

CONTEXT CLUES AND READING COMPREHENSION IN THE IBDP ENGLISH ACQUISITION EXAMINATION: ANALYZING TEXT DESIGN AND DISTRIBUTION

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Abstract

While previous studies have extensively examined the effectiveness of using context clues in reading comprehension through experimental designs, limited attention has been given to the use of context clues in the reading section as an element of the examination, particularly in the context of the International Baccalaureate Diploma Programme (IBDP) English Acquisition Examination in 2023. This research examines the critical role of context clues in enhancing reading comprehension, specifically within the reading section of the English Acquisition component of the International Baccalaureate Diploma Programme (IBDP). This study employs a qualitative research design based on Wongwiwattana and Watanapokakul's (2021) framework for analyzing context clues in the reading section of the International Baccalaureate Diploma Programme (IBDP) English Acquisition examination. The framework categorizes context clues into several types, including definition, punctuation, restatement, example, synonym, antonym, cause and effect, general sense of a sentence, clues from another sentence, and word structure. This comprehensive categorization is particularly effective for enhancing understanding of the prevalence and effectiveness of different types of context clues across the selected texts. The first text employs a wide range of context clues, such as definitions, punctuation, restatements, antonyms, cause and effect relationships, hints from surrounding sentences, and word formation. In contrast, the second and third texts depend on a narrower selection of context clues, which could hinder readers' capacity to understand intricate passages and fully appreciate subtle meanings. The research suggests that future studies should explore how different distributions of context clues impact specific learner outcomes and comprehension strategies, ultimately contributing to best practices in text design for educational assessments.

Keywords: Context clues, discourse analysis, English acquisition examination, IBDP (International Baccalaureate Diploma Program)

INTRODUCTION

Reading is a crucial skill for learning and communication, producing both pleasure and intellectual development. When someone is involved with various texts, he not only expands his knowledge of a language but also extends his comprehension of foreign cultures and perspectives. Nunan (2003) explains reading as a fluent process when readers combine information from texts with their own background knowledge to generate meaning. The objective of reading is comprehension. (McNamara, 2007) defines comprehension as the interpretation of the information presented in the text, utilizing existing knowledge to make sense of that information, and creating a coherent framework in the reader's mind regarding the content of the text.

However, understanding text is not always easy especially when it comes to unknown vocabularies in reading texts. Based on the preliminary studies, it is concluded that many students experience challenges in understanding the meaning of words, especially when learning to read texts. These obstacles can happen to several interconnected factors.

Firstly, many students show low motivation in studying reading, which hinders their ability to engage with and get textual content effectively. Additionally, a limited vocabulary mastery causes a significant problem for most students, as it limits their ability to decode and interpret complex linguistic structures (Rosyada & Apoko, 2023).

Furthermore, students often struggle to identify the main idea of a paragraph, a skill that is important for understanding the overall context of the text (Ekorini, 2020). Many also find it challenging to get both general and specific information from texts, which complicates their understanding processes (Alghonaim, 2020). That is why, these cumulative challenges lead to a poor understanding of reading passages and texts among students. As a result, they struggle to fully comprehend the meaning and grasp relevant information from texts, especially when the meaning depends on context.

Discourse analysis, the study of language in context, provides valuable insights into how the texts are built and how meaning is delivered (Gee, 2010). By analyzing the discourse features of reading materials, we can strengthen our comprehension and appreciation of the language and the cultural contexts within which it is used (Norhayati, 2022). Context, a crucial element in discourse analysis, refers to the social, cultural, and situational factors that influence language use (Yang & Hu, 2022). Certain studies have found that using contextual hint analysis as a reading approach can help students become more proficient readers (Marantika, 2024).

While context provides a broader framework for understanding language, context clues propose detailed linguistic signs within the text. As one of elements in discourse analysis, context clues are a useful technique usually applied by teachers to develop students' reading skills. In addition, context clues are hints or additional information provided by the author that assist readers in extracting the meaning of specific words or phrases (French, 2003). Moreover, Jensen, (2009) stated that teaching students how to spot specific clues in the text can really help them find the meaning of unfamiliar words. They facilitate understanding by providing additional information or context that helps readers infer the intended meaning (Abalkheel & Shen, 2024).

A review of some earlier research on the analysis of contextual information in reading comprehension was conducted by Oclarit and Casinillo in 2021. Its goal is to find out how well context clues work to improve fourth-grade kids' vocabulary and reading comprehension. The Revised Philippine Informal Reading Inventory (Phil-IRI) was used as the instrument to measure reading comprehension levels in this quasi-experimental study, which had a pre-test and post-test design. Students in Grade 4 from the Philippines' San Ricardo District took part. Results showed that using context clue strategies significantly improved students' reading comprehension. This suggests that context clues positively impact students' abilities to understand texts and effectively find clues, so that enhance their overall reading comprehension skills.

