

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it can be concluded that students utilized various types of context clues when interpreting unfamiliar vocabulary in reading texts. The analysis identified five context clue categories reflected in students' written explanations, namely Definition, Synonym, Antonym, Example, and General Context clues. These findings indicate that students relied on different sources of contextual information to construct the meanings of unfamiliar words during reading activities.

Among the identified context clue categories, General Context clues appeared most frequently in students' responses, followed by Definition, Synonym, and Example clues, while Antonym clues were identified least frequently. This finding suggests that students often interpreted unfamiliar vocabulary by considering broader textual information rather than relying solely on explicit contextual signals. At the same time, the presence of responses categorized as Unclear/No Context indicates that contextual information was not always clearly reflected in students' explanations.

Overall, the study concludes that context clues play an important role in supporting students' interpretation of unfamiliar vocabulary in reading texts. The findings demonstrate that students may utilize different types of contextual information depending on the clues available in a text and the information they identify while reading. Therefore, understanding and utilizing various types of context clues can support vocabulary interpretation and contribute to meaning construction during reading activities.

B. Suggestion

Based on the findings of this study, students are encouraged to develop their ability to identify and utilize various types of context clues when encountering unfamiliar vocabulary in reading texts. By recognizing contextual information such as definitions, synonyms, antonyms, examples, and broader contextual information, students may become more effective in interpreting unfamiliar words and constructing meaning during reading activities.

The findings of this study suggest that lecturers should provide students with opportunities to practice identifying different types of context clues in reading texts. Explicit instruction and guided practice may help students become more aware of the various contextual resources available when interpreting unfamiliar vocabulary. In addition, lecturers are encouraged to expose students to a variety of reading materials that contain different types of context clues in order to strengthen their vocabulary interpretation skills.

Finally, future researchers may conduct similar studies in different educational contexts or with participants from different proficiency levels to obtain a broader understanding of the use of context clues in vocabulary interpretation. Future studies may also examine the use of specific context clue types in greater detail or investigate how different text characteristics influence students' identification of context clues. Such studies may contribute to a deeper understanding of how contextual information supports vocabulary learning and reading comprehension.

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