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Applying the Context Clue Strategy to enhance reading comprehension of high school students

Ha Thanh Thao[1], Pham Trung Kien[2]

[1,2]Faculty of Foreign Languages Education, Thai Nguyen University of Education, Thai Nguyen Province 250000, Vietnam.

ABSTRACT: Understanding the meaning of the words used in the text is a crucial component of reading comprehension. Because they come across literature on a regular basis, especially in exams, kids are more acquainted with reading comprehension. Students are forced to deal with a lot of new English vocabulary as a result of this circumstance, which makes it difficult for them to understand the message. Thus, it is crucial to help pupils enhance their understanding by helping them deduce word meaning from context. The Context Clue Strategy is a method or approach that uses the words themselves, with guidance from the text, to infer the meaning of words. The research is to assess the views of 11th-grade students at Dong Hy High School on the use of the Context Clue Strategy, as well as the present level of reading comprehension and the effects of applying it on enhancing reading comprehension. A mixed-method quasi-experimental approach was used in this investigation. For comparison, the students were divided into two groups: an experimental group and a control group. Three instruments were used to gather quantitative data: questionnaires, post-tests, and pre-tests. Qualitative information on students' attitudes about using the Context Clue Strategy in reading comprehension was acquired via interviews. The findings showed that pupils' reading comprehension improved when contextual cues were included.

KEYWORDS: Context Clue Strategy; Reading; Reading comprehension; High school students

I. INTRODUCTION

1.1. Background of the research

The four main language skills that students were supposed to acquire were speaking, writing, listening, and reading (Kaharuddin and Ahmad, 2018). These skills are divided into three categories: receptive (reading and listening), productive (speaking and writing), and skills that integrate both productive and receptive skills, such as translation and interpretation. Reading is one of the most crucial abilities that students need to develop in order to thrive academically while studying English. The process of extracting information from a text is called reading. When reading the text, someone can learn new things, obtain knowledge and find answers by reading the text (Matondang, N., 2020). Nurhamidah et al. (2018) pointed out that the objective of reading is comprehension. Understanding a language or a text, for instance, is known as comprehension. Therefore, reading comprehension is seen as the process of comprehending the text's substance. According to the Ministry of Education and Training (MOET), the 2018 education reform in Vietnam prioritizes helping students improve their reading comprehension skills as one of the elements of English proficiency, which is now a required subject from grades 3 through 12 (MOET, 2018).

Although reading comprehension is especially important to EFL students, especially high school students, there are several challenges that students need to deal with when reading. Nezami (2012) carried out an empirical research to determine the primary challenges that students face while trying to understand English reading comprehension. The study's findings revealed a number of problems, including poor reading comprehension, a lack of vocabulary, a lack of attention, and an inability to skim and scan the text. Vietnamese learners struggle with English reading comprehension, according to Nguyen & Tran (2024), Nguyen & Kim (2021), T. H. Nguyen (2021), and Nguyen (2017). These learners also show deficiencies in vocabulary, grammatical structure mastery, and the ability to distinguish between various sorts of texts. Lap (2017) also mentioned the difficulty students face when they cannot deduce unfamiliar words in a sentence. Language learners, particularly those in high school, may come across new terms in context when reading. Their reading comprehension may be hampered when they are unfamiliar with many words or the most crucial terms in the text, even when a few unfamiliar words may not have an impact on their overall grasp of the material. The difficulties mentioned above are no exception for 11th graders at Dong Hy High School. When reading English materials, they continue to face certain noticeable challenges that hinder their ability to learn effectively. Given the aforementioned needs, it is essential to use instructional tactics that enhance reading comprehension. The Context Clue Strategy is one such tactic that helps

pupils enhance their reading comprehension in a fun manner. This method requires students to identify and use word parts and context clues to infer the meaning of unfamiliar terms (Graves, 2006; Harmon, 2002).

Taking into consideration the present needs and challenges in reading comprehension education, the current research attempts to determine how effectively the Context Clue Strategy may increase reading comprehension for 11th-grade students at Dong Hy High School. This research aims to assist broader efforts to raise the bar for English education in Vietnam by examining how this method may aid students in comprehending and recalling information from English texts. Lastly, the study lays the groundwork for further research and useful applications in extending language education across the nation.

1.2. Aims of the research

The aim of the research is to find out how 11th grade students at Dong Hy High School feel about using the Context Clue Strategy, as well as their current reading comprehension level and how using it might improve it. Due to the research's time constraints, the Context Clue Strategy is chosen as the primary aid for 11th graders' self-practice learning, despite the fact that there are numerous efficient ways to progressively enhance reading comprehension for English language learners, such as Question Answer Relationships (QARs) and Picture Cued Tasks (PCT). It is anticipated that by using this technique, participants' reading comprehension would increase.

1.3. Research scope

Due to several limitations, only 40 Dong Hy High School eleventh graders were asked to participate in the research. Participating in the study were students from different provinces who, according to high school requirements, had an anticipated level of English proficiency of A2-B1 (Prime Minister of the Government of Vietnam, 2008) or above. For comparison, the students were divided into two groups: an experimental group and a control group. The study will just look at how well the Context Clue Strategy improves reading comprehension; it won't look at speaking, writing, or listening. The study will focus on assessing students' present proficiency, enhancing their English reading comprehension, and examining how they feel about using the Context Clue Strategy.

1.4. Research questions

The study was directed by the following research questions, which were derived from the framework:

1. *What is the current level of reading comprehension among 11th-grade students at Dong Hy High School before applying the Context Clue Strategy?*
2. *How does the Context Clue Strategy impact the reading comprehension of 11th-grade students at Dong Hy High School?*
3. *What are the attitudes of 11th-grade students at Dong Hy High School towards using the Context Clue Strategy to improve their reading comprehension?*

1.5. Significance of the research

Firstly, it adds to expanding research about teaching strategies that work by improving reading with the Context Clue Strategy. In contexts in which English is taught as a foreign language, such as Vietnam, these findings may provide perceptive information because educators look for creative ways in order to promote reading comprehension.

Secondly, the study focuses on 11th-grade students at Dong Hy High School and gives local views about how Context Clue Strategy can be used to fix common reading problems like low vocabulary, poor grammar expertise, lack of fluency, and attention loss. The study concludes that structured learning techniques, like the Context Clue Strategy, can help. Teachers can then develop more effective reading comprehension programmes, along with the strategy, which raises students' accomplishment levels and text engagement.

Third, the research combines a quasi-experimental design with a mixed-methods approach. Therefore, the quantitative data evidence shows progress in students' reading comprehension abilities, while the quasi-experimental data provides deeper insights into students' understanding of the Context Clue Strategy.

Finally, this research can support more extensive initiatives. The goal of these initiatives is to enhance English teaching in high schools in Vietnam. Since it gives a view of the potential of the Context Clue Strategy, it can tell educators about designing much more engaging and effective language programmes that deal with students' reading comprehension, as it prepares them for academic, professional, and international contexts.

II. LITERATURE REVIEW

2.1. Concept of reading

2.1.1. Definitions of reading

Both what beginners do while they are learning to read and what proficient readers do when they are engaged in fluent reading are sometimes referred to as "reading." Unfortunately, when it comes to trying to become better at reading, the two kinds of readers have different demands. Reading at these two extremes and the many skill levels in between involves different information, demands, and goals. As a result, reading at one level may not apply to higher or lower levels, and information is necessary for

fluent cognitive reading (Kalaycı & Humiston, 2015; Rathert, 2012). Wixson et al. (1987) defined reading as the activity of generating meaning via the dynamic interplay of three elements: (1) the reader's past knowledge; (2) information implied by the text being read; and (3) the reading scenario's content. According to Kozak (2010, as cited in Sofronova, 2021), reading is an intricate activity that requires both perception and thinking. To be more specific, word recognition and comprehension are two interrelated processes that make up reading. Regarding the first component, word recognition is the capacity to recognize the relationship between written and spoken language. Moving on to the second component, comprehension is the process of comprehending words, sentences, and related content. Reading is an interacting activity that fosters reading fluency between readers and texts, according to Grabe (1991, as referenced in Rumelhart, D. E., 2022). Schematic knowledge (top-down processing) and linguistic or systemic knowledge (bottom-up processing) are two categories into which knowledge may be divided when readers engage with texts in an attempt to extract meaning. Linguists have defined "reading" in many different ways. For the sake of this research, reading is seen as a silent dialogue between the writer and the reader, according to the previously described studies. In order to achieve reading comprehension, which is the ultimate purpose of reading, the reader must first acquire and process information before creating their own ideas and worldview.

2.1.2. The importance of reading

Rivers (1981, as cited in Qarqez & Rashid, 2017) said that reading is the most crucial activity in any language lesson since it serves as a source of knowledge, a fun exercise, and a way for students to expand and solidify their language skills.

According to Bindhu and Nirmala's research from 2025, reading has the unique power to change a person's life by opening doors to fresh perspectives and ideas. Reading habits are essential for developing linguistic proficiency, expanding vocabulary, and enhancing comprehension, all of which are critical for academic success.

Numerous studies have shown that reading can enhance other skills. Besides, research by Kim et al. (2018) demonstrated that regular and quality reading will provide a foundation for better writing because learners will apply structures, vocabulary and expressions from reading to apply to writing. In addition, when learners have a larger vocabulary and understand how words are used in different contexts, they will be more flexible in expressing themselves verbally, knowing how to choose the right words, and having to think less over and over again because of a lack of words (Braze et al., 2007).

Nguyen (2018) emphasized the value of reading for EFL students as a vital source of information for the development of productive abilities, such as speaking and writing. Thus, a varied vocabulary, stronger sentence constructions, and enhanced critical thinking skills are all correlated with proficient reading. However, Nguyen (2018) also noted that high school pupils encounter language obstacles that impede their comprehension of texts, despite the significance of reading abilities. Pupils often pause to look up words in dictionaries, which lowers their reading pace and demotivates them. The study recommended adopting the Context Clue Strategy, a method where students utilize context clues to infer word meanings, rather than only depending on dictionaries. This lessens kids' apprehension of unfamiliar words in texts and boosts their confidence.

