chanti Diananseri, M.Pd
NIP. 198606262020122014

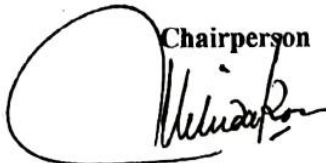
THESIS ACCEPTANCE

The thesis entitled "An Analysis of Context Clue Types Used by Students in Interpreting Unfamiliar Vocabulary" written by Andre Winandar, students register number: 2214050073 has been examined by Board of Examination in the faculty of Islamic Education and Teacher Training of Universitas Islam Negeri (UIN) Imam Bonjol Padang, on June 17th, 2026. Therefore, it has accepted as one of prerequisites for obtaining the Bachelor's Degree in English Tadris Department.

Padang, June 17th, 2026

Board of Examiners

Chairperson



Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Secretary



Chanti Diananseri, M.Pd
NIP. 198606262020122014

Examiner I



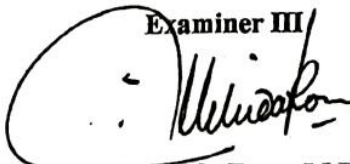
Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Examiner II



Dr. Dra. Luli Sari Yustina, M.Pd
NIP. 196607172006042012

Examiner III



Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Examiner IV



Chanti Diananseri, M.Pd
NIP. 198606262020122014

Approved by
Dean of Faculty Islamic Education and Teacher Training
Universitas Islam Negeri (UIN) Imam Bonjol Padang



Prof. Dr. Yasmadi, M.Ag
NIP. 197305172000031001

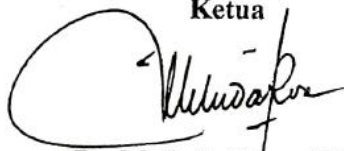
PENGESAHAN TIM PENGUJI

Skripsi dengan judul "An Analysis of Context Clue Types Used by Students in Interpreting Unfamiliar Vocabulary", yang ditulis oleh Andre Winandar NIM. 2214050073 telah diujikan dalam Munaqasyah Skripsi Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tanggal 17 Juni 2026, Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

Padang, 17 Juni 2026

Tim Penguji

Ketua



Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Sekretaris



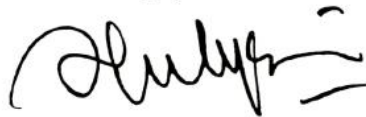
Chanti Diananseri, M.Pd
NIP. 198606262020122014

Penguji I



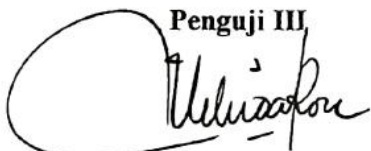
Dr. Rita Erlinda, M.Pd
NIP. 197301212000032001

Penguji II



Dr. Dra. Luli Sari Yustina, M.Pd
NIP. 196607172006042012

Penguji III



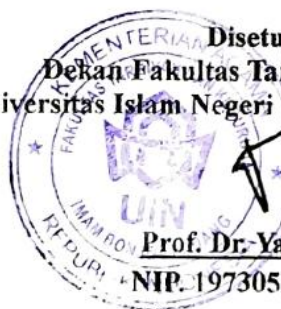
Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Penguji IV



Chanti Diananseri, M.Pd
NIP. 198606262020122014

Disetujui Oleh
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri (UIN) Imam Bonjol Padang



Prof. Dr. Yasmadi, M.Ag
NIP. 197305172000031001

ACKNOWLEDGEMENT



“In the Name of Allah, the Most Gracious, the Most Merciful”

Alhamdulillahirabbil’alamin, praise be to Allah SWT, who has granted the writer health, knowledge, and strength to finish this thesis entitled “An Analysis of Context Clue Types Used by Students in Interpreting Unfamiliar Vocabulary”. Peace and blessings are always upon the Prophet Muhammad SAW, his family, companions, and followers until the end of time.

The completion of this thesis would not have been possible without the guidance, encouragement, and support from many individuals. Therefore, with all humility, the writer would like to express sincere gratitude to:

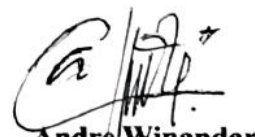
1. Supervisor I, Dr. Melinda Roza, M. Pd., and Supervisor II, Chanti Diananseri, M. Pd., who give advice, support, and guide the researcher in writing this thesis.
2. Examiner I, Dr. Rita Erlinda, M.Pd. and Examiner II, Dr. Dra. Luli Sari Yustina, M.Pd.. who give a huge favor during the exam and guide the researcher to revise the thesis.
3. Dr. Darmayenti, M. Pd., as the writer’s academic advisor and along with Mr. and Mrs. lecturers of the English Tadris Department, for their support, guidance, and invaluable knowledge provided during writer’s academic journey.
4. My beloved parents, dear father Iskandar and dear mother Julia Fitri, for the endless prayer, support, love, patience, and struggle.
5. My dearest siblings, Rizki Mulia, Muhammad Hijrah, Ulfa Namora, Rasyid Arifai, and Aisyah Azzahra, for the support, prayer, laughter, warming hearts, and happiness that they always give.

6. All students of IV semester Class A English Tadris Department in State Islamic University Imam Bonjol Padang who have taken their time to conduct research.
7. The writer would also like to express sincere thanks to Ray, Fathur, and Aidil, whose presence, smiles, and innocence, along with their constant support, have been a source of happiness, strength, and encouragement throughout the writer's academic journey.
8. All my friends in English Tadris Department, especially my classmates TBI-C for embracing me, for learning together, and for teaching me new things along the way.
9. Myself, for making it this far. For staying when it would have been easier to walk away, for continuing to write even when the pages felt impossible to finish, and for choosing to keep going through every uncertainty along the way. Long story short, I survived.