2.1.3. Types of reading

2.1.3.1. Scanning and skimming

Mehrabian and Epstein (1972) defined scanning and skimming. The authors describe scanning as the act of looking for a particular object, such a name, number, or date. The reader does not attempt to understand the overall content but focuses only on locating the information they are looking for. Skimming, on the other hand, is a more intricate process where the reader tries to quickly get the main idea or overall substance of the text. The reader must choose read material in order to concentrate on the main ideas while skimming. Additionally, according to Abdelrahman and Bsharah (2014), scanning is helpful for locating certain names, dates, figures, or information without reading the whole text, but skimming is helpful in three separate situations: pre-reading, reviewing, and throughout the reading process. All of the aforementioned definitions agree that pupils' speed and reading abilities are enhanced by skimming and scanning.

2.1.3.2. Extensive Reading and Intensive Reading

The term "intensive reading" often refers to the careful reading or translation of shorter, more challenging foreign language texts in order to get complete and comprehensive understanding (Palmer, 1921). Furthermore, texts of this kind are extensively examined to introduce and practice reading skills including identifying pronoun referents, predicting the meaning of new words, and distinguishing a text's main idea from its details (Bamford and Day, 1997).

In contrast, extensive reading is often self-selected and involves students reading as much as they can for informational or recreational purposes rather than to acquire specific language skills (Richards et al., 1992). Applying extensive reading helps students become self-sufficient and self-assured readers, and it increases their chances of improving their reading speed and fluency, which helps them become better readers (Camiciottoli, 2001).

There has always been a propensity to see extensive and thorough reading as mutually exclusive due to the time constraints in any foreign or second language curriculum and the teacher's ongoing decision about which subjects to stress and others to disregard or reduce. Furthermore, as early as 1982, Nutall emphasized the need of both focused and comprehensive reading. But reading a lot is enough on its own. All students must have substantial reading experience, which is a prerequisite for all academic assignments. Without the experience of managing the reading requirements of genuine academic courses.

2.1.4. Models of reading

Barnett (1989) separated reading models into three groups: interactive models, top-down models, and bottom-up models. The first model refers to bottom-up models, which are those that directly derive meaning from the text. In this case, readers analyse written facts before moving on to higher processes to derive meaning from written materials. The foundation of bottom-up models is giving words and phrases meaning. The second model, conversely, is a top-down model. Readers employ higher-level processes first, and these models prioritise readers' world knowledge in the comprehension process. Using their general knowledge, readers construct meaning from texts and use the top-down model to predict about the texts. According to the descriptions of top-down and bottom-up reading methods, both models refer to a single source, either the text itself or readers' prior knowledge. Regarding the interactive reading model, the focus changes from a single source to the interaction between readers and written materials. This means that the information that texts carry and readers' knowledge combine to generate an interactive model.

2.1.5. The purposes of reading

Reading serves different purposes for different people and in different contexts. Davies supports this viewpoint by outlining five reasons to read:

a. Reading for enjoyment

In terms of reading for pleasure and enjoyment, reading for pleasure typically concentrates on two key experiences. First, in order to unwind, readers focus on following the narrative of works such as novels or short tales. Second, reading is also intended to foster an appreciation for the rhythm in literary works. A proficient reader may engage emotionally and energetically with the reading experience because of the combination of these two components, which makes the process seem complicated but simple.

b. Reading for a general impression

First, this purpose helps the reader in recognising the author's point of view and the main message the author wants to convey. This process also allows the reader to form an impression of the tone used in the text and its organisation without delving into details. From there, the reader can choose whether or not to attentively read the content for a longer period of time.

c. Reading to organise a text and for study purposes

Before going into the specifics, readers get a basic knowledge of the text by looking for important information. After that, readers will have a clear way to respond to inquiries about the readings. They may then create an efficient learning route and choose which areas to concentrate on.

d. Reading to learn content or procedures

Readers will first read the overview of the text and then look for "directional markers" such as "first" or "next." From there, they can find the information they need to focus on. The main goal of this is to assist readers in understanding new ideas and certain facts from the text so they can follow the directions in the text.

e. Reading for language learning

In order to appreciate the text's deeper meanings, the reader first takes a methodical approach to translation, seeking to comprehend words both literally and symbolically. This process creates an ideal way for learning new and useful vocabulary, structures, and collocations. It might also serve as a useful writing reference for the reader. Additionally, reading aloud gives the reader the chance to perfect pronunciation.

Added by Grabe and Yamashita (2022), the purposes of reading are:

2.2. The concepts of reading comprehension

2.2.1. Definition of reading comprehension

As stated by Brassell (2008), the ability to apply information from written texts in a manner that shows knowledge or comprehension of that material is known as reading comprehension. Comprehension is the process of obtaining meaning from textual content. It requires thinking and reasoning in addition to word knowledge (vocabulary). Understanding entails comprehension. It is the capacity to understand what something means. The primary objective of reading is reading comprehension. Understanding is what reading is, according to Duke and Pearson (2002). Understanding what you are reading is the first reading goal. Reading is all about understanding. Additionally, comprehension focuses on teaching reading skills, such as comprehending words and expanding vocabulary, comprehending sentences, sentence structure, and syntax, and comprehending paragraphs, which include identifying the main idea and topic sentences, locating details, deriving conclusions, and interpreting what you read. Reading comprehension, according to Harida (2016), is the process of taking in language from a written document and trying to deduce its meanings and information. Thus, it is possible to define reading comprehension as the process of understanding texts. Readers must employ a variety of skills to understand the written content, such as the capacity to identify key ideas, draw conclusions, and distinguish specifics from the selection.

2.2.2. The elements of reading comprehension

1. Word recognition (Decoding): According to Gough and Tunmer's (1986) Simple View of Reading, decoding and linguistic comprehension affect reading comprehension. While decoding is the ability to quickly sound out words using letter-sound correspondence principles and identify recognized letter patterns, linguistic comprehension is the ability to understand spoken

language. Reading comprehension = Decoding x Linguistic comprehension, which simplifies the Simple View of Reading, shows that excellent reading comprehension requires both decoding and linguistic knowledge. This link suggests that either component is not sufficiently mastered.

2. Vocabulary knowledge: Vocabulary is essential for reading comprehension, according to the Simple View of Reading (Hoover and Gough, 1990). Vocabulary knowledge, which is a semantic schema for passage mental picture cognition and single word or character semantic meaning identification, is the smallest semantic unit in reading comprehension and a part of the linguistic component. (Braze et al., 2016; Nation, 2015).

3. Syntactic and grammatical knowledge: One kind of foundational knowledge and linguistic ability that might affect reading fluency and accuracy is grammatical understanding. Another method it could impact reading comprehension is via discourse comprehension (Muter et al., 2004). It is well known that readers who have a firm understanding of grammar may be able to keep an eye on syntactic details as they go through text comprehension. The ability of the reader to make the text cohesive and monitor the acquisition of meaning while reading is linked to reading comprehension and grammatical understanding. Fender (2001).

4. Background knowledge: Reading comprehension is an interaction process between the text and the reader's prior knowledge, according to Carrell and Eisterhold (1983), rather than simply passive reception. To prove this, they introduced schema theory, or an organisational framework, explaining how our brains organise background knowledge into a systematic, logically structured package of information. When a reader encounters a text, the words stimulate the brain, thereby making information processing more efficient. Therefore, to read effectively, the reader must be able to connect the material they are reading with their existing background knowledge.

5. Inference and integration: The research by Cain and Oakhill (2014) emphasised that inference is an essential higher-level cognitive skill in the coherent mental model. Authors often create gaps in their writing so that readers must deduce the implicit meaning. Local cohesion inferences and global coherence inferences are the two primary types of reasoning. Local cohesion inferences, which enable readers to construct semantic links between neighboring clauses or sentences in the text, are essentially inferences that are triggered by particular words or phrases. Global coherence inferences, on the other hand, require readers to combine information within the text with general knowledge to uncover key details the author intends to conceal. Thus, to be good at inference, students also need a sufficiently good vocabulary. Their brains will be able to quickly combine the meaning of words with surrounding clues to fill in the gaps the author provides.

6. Working memory: According to Carletti et al. (2009), working memory is a constrained cognitive mechanism in charge of processing and storing information concurrently. That is, when a person reads a text, their mental model must constantly change according to the flow of the text. Therefore, working memory functions like a filter, continuously monitoring information, discarding outdated and irrelevant information to receive new information.

2.2.3. Functions and levels of reading comprehension

Reading comprehension has many functions, and understanding these functions plays a significant part in the teaching and learning process of English. The first function is reading for gist. Grasping the gist is the foundation for deep comprehension because it allows the reader to grasp the core message of the text, from which the reader knows how to distinguish between main and secondary details (Duke & Pearson, 2002). The second function is reading for information selection. TIMSS & PIRLS International Study Centre (2003) argued that this is the process in which the reader focuses on searching and selecting information related to the reading goal. Reading for information selection requires the ability to scan quickly to identify details that are directed towards the reading goal. Reading for answering questions is the third function, with the Question-Answer Relationship (QAR) model of Anthony and Raphael (1987). This function helps the reader improve memory of information and maintain concentration. The fourth function is reading to summarise and systematise. According to Willingham (2006), this function requires the reader to synthesise details accurately and completely before drawing conclusions. The fifth function is reading to follow instructions. According to Grabe (2004), reading requires not only understanding words but also helping the reader remember and perform the steps described in the text correctly. The next function is reading to make assumptions or predictions. This process requires the reader's ability to infer, connect, and apply prior knowledge to predict the development, outcome, or intention of the author. The last function is reading to critically evaluate. Ennis (2018) emphasises that this is the highest level of reading comprehension; critical reading requires the reader to analyse, compare, and evaluate the author's purpose. This function helps develop the reader's critical thinking because it not only checks the reliability of information but also requires the reader to relate it to personal knowledge and experience.

Heilman et al. (1981) listed the following levels of comprehension proficiency:

a. Literal Level

The most basic level is this one. It implies that the reader must replicate the facts as they are presented by the author. Questions at this level are specific and factual. This level requires no factual skills, sequence, chronology, or enumeration skills.

b. Interpretive Level

At this point, the reader has to go beyond what the author has written. In addition to understanding the value of the facts, the reader must compare, draw conclusions and deductions, make generalizations, and take notice of various connections, such as cause and effect and the link of the component to the whole.

c. Critical Level

Students at this level learn to evaluate and scrutinize the material and the writer's use of language, identifying signs of the writer's bias, qualifications, point of view, purpose, and honesty in order to direct the reader's interpretation.

d. Creative Level

The reader must now actively interact with the content as he develops or reevaluates his own beliefs. This kind of open-ended inquiry may invite the reader to share their own knowledge, beliefs, and values.

2.2.4. Teaching and learning reading comprehension in high school

Bradford and Day (1998) presented the stages to teach reading comprehension in a typical reading lesson:

1. Pre-reading: The teacher may now start by using the student's past experiences and expertise to pique their interest in the topic of the book. The new terms or patterns that emerge in the text may then be introduced by the instructor. They may use context, synonyms, or antonyms to explain new terms in a variety of ways. Additionally, the instructor could provide some comprehension questions concerning the subject, to which the students might discover the answers in the chapter.

2. While reading: Students start reading the text in silence at their own pace while the instructor ensures they are reading continuously without revisiting previous words. As they read, students should be encouraged to seek up the answers to the comprehension problems that were previously given. Additionally, people might utilize a range of reading strategies, such skimming and scanning, to find specific information or get a general understanding of the book.

3. Post-reading: After silent reading, students may split off into smaller groups to share their thoughts on the topic and answers to the questions. After that, the instructor may assign a variety of tasks designed to gauge the students' overall comprehension as well as their aptitude for using reading techniques and methods, such speculating and/or inferring the meaning of unfamiliar terms.

Certain reading comprehension techniques that may be used with a wide variety of texts must be taught to high school pupils. After that, the instructor may provide a set of tasks intended to assess the students' overall comprehension as well as their aptitude for using reading techniques and tactics, such as making educated guesses or inferring the meaning of unfamiliar terms. A worldwide reading education system called ACTIVE was created by Nunan (1999).

a. Active prior experience

Engaging the readers in an activity that prompts them to consider what they already know about the reading's subject is good before assigning a reading passage. An anticipation guide is one tool you may employ. Finding out what readers already know about the reading's subject is the aim of an anticipation guide.

b. Use the Context Clue Strategy to expand your vocabulary

One of the most important aspects of helping kids increase their vocabulary for reading is encouraging them to learn how to deduce word meanings from context cues and past knowledge. The methods include identifying the unfamiliar word's part of speech, examining its immediate context, simplifying it if needed, examining its broader context, speculating on its meaning, and verifying that the guess is accurate.

c. Teach for comprehension

After reading a material, a teacher might demonstrate to the class how understanding is achieved rather of asking comprehension questions. After reading aloud, the class discusses how they comprehend the text. For instance, drawing conclusions when reading. The instructor invites the pupils to explain the conclusions they are drawing as they read aloud.

d. Boost the pace of reading

Repeated reading is one effective exercise. Students read a short passage many times until they get the necessary reading speed and comprehension levels. They understand something better when they read it rapidly twice than when they read it carefully only once.

e. Check your reading techniques

The teacher does not have to create a list of every appropriate reading strategy. Under the guidance of the instructor, students may collaborate to share and assess the use of strategies.

2.3. Attitudes

2.3.1. Definitions of attitudes

According to Eagly and Chaiken (1993), attitude is a psychological tendency that shows itself as a degree of favoring or disfavoritism toward a certain thing. The authors go into more depth to clarify that evaluation refers to all types of evaluative response, whether overt or covert, cognitive, emotional, or behavioral, while psychological predisposition refers to a condition that is internal to the individual. Numerous research in the area of reading comprehension have examined the relationship between students' attitudes and the use of reading methods, including the Context Clue approach, to determine learning results. According to Çetinavcı's (2014) research, students must have some prior knowledge and comprehension of the connections between words in

a phrase in order to employ the Context Clue approach from a cognitive standpoint. Additionally, the author emphasizes that before readers can start speculating, they must identify the "clues." Regarding the emotional aspect, guessing words helps readers feel less dependent on teachers and dictionaries, which increases their sense of independence and self-worth. The behavioral component involves pupils actively examining new concepts utilizing synonyms, antonyms, or previous knowledge, as opposed to giving up or immediately consulting a dictionary.

2.3.2. Types of attitudes

In 1960, Rosenberg and Hovland published the Triangular model of attitude, which combines behavioral, emotional, and cognitive components. The cognitive aspect of attitude includes the attitudes, thoughts, and traits that an individual associates with a thing, problem, or situation. The cognitive function is very closely linked to the emotional component since it directly influences how people understand and interpret their thoughts and experiences. The affective component of attitude refers to a person's feelings or emotional reactions to something, someone, a problem, or a situation.

This component is associated with feelings such as like, dislike, hate, fear, etc. The behavioral component of attitude refers to how an individual acts or behaves toward a thing, person, problem, or situation based on their attitude. It has to do with a person's inclination to behave in a certain way toward the object of attitude.Based on the definitions and classifications of attitudes by Rosenberg and Hovland (1960), the researcher applied them to consult the previous studies and designed questionnaires and interview questions for this research.

2.4. Context Clue strategy

2.4.1. Methods of learning reading comprehension

One method that is considered to be able to improve students' reading comprehension is the SQ3R method, which stands for Survey, Question, Read, Recite and Review. This method aims to assist readers in remembering information in a more organised way (Nabilla & Hadi Asmara, 2022). Students are encouraged to prepare beforehand (Survey), create questions related to the reading content (Question), read with concentration (Recite), and review what has been learned (Review). The five stages aid in the process of comprehending, organising ideas and improving memory of information. According to Winanti and Kartikawati (2025), the most common drawback of the SQ3R method is that it is extremely time-consuming. Completing all five steps can make reading a chapter take twice as long as usual.

Another method is Question-Answer-Relationships (QAR). Raphael (1986), the creator of QAR, said that it was a technique that allowed students to explain their approaches in framing reading strategies by comprehending question kinds in order to grasp texts. It teaches students where to seek solutions in the text and how to respond to various kinds of inquiries. With this method, students learn to recognize four different kinds of Question-Answer-Relationships: Right There (the answer is found directly in the text), Think and Search (the answer is found after looking through the text), Author and You (the answer is derived by connecting the text information with the students' knowledge), and On Your Own (the answer is based on the students' knowledge) (Mutmainnah et al., 2021). Nevertheless, the QAR strategy necessitates a significant amount of time and extensive training. Teachers must understand and master the QAR strategy prior to instructing students. Preparing appropriate instructional materials, it requires adequate training and time. It also needs students to adjust to this method over time. This can be a constraint, especially if teaching time is limited or the curriculum is very packed. Moreover, students require time to adapt to this method, which can be particularly problematic when the curriculum is dense or the teaching time is restricted.

Overall, the methods described above have shown positive effects on students' reading comprehension abilities. Due to the diverse needs and difficulties of readers, researchers continue to explore various teaching strategies to support effective reading comprehension. Besides the methods mentioned above, the Context Clue Strategy is considered a promising strategy, as it encourages students to rely on surrounding clues to infer the meaning of unfamiliar words.

2.4.2. The concept of the Context Clue strategy

Table 2.1. Types of Context Clues

Type of Context Clue	Example*
Definition: The author explains the meaning of the word in the sentence or selection.	When Sara was hiking, she accidentally walked through a patch of **brambles**, *prickly vines, and shrubs,* which resulted in many scratches on her legs.
Synonym: The author uses a word similar in meaning	Josh walked into the living room and accidentally tripped over the **ottoman**. He then mumbled, "I wish people would not leave the *footstool* right in the middle of the room. That's dangerous!"
Antonym: The author uses a word nearly opposite in meaning.	The supermarket manager complained, "Why do we have such a **plethora** of boxes of cereal on the shelves? *In contrast*, we have a real *shortage* of pancake and waffle mix. We've got to do a better job ordering."
Example: The author provides one or more examples of words or ideas.	There are many members of the **canine** family. *For example, wolves, foxes, coyotes*, and pets such as *collies, beagles*, and *golden retrievers* are all canines.
General: The author provides several words or statements that give clues to the word's meaning.	It was a **sultry** day. The day was *very hot and humid.* If you moved at all, you would *break out in a sweat.* It was one of those days to *drink water and stay in the shade.*

2.4.3. Procedures for applying the Context Clue strategy

Denton et al. (2007) listed The Instructions for using the Context Clues Strategy

Step 1: Read the sentence that contains the unfamiliar word again. Pay attention to signal words or punctuation.

Step 2: Reread the phrases that come before and after the foreign word.

Step 3: Try to guess the meaning of the word based on the provided clues.

Step 4: To see whether it makes sense, insert the meaning into the original sentence.

2.5. Related studies

Lack of students' reading comprehension skills and students' lack of vocabulary have been severe problems for a long time, especially in EFL learners. Therefore, many researchers are examining various ways to solve the problem. Context clues strategy has been the subject of numerous earlier studies by multiple researchers. The most recent study related to the context clues strategy was conducted by Maysarah and Rahmah (2013), Che Ani et al. (2025), Lakhamja (2025), İlter (2019) and Innaci and Sam (2017). This study is motivated by the previous studies cited above to identify research gaps.