Hopefully each of the words written in this thesis can provide new insights and a deeper understanding of the topic discussed. This thesis should be useful for writers in particular and readers in general. Hopefully all the help and sincerity that has been given to the author will be an act of worship and be worth a reward in the sight of Allah SWT. Aamiin, Ya Rabbal 'Alamiin.

Padang, June 10th, 2026

The Author



Andre Winandar
2214050073

ABSTRACT

Andre Winandar, 2026: “An Analysis of Context Clue Types Used by Students in Interpreting Unfamiliar Vocabulary”

This study aimed to describe the types of context clues used by students in interpreting unfamiliar vocabulary in reading texts. This research employed a descriptive qualitative approach. The participants of this study were thirteen fourth-semester students of Class A in the English Tadris Program at Imam Bonjol State Islamic University Padang. The data were collected through a set of open-ended response items adapted from TOEFL and IELTS reading materials. Students were required to explain the contextual information that helped them interpret unfamiliar vocabulary. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification. The findings revealed that students utilized all five types of context clues identified in Baumann’s theory, namely definition clues, synonym clues, antonym clues, example clues, and general context clues. General context clues appeared most frequently in students’ written explanations, indicating that students often relied on broader contextual information from sentences, paragraphs, and overall text situations when interpreting unfamiliar vocabulary. Definition and synonym clues were also frequently identified, while antonym clues appeared less often. In addition, some responses were categorized as Unclear/No Context because the explanations did not provide sufficient evidence of identifiable context clue use. The findings suggest that students employed different types of contextual information when interpreting unfamiliar vocabulary and that broader contextual understanding played an important role in the meaning-construction process during reading.

Keywords: Context clues, Unfamiliar vocabulary, Reading comprehension, EFL learners.

ABSTRAK

Andre Winandar, 2026: “Analisis Jenis-Jenis Context Clues yang Digunakan Mahasiswa dalam Menginterpretasikan Kosakata Tidak Dikenal”

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis context clues yang digunakan mahasiswa dalam menginterpretasikan kosakata tidak dikenal dalam teks bacaan. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Partisipan penelitian terdiri atas tiga belas mahasiswa semester empat kelas A Program Studi Tadris Bahasa Inggris Universitas Islam Negeri Imam Bonjol Padang. Data dikumpulkan melalui seperangkat tugas respons terbuka yang diadaptasi dari materi membaca TOEFL dan IELTS. Mahasiswa diminta menjelaskan informasi kontekstual yang membantu mereka menginterpretasikan kosakata tidak dikenal. Data dianalisis menggunakan model analisis interaktif Miles, Huberman, dan Saldaña yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan seluruh jenis context clues yang diidentifikasi dalam teori Baumann, yaitu definition clues, synonym clues, antonym clues, example clues, dan general context clues. General context clues merupakan jenis petunjuk konteks yang paling sering muncul dalam penjelasan mahasiswa, yang menunjukkan bahwa mahasiswa cenderung memanfaatkan informasi yang lebih luas dari kalimat, paragraf, maupun situasi dalam teks ketika menginterpretasikan kosakata tidak dikenal. Selain itu, definition clues dan synonym clues juga cukup sering digunakan, sedangkan antonym clues muncul dalam jumlah yang lebih sedikit. Penelitian ini juga menemukan sejumlah respons yang dikategorikan sebagai Unclear/No Context karena penjelasan yang diberikan tidak menunjukkan penggunaan petunjuk konteks yang dapat diidentifikasi secara jelas. Temuan penelitian ini menunjukkan bahwa mahasiswa memanfaatkan berbagai jenis informasi kontekstual dalam menginterpretasikan kosakata tidak dikenal, serta bahwa pemahaman terhadap konteks yang lebih luas berperan penting dalam proses pembentukan makna selama membaca.

Kata Kunci: context clues, kosakata tidak dikenal, pemahaman membaca, pembelajaran EFL.

TABLE OF CONTENTS

DECLARATION PAGE	ii
APPROVAL PAGE	iii
THESIS ACCEPTANCE	iv
PENGESAHAN TIM PENGUJI	iv
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
A. Background of The Problem	1
B. Identification of The Problem	4
C. Focus of The Research	4
D. Formulation of The Research	5
E. Purpose of The Research	5
F. Significance of The Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theory	6
1. Reading	6
a. Defenition of Reading	6
b. Reding Comprehension	8
2. Vocabulary	10
a. Definition of Vocabulary	10
b. Vocabulary Knowledge	11
c. Unfamiliar Words	12
3. Context Clues	14

a. Definition of Context Clue	14
b. Types of Context Clues	16
c. Context Clues and Lexical Inferencing	20
d. Strategies in Using Context Clues	22
e. Challenges in Guessing Meaning from Context	24
B. Relevance Studies.....	27
C. Conceptual Framework	30
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design.....	32
B. Research Subject and Setting	32
C. Instrument & Data Collecting Technique	33
1. Instrument	33
2. Data Collecting Technique.....	34
D. Data Analysis	35
E. Trustworthiness of The Data.....	37
CHAPTER IV FINDING & DISCUSSION	
A. Findings.....	40
B. Discussion	50
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	54
B. Suggestion	55
REFERENCES.....	56
APPENDICES	60

LIST OF TABLES

Table 3.1 Students' Response Analysis Sheet	37
Table 4.2 Types of Context Clues Used by Students	41

LIST OF APPENDICES

Appendix 1. Open-Ended Response	60
Appendix 2. Distribution of Context Clue Types Across Items.....	69
Appendix 3. Coding Guide for Context Clue Types	70
Appendix 4. Students' Response Analysis Sheet	71
Appendix 5. Documentation of Data Collection.....	89