As for the participants and geographical location, the previous studies above have been conducted in different places. The participants in the study of Maysarah and Rahmah (2013), Che Ani et al. (2025) and İlter (2019) were secondary school students in Indonesia, Malaysia and Turkey, respectively, while the participants in Lakhamja's (2025) study were university students in Thailand, and the participants in Innaci and Sam's (2017) study were university students in India. Based on the previous study above, the participants mostly came from secondary schools and universities. Therefore, this study would like to fill the gap in previous studies for high school students in Vietnam.

Regarding the research method, Maysarah and Rahmah (2013) employed the Classroom Action Research (CAR) with two cycles, each including planning, acting, observing, and reflecting. Besides, the instruments used included an observation checklist, a field note, and a vocabulary test. Meanwhile, the research of Che Ani et al. (2025) employed the Action Method as the research methodology and used the Think-Pair-Share technique in the intervention. Subsequently, Lakhamja's (2025) study employed a quasi-experimental study, using the Business Result Pre-intermediate textbook in the intervention. In İlter's study in 2019 and Innaci and Sam's (2017) study used an experimental design in which the control group engaged in extensive reading practice while the experimental group received Context Clue teaching. This research used an experimental study using a quasi-experimental design in which the sample is split into two groups: the experimental and control classes, in order to close the gap left by the previous study.

When it comes to subject skills, most of the previous studies mentioned above focused on students' vocabulary achievement. The study of Che Ani et al.(2025) investigated students' vocabulary acquisition in reading lessons, Lakhamja's (2025) focused on Business English vocabulary, and the study of İlter (2019) and Innaci and Sam (2017) measured students' vocabulary development through the Context Clue strategy, while Maysarah and Rahmah's (2013) research studied students' comprehension

in reading, but in a specific type of reading - report text. To fill the gap in previous studies, this study focused on applying the Context Clues Strategy to improve students' reading comprehension. Compared to them, this study's discussion topic is broader than in previous studies. The researcher discusses vocabulary, reading comprehension and context clues strategies in this study.

In terms of intervention duration, the study by Innaci and Sam (2017) lasted only 4-5 weeks, which is quite short. Students may have just grasped the strategy but haven't had many opportunities to practice it. In contrast, the studies by Che Ani et al. (2025) and Maysarah and Rahmah (2013) conducted experiments in two cycles, each cycle consisting of several lessons according to the curriculum. A common point among these three studies is that the teacher's role was merely to provide theory, and students needed to independently analyze sentences to differentiate and identify different types of context within them. The current study has an experimental duration similar to that of Lakhamja (2025) and İlter (2019), at 8 weeks. Each week, the researchers taught a specific type of contextual suggestion and had students practice that type of context.

Overall, the findings of these prior studies demonstrated that context clues had a considerable impact on students' vocabulary. Knowing that the context clues strategy positively impacts students' vocabulary, further research is needed regarding the context clues strategy that can help students increase their reading comprehension. Therefore, the researcher carried out this study and concentrated on using the context clues technique to enhance the reading comprehension of Dong Hy High School students in the eleventh grade. This research attempts to provide further proof of its advantages by investigating its efficacy in a Vietnamese high school setting, especially in improving reading comprehension in EFL students.

III.METHODOLOGY

3.1. Research design

This study was created by combining quasi-experimental design with mixed-methods research. This research used both qualitative methods, such as interviews, and quantitative methods, such as tests and questionnaires. Through triangulation, the mixed-method researcher integrates the results of the quantitative and qualitative components. In order to get a deeper comprehension of the study issues, this mixed methods technique enables researchers to triangulate data, which entails comparing and integrating results from several approaches (Denzin and Lincoln, 2011).

3.2. Rationale

This study was motivated by the challenges high school students face in developing their reading comprehension skills. After completing the English course at the high school level, students can achieve Level 3 of the 6-level Foreign Language Proficiency Framework for Vietnam, which is equivalent to B1 level in the Common European Framework of Reference for Languages (CEFR), according to the Ministry of Education and Training's (MOET) program. Specifically, "They can understand the main points of a standard, clear text or speech on familiar topics related to work, school, and leisure." The actual substance of the national high school English examinations is still hotly debated despite these long-term institutional aims and the established competency framework. According to Cao et al. (2026), the examinations have been criticized for their varying degrees of difficulty over the 2015–2025 era, and particularly in the 2025 exam. The test had a substantial quantity of vocabulary at the B2–C1 level, despite the desired learning result, as stated in the national framework, being set at B1, according to public commentary on social platforms and insights from credible media sites. The most crucial elements that affect reading comprehension are found to be a restricted vocabulary, challenges with grammatical structures, and insufficient engagement with the text. The Context Clue Strategy, a reading strategy that teaches students to utilize surrounding words, sentence structure, and overall text meaning to infer the meaning of new words and concepts while reading, is what this article attempts to use because of this constraint (Adeyemi & Olatunji, 2023).

By applying this method in the context of high school English comprehension, the research aims to shed light on its practicality and effectiveness in addressing the challenges. In summary, the rationale of this study is to employ a systematic and research-based Context Clue Strategy that not only helps students with comprehension but also may support the development of independent reading strategies in order to solve the ongoing challenges students have in reading comprehension.

3.3. Participants

A group of 40 students from class 11A4 of Dong Hy High School was divided into two separate groups to facilitate the design of a controlled experiment. Samples were taken using purposive sampling. The experimental group consisted of 20 students from class 11A4 of Dong Hy High School who were instructed and practised applying the Context Clue Strategy to enhance their reading comprehension. To minimise cross-contamination between groups, the researchers arranged for the control and experimental groups to sit in separate sections. Additionally, the teacher did not allow students to take materials home, collecting them after each experiment. Furthermore, participants were instructed not to share research materials with other groups. Although these measures could not completely eliminate contamination, they did help lessen the risk of contamination.

3.4. Data collection instruments

3.4.1. Tests

In this study, the researcher used the test to assess the students' English ability, particularly in reading comprehension. The researcher chose tests, including pre- and post-tests, as research tools to assess students' proficiency levels before the experiment and their progress after it. Because tests provide quantitative data, researchers can calculate the mean, standard deviation, and conduct t-test using SPSS and Microsoft Excel. Through tests, research results are clearer, easier to statistically analyse, and more scientifically sound and reliable. To get the most reliable results, the pre-test and post-test instruments are created at the same level of difficulty and distribution of cognitive elements contained in reading comprehension. According to Anderson and Krathwohl's Taxonomy (2001), the following cognitive factors of reading comprehension must be represented by the questions in the instruments:

Table 3.1. Anderson and Krathwohl's Taxonomy (2001)

No.	Aspects	Reading Materials
1	Remembering	Scanning for a specifically stated detail
2	Understanding	Finding the topic of a passage or of a paragraph, identifying the kind of text involved, and understanding supporting ideas
3	Applying	Deducing the meaning of words as used in the passage, understanding references, reading graphics charts, tables, etc.
4	Analyzing	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph
5	Evaluating	Finding the moral of the text
6	Creating	Making inferences

3.4.2. Questionnaire

To look at areas that have a big influence on reading comprehension, the questionnaire was split into three sets of questions: cognitive, emotional, and behavioral (Rosenberg, 1960). The reliability of the questionnaire was evaluated using Cronbach's Alpha. In order to determine if all of the elements in the questionnaire are the same construct, this was evaluated for internal consistency. As a result, the interconnection link between the test items was visible (Cronbach, 1951).

3.4.3. Interviews

To collect comprehensive information on student opinions, the researcher used a series of six semi-structured interview questions, some of which were open-ended and focused on many key topics, such as conduct, affection, and cognition. Ten students from the experimental group who used the Context Clue Strategy were interviewed by the researcher as a representative sample. To enable students to completely and clearly explain their ideas, interviews were done in their original tongue. The duration of each interview was around ten to fifteen minutes, which gave enough time to thoroughly examine sentiments without overburdening the participants. Depending on the availability and preferences of the students, interviews might be done online or in person. After the interviews were recorded and transcribed, patterns and themes in the replies were found. Concepts were categorized using a coding system, which made it possible to uncover trends and insights in the interviewees' answers. These insights were then interpreted in a summary report of the main conclusions.

3.5. Research procedures

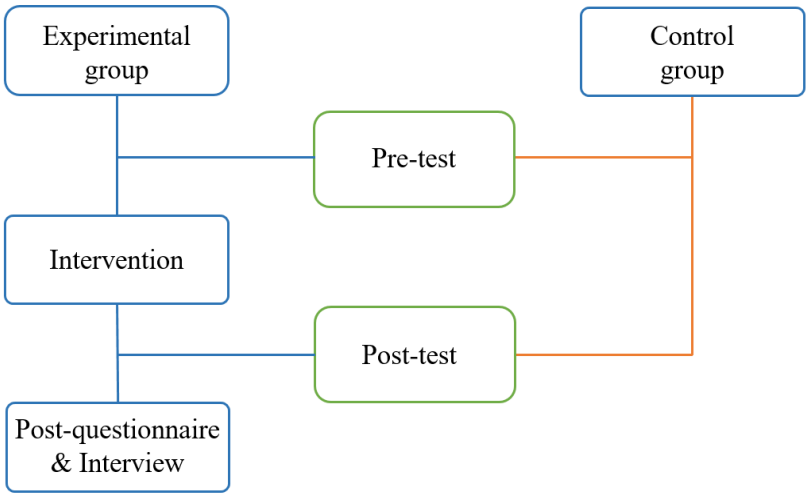


Figure 1. Research procedures

Stage 1: Assessing students' initial reading comprehension abilities

At week 1, A control group and an experimental group included 40 individuals. To evaluate their pre-experimental reading comprehension skills, participants in both groups completed a pre-test.

Stage 2: Implementing the Intervention

After the pre-test, participants in the experimental group underwent an intervention period, lasting from week 2 to 7, in which they used the Context Clue Strategy. . During the treatment, the researcher introduced the purpose of the Context Clue Strategy, emphasising that it helped students guess the difficult words via context clues. The experimental group focused on reading materials with well-known and relevant information during two 45-minute sessions each week, consisting of one theory period and one practice period. Students employed the Context Clue Strategy in class to make educated guesses about the meaning of unfamiliar words, particularly in reading courses. Researcher provided continuous feedback to ensure that students were applying the method correctly and enhancing their skills effectively. The structured organisation of information not only improved reading comprehension but also helped students better prepare for tests and apply knowledge to real-world situations. In contrast to the experimental group, students in the control group continued to attend classes applying the traditional reading comprehension method without any intervention from the Context Clue Strategy.

Stage 3: Assessing the students' ability in reading comprehension after carrying out the intervention

At the conclusion of week eight, a post-test was given to the experimental and control groups. The post-test data were still being synthesized, assessed, and analyzed by the researchers. To ascertain the effect of the Context Clue Strategy on the students' reading comprehension, the pre-test and post-test data were analyzed using Microsoft Excel and SPSS 20, and the test scores were compared.

Stage 4: Collecting the students' attitudes after using the Context Clue Strategy

In order to gather and analyze information on the participants' opinions of the Context Clue Strategy, a post-questionnaire and interview were administered to the experimental group of twenty students.

3.6. Technique of Data Verification

3.6.1. Validity

Measuring what was supposed to be measured is what is meant by validity. It's crucial to understand the validity of the instrument's items before distributing the questionnaire. It is possible to determine whether or not the questionnaire is suitable based on the results. The researcher chose to employ construct validity for both tests and questionnaires, as well as content validity for tests, among other validity instruments to collect data for this study.

a. Tests

Construct validity is ensured in both the initial and final tests because they are designed according to cognitive aspects of reading comprehension, including Remembering, Understanding, Applying, Analysing, Evaluating, and Creating, based on Anderson and Krathwohl's Taxonomy (2001). To ensure content validity in the tests, a matrix for the pre-test and a matrix for the post-test were presented in section 3.4. This ensures that all test items are consistent with the goal of improving reading comprehension and the Context Clue Strategy taught throughout the experiment.

b. Questionnaires

Construct validity is ensured in the questionnaires because the researcher has referenced and adapted the questions in the questionnaires to fit Rosenberg, M. J.'s (1960) Tripartite model, which includes cognitive, affective, and behavioural aspects. Because "attitude" is an abstract concept, dividing it into three criteria helps ensure construct validity.

3.6.2. Reliability

The instruments' reliability was then assessed by calculating Cronbach's alpha using the SPSS software.

Table 3.2. Cronbach's Alpha value interpretation table

Cronbach's alpha value	Interpretation
0.80 till 1.00	Very good and High level of internal consistency
0.70 till 0.79	Good and acceptable level of internal consistency
0.60 till 0.69	Acceptable
<0.60	The item needs repair
<0.50	The item needs to be dropped

Before conducting the primary research, a pilot study was conducted with 15 students from class 11A2 to evaluate the reliability of a reading comprehension test. The main test consisted of 40 multiple-choice questions, covering 6 different cognitive levels based on Anderson and Krathwohl's Taxonomy (2001). The researchers used SPSS software to run Cronbach's alpha coefficients. Below are the alpha results from the pilot study.

Table 3.3: Reliability statistics

Cronbach's alpha	N of items
.772	40

The Cronbach's alpha coefficient was 0.772, indicating acceptable reliability. Therefore, the test is considered suitable for use in the main study.

The researchers also used SPSS software to run Cronbach's alpha coefficients for the questionnaires. The questionnaires consist of 15 questions divided into three groups: cognitive aspect (questions 1-5), affective aspect (questions 6-10), and behavioural aspect (questions 11-15). Cronbach's alpha coefficient was calculated separately for each aspect to check for internal consistency.

Table 3.4. Reliability statistics for all aspects

Cronbach's alpha	N of items	Cronbach's alpha	N of items	Cronbach's alpha	N of items
.770	5	.857	5	.836	5
Cognitive aspect		Affective aspect		Behavioural aspect	

The results showed acceptable reliability across all aspects of the questionnaire.

3.7.1. Data analysis tools

3.7.1.1. Microsoft Excel 2016

Microsoft Excel was used to input each student's score, sort the student list, and calculate the total using the SUM function. Furthermore, to illustrate the growth of scores, the researcher used this tool to create appropriate charts.

3.7.1.2. SPSS 20

SPSS was employed in this investigation to conduct Cronbach's Alpha in order to illustrate the consistency of the questionnaires and assessments. Furthermore, it was employed in descriptive statistics to determine the Mean and Standard Deviation. The t-test was also employed to compare differences between the experimental and control groups and within the same experimental group.

3.7.1.3. Google Forms

The questionnaire was carried out using Google Forms on the online platform. A total of 40 participants were required to finish 15 different questions of assessment, divided into three main groups: cognitive, affective, and behavioural aspects. After completion, all the assessment results were collected immediately. The participants were also asked for their willingness before participating in the assessment, and their personal information will be kept confidential.

3.7.2. Descriptive statistics

3.7.2.1. Mean and standard deviation

Creswell and Creswell (2018) emphasised that mean and standard deviation are important components of quantitative research.

a. Mean

The mean is the sum of all values in a dataset, divided by the total number of values.

$$\bar{X} = \frac{\sum X_i}{n}$$

$\bar{X}$: The average score of the group
X_i: The value of each specific observtion
n: Total number of participants in the group

b. Standard deviation

$$SD = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n-1}}$$

SD: Standard deviation
X_i: The value of each specific observation
$\bar{X}$: The average score of the group
n: Total number of participants in the group
n – 1: the degrees of freedom in the statistical sample

3.7.2.2. Categorisation

To classify students' scores in both the pre-test and post-test, the researchers used the Score Interpretation Criteria scale (Arikunto, 2013). Scores were categorised into five levels of achievement, with 86-100 being very high and 40-55 being very low.

Table 3.5. Score interpretation (Arikunto:2013)

No.	Score Scales	Five Scales	
		A-E	Range
1	86 – 100	A	Very High
2	76 – 85	B	High
3	66 – 75	C	Fair
4	56 – 65	D	Low
5	40 – 55	E	Very Low

3.7.4. Research hypothesis

This study proposes the following hypotheses:

The first hypothesis: *'There is a significant difference in reading comprehension of the experimental group before and after applying the Context Clue Strategy.'*

H_0:: There is no significant difference in reading comprehension of the experimental group before and after applying the Context Clue Strategy.

H_1: There is a significant difference in reading comprehension of the experimental group before and after applying the Context Clue Strategy.

The second hypothesis: '*There is a significant difference in reading comprehension scores between the experimental and control groups after applying the Context Clue Strategy*.'

H_0: There is no significant difference in reading comprehension scores between the experimental and control groups after applying the Context Clue Strategy.

H_1: There is a significant difference in reading comprehension scores between the experimental and control groups after applying the Context Clue Strategy.

In order to assess these hypotheses, a statistical test known as a t-test is implemented. The p-value is the probability of observing test results that are at least as extreme as the observed results, assuming that the null hypothesis is valid. The probability of rejecting the null hypothesis if it is true is denoted by alpha (α). 0.05 (5%), 0.01 (1%), and 0.10 (10%) are among the most frequently encountered α values.

The null hypothesis is rejected and the alternative is endorsed if the p-value is less than α, as the data evidence is sufficient. If the p-value exceeds α, the null hypothesis should not be rejected, as it suggests that the alternative hypothesis is not supported by sufficient evidence.

3.7.5. T-test formulas

3.7.5.1. Paired-Samples T-test

The purpose of using a paired-sample t-test was to examine whether the mean scores of the experimental group increased significantly after applying the Context Clue Strategy.

$$t = \frac{\bar{d}}{SD_d/\sqrt{n}}$$

$\bar{d}$: mean of the differences

SD_d: standard deviation of the differences

n: sample size

3.7.5.2. Independent T-test

This kind of t-test was used to determine if the group that received the therapy had better outcomes than the group that did not.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$\overline{X}_1$: The mean of sample group 1

$\overline{X}_2$: The mean of sample group 2

SD_1^2: The variance of sample group 1

SD_2^2: The variance of sample group 2

n_1: The sample size in group 1

n_2: The sample size in group 2

3.7.5.3. Effect size measurement

In this investigation, the researcher used Cohen's d, a well-known impact size calculation. This formula is often used to measure the size of the difference between two groups. Regardless of the scale or units chosen, this formula offers a consistent method for interpreting the findings. According to Jacob Cohen (1988), the Cohen's d formula looks like this:

$$d = \frac{M_1 - M_2}{SD}$$

d = Cohen's effect size
M_1 = Mean score of group 1
M_2 = Mean score of group 2
SD = standard deviation of the two groups

The impact of a research or a variable is interpreted using the effect size data based on Cohen's criterion. The impact size is categorised as follows based on Cohen's d value:

Cohen's d value	Interpretation
0 – 0.20	Small
0.21 – 0.50	Medium
0.51 – 1.00	Large
d > 1.00	Extremely large

3.8. Limitations

The design of the reading comprehension measure is a substantial limitation of the study. The study needs to ensure that the questions accurately measure cognitive aspects according to the scale of Anderson and Krathwohl (2001). Therefore, the author had to refer to previous studies instead of compiling the test himself due to time constraints and the need for evaluation by experts specialising in reading comprehension designs. Furthermore, although many studies have investigated the same topic, they often use different research subjects or keep appended sections confidential, making it difficult to obtain references. Additionally, the long-term effects of the experiment are unknown, as it lasted only eight weeks, and only temporary improvements in pupils were

observed. The ability to generalise the findings to all students in the 11th grade in other high schools is restricted due to the convenience of using a group of participants that the researcher practices during the internship at a specific high school.

3.9. Ethical consideration

It is crucial to strictly adhere to ethical issues while doing research with volunteers. According to Cohen et al. (2007), because of the sensitivity of the questions and the amount of time allotted, interviews are seen as an invasion of respondents' privacy. As a result, maintaining a high quality of ethical concerns is essential. Therefore, the participants were apprised of the study's objective, their right to withdraw at any moment without influencing their academic results, and the confidentiality of their privacy in the study. Their permission to use their results for the study was specifically requested in the survey. Participants who indicated that they did not want their writings to be part of the study were removed from the dataset once they were removed from the research group. There are 48 students in the class; however, some are unable to take part in the study due to personal reasons or gifted student test preparation. As a result, 40 students were ultimately included in the research.

IV. FINDING AND DISCUSSION

A. FINDINGS

4.1. Descriptive Statistics

To provide a thorough summary of the information gathered from the experimental and control groups, Table 4.1 presents the descriptive statistics. The pre-test and post-test results, mean scores, and gain scores for the experimental and control groups are shown in Table 4.1.

Table 4.1. The data acquired from the control and experimental groups and the gain score

No.	Control			Experimental		
	Pre-test (out of 100)	Post-test (out of 100)	Gain score (out of 100)	Pre-test (out of 100)	Post-test (out of 100)	Gain score (out of 100)
1	45	45	0	45	60	15
2	60	62.5	2.5	57.5	70	12.5
3	52.5	50	-2.5	55	67.5	12.5
4	57.5	62.5	5	67.5	75	7.5
5	62.5	55	-7.5	62.5	62.5	0
6	65	70	5	65	75	10
7	50	57.5	7.5	52.5	55	2.5
8	65	70	5	67.5	80	12.5
9	52.5	57.5	5	47.5	57.5	10
10	57.5	60	2.5	60	70	10
11	70	77.5	7.5	42.5	52.5	10
12	47.5	50	2.5	57.5	65	7.5
13	50	50	0	60	70	10
14	45	57.5	12.5	55	65	10
15	55	47.5	-7.5	57.5	67.5	10
16	62.5	67.5	5	45	60	15
17	67.5	72.5	5	57.5	70	12.5
18	50	55	5	52.5	62.5	10
19	47.5	52.5	5	60	67.5	7.5
20	57.5	62.5	5	55	65	10
Mean	56	59.125	3.125	56.125	65.875	9.75

4.2. Research question 1

RQ1: *What is the current level of reading comprehension among 11th-grade students at Dong Hy High School before applying the Context Clue Strategy?*

4.2.1. Descriptive statistics of pre-test

Before the intervention, students in the control and experimental groups had to complete a reading comprehension exam with forty multiple-choice questions. The results of the pre-test and post-test were subsequently compared. The pre-test's outcome is as follows:

a. The data of the reading comprehension test score of the experimental group in the pre-test

According to the calculation's outcome, the experimental group's pre-test reading comprehension mean score was 56.125. The score's standard deviation (SD) was 7.139. The exam had a minimum score of 42.5 and a maximum score of 67.6.

Table 4.2: Descriptive analysis of the experimental group in the pre-test

Mean	SD	Median	Mode	Maximum	Minimum
56.125	7.139	57.5	57.5	67.6	42.5

The students' scores are categorised according to the score categorisation that was previously discussed in Chapter III, 3.7.3.1. The following table displays the score distribution:

Table 4.3: The score catagories of the experimental group in the pre-test

No.	Interval	F	F(%)	Category
1.	86 - 100	0	0%	Very High
2.	76 - 85	0	0%	High
3.	66 - 75	2	10%	Fair
4.	56 - 65	9	45%	Low
5.	40 - 55	9	45%	Very Low
			100%	

45% of the students received a score of low, while 45% received a score of very low. The remaining 10% got a fair score. It was evident that no students achieved a score of high or higher. Furthermore, this was further substantiated by the mean score of 56.125, which was classified as low in the 56-65 range.

b. The data of the reading comprehension test score of the control group in the pre-test

Table 4.4: Descriptive Analysis of the Control Group in the PreTest

Mean	SD	Median	Mode	Maximum	Minimum
56	7.669	56.25	50	70	45

The pre-test reading comprehension mean score for the control group was 56, according to the computation findings. The standard deviation (SD) of the scores was 7.669. The exam was completed with a minimum score of 45 and a maximum score of 70.
The following table displays the score distribution:

Table 4.5: The Score categories of the Control Group in the pre-test

No.	Interval	F	F(%)	Category
1.	86 - 100	0	0%	Very High
2.	76 - 85	0	0%	High
3.	66 - 75	2	10%	Fair
4.	56 - 65	8	40%	Low
5.	40 - 55	10	50%	Very Low
			100%	

The majority of the students' scores (50%) were in the low category. 40% of the students were in the low category. The other 10% was in the fair category. Similar to the experimental group, no students achieved high or very high scores. It was also supported by the mean score of 56, which belonged to the low category 56 - 65.

4.2.2. Independent-sample t-test of pre-test

Table 4.6: Independent-sample t-test of pre-test

	t	df	p
Pre-test score	-0.053	38	.958

To determine if there was a significant difference between the experimental and control groups' pre-test scores, an independent t-test was used. According to the findings, t(38) = -0.053, p = 0.958 (p > 0.05). As a result, there was no discernible difference between the two groups, and prior to the trial, they were thought to be equal.

4.3. Research question 2

RQ2: *How does the Context Clue Strategy impact the reading comprehension of 11th-grade students at Dong Hy High School?*

4.3.1. Descriptive statistics of post-test

After the study intervention was completed, a post-test was conducted. Similar to the pre-test, the post-test was a reading comprehension assessment with forty multiple-choice questions. This test was administered to both the experimental and control groups. The efficacy of the intervention was assessed by comparing the post-test and pre-test results. The post-test results are as follows:

a. The data of the reading comprehension test score of the experimental group in the post-test

The calculation revealed that the experimental group's improved mean score on the reading comprehension exam in the post-test was 65.875. The score's standard deviation (SD) was 6.895. The exam had a minimum score of 52.5 and a maximum score of 80.

Table 4.7: Descriptive Analysis of the experimental group in the post-test

Mean	SD	Median	Mode	Maximum	Minimum
65.875	6.895	66.2500	70	80	52.5

The students' scores were categorised according to the score categorisation that was previously discussed in Chapter III, 3.7.3.1. The following table displays the score distribution:

Table 4.8: The score catagories of the experimental group in the post-test

No.	Interval	F	F(%)	Category
1.	86 - 100	0	0%	Very High
2.	76 - 85	1	5%	High
3.	66 - 75	9	45%	Fair
4.	56 - 65	8	40%	Low
5.	40 - 55	2	10%	Very Low
			100%	

45% of the students received a score of fair, while 40% received a score of very low. The remaining 10% got a lowscore. It was evident that one student, equivalent to 5%, reached a high level. Additionally, the mean score of 65.875, which was in the fair range of 66 to 75, further confirmed this.

b. The data of the reading comprehension test score of the control group in the post-test

Table 4.9: Descriptive analysis of the control group in the post-test

Mean	SD	Median	Mode	Maximum	Minimum
59.125	8.969	57.5	50	77.5	45

According to the calculation results, the control group's mean score on the reading comprehension test in the post-test was 59.125. The scores' standard deviation (SD) was 8.969. A minimum score of 45 and a maximum score of 77.5 were achieved on the test.

Table 4.10: The score categories of the control group in the post-test

No.	Interval	F	F(%)	Category
1.	86 - 100	0	0%	Very High
2.	76 - 85	1	5%	High
3.	66 - 75	4	20%	Fair
4.	56 - 65	7	35%	Low
5.	40 - 55	8	40%	Very Low
			100%	

Forty percent of the students' results fell into the poor group. The poor group included 35% of the pupils. The remaining 20% fall within the fair range. One student received a high score, just like the experimental group. The mean score of 59.125, which fell into the low group of 56 to 65, further supported it.

4.3.2. Paired-sample t-test of the experimental group

A paired-sample t-test was conducted to compare whether there was a significant difference between the scores of the pre- and post-tests in the experimental group.

Table 4.11. Paired t-test results in reading comprehension of the experimental group

	t	df	p	SD	Cohen's d
Pre-test score – Post-test score	-7.585	19	.000	3.618	2.69

According to the findings, $t(19) = -7.585$, $p = 0.00$ ($p < 0.05$). As a result, the researcher's null hypothesis was rejected since there was a significant difference between the experimental group's two pre- and post-tests. Furthermore, a very significant improvement after the experiment is shown by the very high effect size (Cohen's $d = 2.69$). This further demonstrates that the intervention improved pupils' reading comprehension skills.

4.3.3. Independent-sample t-test of post-test

After using the Context Clue Strategy, an independent t-test was used to determine if the experimental and control groups' reading comprehension scores differed significantly.

Table 4.12. Independent-sample t-test of post-test

	t	df	p	Cohen's d
Post-test score	-2.668	38	.011	0.84

The pre-test mean scores for both groups were almost identical. The experimental group's mean score was 56.125, whereas the control group's was 56. Prior to the intervention, both groups have the same fundamental reading comprehension abilities. To ascertain the difference, a post-test was administered after the intervention. It has been shown that the experimental group outperformed the control group in terms of mean score as a result of the treatment. On the post-test, the experimental group scored 65.875 whereas the control group scored 59.125.

4.3.4. Comparison between experimental and control groups of the students' reading comprehension scores in the pre-test and post-test

Both groups' pre-test mean scores were almost the same. The control group had a mean score of 56, whereas the experimental group received a mean score of 56.125. Both groups had the same basic reading comprehension skills before the intervention. The post-test was given after the intervention to determine the difference. It has been shown that the therapy caused the experimental group to achieve a higher mean score than the control group. The experimental group scored 65.875 on the post-test, compared to 59.125 for the control group.

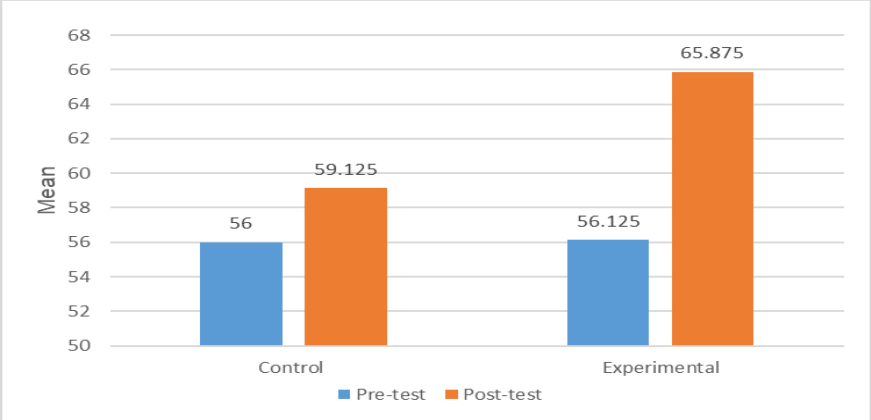


Figure 2. Average Scores of Control and Experimental Groups in Pre-test and Post-test

4.4. Research question

RQ3*: What are the attitudes of 11th-grade students at Dong Hy High School towards using the Context Clue Strategy to improve their reading comprehension?*

4.4.1. The results of the questionnaire

The questionnaire gauges students' opinions on using the Context Clue Strategy in reading comprehension using a Likert scale with five points. The 15 questions on the questionnaire are broken down into three categories: behavioral (items 11–15), affective (items 6–10), and cognitive (items 1–5). The mean score revealed how the students felt about using the Context Clue Strategy for reading comprehension. The answers to the questions within each element were averaged to produce the scores for that aspect.

Table 4.13. Scoring range of Likert-scale of the survey (Sözen, 2019)

Mean level	Value	Level of agreement
4.21 – 5.00	5	Very High
3.41 – 4.20	4	High
2.61 – 3.40	3	Moderate
1.81 – 2.60	2	Low
1.00 – 1.80	1	Very Low

Table 4.14. Students' attitudes after applying the Context Clue Strategy

Dimension	Mean (M)	SD	Level of agreement
Cognitive	4.08	0.427	High
Affective	4.07	0.396	High
Behavioral	3.9	0.321	High
Overall	4.017	0.284	High

Students' opinions on using the Context Clue Strategy in reading comprehension are shown in Table 4.5. With a mean score of 4.017 and a standard deviation of 0.284, the findings demonstrate that all three elements received high scores. The average score for the cognitive component was the highest (M=4.08, SD=0.427). This suggests that pupils were aware of the Context Clue Strategy's significance for reading comprehension. Most students believed that this method improved their ability to understand texts and infer the meaning of new terms.

With a mean score of 4.07 and an SD of 0.396, the affective component also received strong marks. Though it was still regarded as high, the behavioral component had the lowest mean score (M=3.9, SD=0.321). The findings of the questionnaire show that students generally have a positive opinion of the use of the Context Clue Strategy in reading comprehension.

4.4.2. The results of the interview

Three main themes emerged from a thematic analysis of the interview data that represented the perspectives of 11A4 students at Dong Hy High School on the use of the Context Clue Strategy to improve their reading comprehension skills. Researchers conducted six interviews divided into three themes, each related to one of the three aspects of the questionnaire: cognition, affection, and behavior. These themes were the result of the systematic categorization and classification of student responses, providing insightful perspectives on how the Context Clue Strategy influences students' reading comprehension.

Theme 1: Cognition aims to explore students' thoughts and evaluations regarding the Context Clue Strategy.

Question 1: "How has applying context clue strategies influenced your understanding of English reading texts?"

"While doing reading exercises, I encountered some new words in the text. Instead of immediately looking them up in the dictionary, I tried to find clues in the sentence to guess the meaning of the word." (Student 3)

"Applying the Context Clue Strategy helped me understand the content of the reading material better because I could guess the meaning of some words I didn't know." (Student 4)

"In some cases, the context wasn't very clear, so I couldn't guess the meaning of a word; however, I could determine whether the word had a positive or negative connotation." (Student 7)

"It helped me improve my comprehension and critical thinking because I could use the context of the sentence to infer the meaning of words I didn't know." (Student 8)

Question 2: "Do you think it's important to understand different types of context clues? Why or why not?"

"I feel it's quite important. As I mentioned above, even if I can't pinpoint the exact meaning, I can still tell if the word is positive or negative. For example, the word 'but' is an antonym clue, so I know the word that comes after 'but' will be the opposite of the word before it." (Student 8)

"I don't think it's that important. Just knowing the meaning of the clue is enough; I don't need to know what kind of context clue it is." (Student 5)

From the students' opinions in the cognitive section, most students found the Context Clue Strategy very useful in inferring the meaning of unknown words. Besides that, most students found identifying the type of context clue important, but one student did not think it was that important as long as they could deduce the meaning of the unknown word.

Theme 2: Affection emphasizes students' feelings about applying the Context Clue Strategy.

Question 3: "How did you feel when you first started learning about this method?"

"At first, the Context Clue Strategy was quite new to me, but I found it quite interesting and wanted to learn more about it." (Student 1)

"This strategy made me more interested in reading because I often felt frustrated with my reading comprehension when I encountered new words I didn't know." (Student 8)

"Actually, at first I found the Context Clue Strategy quite difficult because I had to remember and correctly distinguish different types of context. Especially the general clue, I felt this type was the hardest to guess the meaning of words." (Student 5)

"When I first started learning, I wasn't used to relying on clues to deduce, but once I understood it well, I felt quite confident in completing reading comprehension exercises in class." (Student 9)

Question 4: "Have context clue strategies helped you become more confident or independent in reading comprehension? Why or why not?"

"Absolutely. Normally, when reading English texts, I tend to rely on electronic dictionaries to look up the meaning of words. And sometimes, looking up individual words obscures the meaning of the sentence, so my reading comprehension isn't very effective. Since applying this strategy, I feel confident relying on the Context Clue Strategy in sentences or paragraphs to deduce the meaning of words I don't know." (Student 8)

"Yes. When a sentence has clear context clues, I can understand the meaning of that sentence and even deduce the main content of the entire paragraph. Before learning this strategy, when I encountered a new word, I would always ask my teacher for its meaning, which made me lazy in thinking and ineffective at memorizing words." (Student 2)

"I still feel a bit less confident. Because my vocabulary is still quite limited, even when there are many context clues in a sentence, I still can't understand the meaning of that sentence." (Student 6)

Overall, most students feel more confident and independent when they understand the content of a text through context clues or can guess the meaning of new words through context clues. However, some students still can not understand the meaning of a sentence even with very clear clues. The problem here is that their vocabulary is not large enough to guess the meaning of new words.

Theme 3: Behavior emphasizes practical, observable actions in using the Context Clue Strategy.

Question 5: "How often do you use context clue strategies while doing reading tasks?"

"I use the Context Clue Strategy whenever I encounter difficult words in a sentence. There are sentences where the context isn't clear, but it helps me understand the main idea of the sentence or paragraph." (Student 10)

"...Besides readings in class, whenever I encounter unfamiliar words in English newspapers or stories, I try to find context clues to guess the meaning of the word I don't know. Therefore, my reading isn't interrupted by stopping to look up vocabulary." (Student 6)

"I use this strategy quite often, especially in reading passages during tests. During those times, I'm not allowed to use a dictionary or ask the teacher, so guessing the context is an effective tool to help me guess the meaning of unfamiliar vocabulary." (Student 2)

"Usually at home, I'm quite lazy to think, so looking up words in an online dictionary helps me do my assignments faster." (Student 3)

"I don't use this strategy often because, for me, most of the sentences are new words, so I'm not able to guess the meaning of the vocabulary." (Student 5)

Question 6: "What do you usually do when you see an unfamiliar word in a reading passage?"

"When I encounter a difficult word, I ask my teacher for its meaning, or I ask a classmate for the meaning." (Student 7)

"I often reread the previous and subsequent sentences to find clues in each context. From there, I can deduce the meaning of the word." (Student 2)

"I often use an electronic dictionary to look up words because it's quite convenient and fast." (Student 3)

"When I encounter a difficult word, I often feel discouraged and don't want to continue reading." (Student 5)

Through the two questions in theme 3, the participants helped the researchers understand why behavioral aspect received the lowest mean score. Although they recognized the usefulness of the Context Clue Strategy, under normal circumstances, they would choose the least mentally demanding method, such as looking up words in a dictionary or asking for help. Only in challenging situations like exams would they truly search for context clues to deduce and guess the context to the fullest extent.

Taken together, the themes illustrated that the Context Clue Strategy were perceived positively by 11th-grade students at Dong Hy High School as an effective tool for improving reading comprehension ability. They helped improve students' understanding of the material and boost their self-confidence. Nevertheless, in order for the Context Clue Strategy to be truly effective, it is necessary to address group management challenges and incorporate multimedia tools that students are already motivated by. The research question was satisfactorily addressed by these findings, which provided a comprehensive and impartial assessment of the Context Clue Strategy's advantages and disadvantages as perceived by the learners.

In general, the students expressed favorable attitudes toward the implementation of the context clue strategy to ascertain the meaning of unfamiliar words, as indicated by the questionnaires and interviews. They acknowledged and indicated that the context clue strategy was essential to be learned in class, as it facilitated the students' ability to increase their reading pace and save time.

B. Discussion

The pre-test results for both groups in Table 4.1 show that the current reading comprehension level of Dong Hy High School students in the eleventh grade is not very high. The experimental group scored 56.125 on the pre-test, compared to the control group's mean score of 56. The mean results were grouped at the same reading comprehension level. This implies that before the intervention, both groups were categorized at the same level. Before the Context Clue Strategy was used, the pupils' reading comprehension was often uneven, necessitating the introduction of support measures to help them improve. The pre-test and post-test results of the experimental and control groups had to be compared in order to evaluate the impact of the Context Clue Strategy on the reading comprehension performance of 11th-grade students at Dong Hy High School. A post-test was given after the conclusion of the intervention. The experimental group's mean post-test score was 65.875, whereas the control group's was 59.125. As a result of the therapy, pupils in the experimental group outperformed those in the control group in terms of mean score. Nevertheless, the alternative hypothesis was also confirmed by the t-test analysis of the mean scores. A p-value of less than 0.05 indicates significant data. Furthermore, the investigation's post-test p-value (0.011) was less than 0.05. Because the p-value was less than 0.05, it was shown that there was a significant difference in the investigation's data. As a result, the theory investigated in this study was put into practice. According to research, using Context Clue method analysis as a reading method in the classroom is a successful way to help children become more proficient readers. After the inquiry was completed, the t-test data analysis showed a significant difference. The findings clearly showed that the Context Clue Strategy was a useful method for improving the reading comprehension of Dong Hy High School students in the eleventh grade. Students were less likely to instantly seek up new terms in a dictionary after using the Context Clue Strategy. Nonetheless, in order to get favorable outcomes, the instructor is vital; in addition to teaching the method, they serve as a vital support system by giving pupils prompt help. Additionally, familiarity with the examinations and practice are important factors. Familiarization throughout the intervention period is anticipated to lower anxiety and improve test-taking performance since the research used a consistent test format. In order to optimize students' reading comprehension and performance, the Context Clue Strategy should be used more often in reading instruction.

Based on their cognitive, emotional, and behavioral characteristics, the opinions of Dong Hy High School 11th students regarding the Context Clue Strategy were examined. After using this approach, students generally reacted favorably. Based on the context of a phrase or paragraph, several students found it helpful to infer the meaning of unknown terminology. Furthermore, identifying the type of context also helped students considerably in deducing new words. However, some students struggled to adapt to guessing words through context, especially those who had always looked up new words in a dictionary or sought help from their teacher. Some students indicated they needed time to become familiar with different types of context clues. Despite these initial difficulties, most students acknowledged that once they became familiar with the method, they not only guessed words better but also understood the content of the reading passages more effectively. Feedback from students in surveys and interviews reinforced these findings. Most students expressed enjoyment of using the Context Clue Strategy in their reading activities, stating that it helped improve their reading comprehension. Students also reported feeling more confident in their reading comprehension exercises, as the method helped them focus on important details and critical thinking. Overall, students' attitudes towards the

Context Clue Strategy were largely positive, and many found that the method improved their reading comprehension and academic performance.

V. CONCLUSIONS

The purpose of this quasi-experimental mixed-method research is to ascertain if the Context Clue Strategy may improve students' reading comprehension. The researcher came at the following conclusion:

Students at Dong Hy High School in the eleventh grade may improve their reading comprehension by using the Context Clue Strategy. The experimental group's data analysis findings, which indicate that the pre-test mean score was 56.125 and the post-test mean score was 65.875, support this. As a result, the post-test score was higher than the pre-test score.The sig (2-tailed) value of 0.00<0.05 supports this conclusion, as evidenced by the T-test analysis. In other words, the alternative hypothesis (H_0) was accepted whereas the null hypothesis (H_1)was rejected.

According to the findings of questionnaires and interviews, the students responded favorably to the implementation of the Context Clue Strategy in reading comprehension. Information from the questionnaire indicates that this is the case. The Context Clue Strategy provided the majority of students with highly favorable responses in nearly every aspect of their reading comprehension improvement.

Students responded extremely well to the use of the Context Clue Strategy in reading comprehension, according to the findings of surveys and interviews. This is suggested by information from the questionnaire. In almost all aspects, the majority of students gave very positive responses in improving reading comprehension by using the Context Clue Strategy**.**

From the research results, it can be seen that the progress of the experimental group was quite significant, not due to luck or chance. Furthermore, the students' progress was also due to their enjoyment and acceptance of the Context Clue Strategy, which encouraged them to use this method in reading comprehension. The Context Clue Strategy in this study has contributed further empirical evidence to the body of previous research. When implemented in grade 11 at a public school in Vietnam, this method retained its value and effectiveness. Teachers can refer to and apply this strategy to teaching reading comprehension because students were quite enthusiastic when using it.

5.2. Limitations

It is important to be aware of some of the Context Clue Strategy's disadvantages even if the study found that it enhanced students' reading comprehension. First off, the research only included 40 eleventh graders, which restricts the generalizability of the findings. A larger and more diverse sample should be selected in order to provide a thorough grasp of the technique across different learner backgrounds. A bigger sample of kids from nearby high schools or from many grades would be useful for future research. By doing this, the findings would be more reliable and the students employed in the research would be more representative. Second, the Context Clue Strategy was only used for eight weeks in this research, which was not long enough to determine the strategy's long-term effects on students' reading comprehension. Some students have not had enough time to develop efficient habits or have not yet completely acclimated to the different types of context hints. A longer study period, like a semester or a school year, might determine if the Context Clue Strategy offers long-term benefits. Thirdly, by tracking student results over time, researchers would have access to a wealth of data points to examine the connections between the Context Clue Strategy and student learning. Furthermore, this study only assessed how the Context Clue Strategy affected reading comprehension; it did not assess speaking, hearing, or writing skills. Future studies should broaden their scope to examine the potential impact of the Context Clue Strategy on students' overall language ability. Fourth, even though the researchers tried to minimize contamination between the control and experimental groups, the classroom environment had already given the control group some knowledge of the Context Clue Strategy. Additionally, even though the instructor warned the students in the experimental group not to divulge knowledge about this tactic, there is no way to ensure that they wouldn't. Fifth, there was a comparable organization between the pre- and post-tests. The pre-test required students to practice reading comprehension utilizing their prior techniques as well as get acquainted with the format and criteria of the questions. The post-test, on the other hand, required them to be familiar with the questions and their structure, which can have an impact on their performance. Lastly, not every student understands the Context Clue Strategy with the same ease or efficacy. The Context Clue Strategy, which involves speculating about a word's meaning or deducing the primary concept of a phrase or paragraph, may be difficult for certain students to adjust to. Others may be less inclined to embrace this approach if they believe it takes more time than their typical learning strategies. Future studies can think about examining how well the Context Clue Strategy works for different student groups with different learning preferences. Nonetheless, this research considerably advances the field of English language teaching by showing that the Context Clue Strategy may greatly enhance reading comprehension in non-native English-speaking countries like Vietnam. These results provide instructors with useful information to help them employ creative tactics that will enhance student performance.

5.3. Suggestions

The researcher has suggested the following when it comes to the study's findings:

5.3.1. For teachers

Teachers must identify effective teaching methods for their students. The purpose of strategies is to aid with language acquisition. One effective strategy to boost students' motivation and text comprehension performance is to assist them in using reading methods. To help students interact with the text in a methodical way, instructors should include the Context Clue Strategy into their lessons rather of relying just on conventional methods.

In order to use the Context Clue Strategy, teachers must first choose reading materials that are suitable for their students' reading levels. Students may find it easier to learn the Context Clue Strategy if instructors provide them with clear instructions and real-world examples of how to use it.

Second, by including this Context Clue Strategy into their classes and encouraging students to utilize the Context Clue Strategy to guess the unknown terms via context, instructors may provide students frequent practice chances.Third, teachers could employ technology or visually designed worksheets to make the lesson more engaging rather than presenting students the idea of the Context Clue Strategy in a monotonous way. Thus, students will participate in the class more actively.

Finally, teachers should also provide students detailed guidance on how to use this strategy. Students should be taught to develop the habit of using the sentence's cues to deduce a term from unknown terms rather than consulting a dictionary or seeking help.

In summary, the Context Clue Strategy's usefulness should be evaluated by educators through assessment, practice, or student feedback. The method can be modified and improved to better suit each class by incorporating student feedback, which will provide valuable information.

5.3.2. For students

New strategies are recommended for language learners to implement during their literacy practices. Reading is an autonomous endeavour that necessitates individual resolution. Reading will become more engaging and effortless through the implementation of suitable strategies. Attempting to be an autonomous learner is difficult, but it is extremely beneficial. Firstly, students should actively apply the Context Clue Strategy to different reading materials to practice critical thinking skills when inferring the unknown words.

Secondly, students are encouraged to continue engaging with Context Clue Strategy as a regular study practice. In this way, students will increase their reading material comprehension. Daily practice will help this method become more familiar and effective.

5.3.3. For other researchers

Due to the researcher's lack of experience, this study may contain several flaws. If another researcher were interested in the same subject and took the effort to examine the Context Clue Strategy in further detail, it would be fantastic.

First of all, future research could expand the scope of the study by using the Context Clue Strategy in groups of students with different levels or learning environments to test the success of the method on a wider scale.

Furthermore, in the current study, the experimental period lasted only 8 weeks. As a result, it is impossible to ensure the research's sustainability. In order to assess the Context Clue Strategy's effectiveness and assist students in maintaining their cognitive habits in the absence of instructor guidance, future researchers need to prolong the experiment duration.

Additionally, the effects of Context Clue Strategy could also be examined in learning vocabulary, for a more holistic view, as it relates to the advantages of the method when learning English.

Through these lines of research, scholars can gain a more complete understanding of the opportunities and challenges associated with using the Context Clue Strategy in language education, thereby devising more effective and comprehensive teaching methods.

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