Additionally, a different study sought to assess how well students' reading comprehension of descriptive texts was enhanced by the use of context clues (Stevani et al., 2022). Pre-test and post-test assessments were conducted in this quasi-experimental study to evaluate the strategy's efficacy. The tool used for assessing reading comprehension was a multiple-choice exam with thirty items. Participants included tenth-grade students at SMA IT YAPIRA during the academic year 2021/2022. The findings exposed that the experimental class, which utilized the context clues strategy, displayed a pivotal improvement in reading comprehension scores, achieving an average of 68.52 compared to the control class's average of 42.78. Statistical analysis confirmed a strong effect of the context clues strategy on reading comprehension, with a p-value of less than .05, indicating its effectiveness in enhancing students' understanding of descriptive texts.

Context Clues

The use of context clues in reading comprehension, especially for English language learners, is generally recognized as a crucial strategy for extracting meaning from unfamiliar words. According to Wongwiwattana and Watanapokakul (2021) context clues, including

word formation, are an effective tool for students to figure out unfamiliar vocabulary. While their study highlights the utility of this strategy, it could be critiqued for not fully addressing the challenges learners face when context clues are not clear or insufficient. The reliance on context for word comprehension can be effective, but it may also lead to misunderstandings if the surrounding text does not provide enough clarity.

Similarly, Innaci and Sam, (2017) emphasize that dictionaries, while useful, are not always a practical solution for learners during reading. This point is true, especially in timed testing situations, but the authors could be critiqued for not exploring the potential drawbacks of context clue reliance. While context clues can aid comprehension, they may not always be sufficient in highly technical or academic texts, where specialized vocabulary may not be easily inferred from surrounding text.

Elder, (2008) defines context clues as the surrounding words or phrases that guide readers in interpreting new vocabulary. This broad definition encompasses a range of strategies, including semantic clues (e.g., definitions, synonyms) and structural clues (e.g., grammatical markers). However, while Elder's conceptualization is comprehensive, it lacks a critical examination of the cognitive processes involved in using context clues, which may vary depending on the reader's language proficiency or familiarity with the topic.

Moreover, Zhou and Wu (2024) provide more complex classification of context clues, distinguishing between internal (morphological) and external (contextual) features. While this categorization is helpful, it may oversimplify the interaction between internal and external clues in real-world reading situations. For example, understanding a word's meaning through its morphological components (prefixes, suffixes) might be less effective in languages where morphological structures differ significantly from English.

Rasinski et al. (2011) further dissect the types of context clues, highlighting the roles of semantic, structural, and morphological features in word comprehension. While their typology is thorough, there is limited discussion on the interplay between these different types of clues in practice. For instance, a reader might use both semantic and morphological clues in tandem when encountering an unfamiliar word, yet Rasinski et al.'s framework does not account for this dynamic interaction.

Laily (2023) categorizes context clues into three groups: printed word-meaning clues, language clues, and organizational clues. This categorization expands on traditional definitions, offering a more detailed look at how context can aid comprehension. Printed word-meaning clues offer exact definitions or elaborations, which are important for clarity, yet their frequent presence in texts might hinder the development of more inferential skills. Language clues, based on sentence structure and syntax, guide readers in comprehending the function of unknown words. However, these clues can be challenging for lower-level learners who may struggle with syntactic analysis. Organizational clues, which refer to how ideas are arranged within paragraphs, offer an additional layer of meaning but may not always be clear enough to be helpful, especially in more complicated academic texts.

Additionally, the categorization of context clues in Wongwiwattana and Watanapokakul's framework does not address how these clues interact with prior knowledge. While the study recognizes the role of general knowledge in aiding comprehension, it would be beneficial from a deeper exploration of how readers' prior experiences and background knowledge influence their ability to infer meaning from context clues.

Research consistently supports the idea that context clues play a pivotal role in reading comprehension, particularly in helping learners navigate unfamiliar vocabulary. Apriliyanti et al (2020) reinforce the importance of context clues in enhancing word perception and comprehension, suggesting that they are crucial for vocabulary acquisition. However, the research could be critiqued for not exploring the potential limitations of context clues in texts

where vocabulary may be too specialized or abstract for readers to infer meaning from context alone.

The IBDP English Acquisition Examination

The importance of context clues is also underscored in the framework of the International Baccalaureate Diploma Programme (IBDP) English Acquisition Examination. According to (IBO, 2018) the English acquisition component of the IBDP focuses on developing communicative skills, including reading comprehension. However, while the examination assesses students' ability to interpret written texts, it does not provide an explicit focus on how students use context clues to derive meaning from unfamiliar words. This gap could be important, given that students are expected to navigate a range of academic and complex texts, and relying solely on direct definitions may not always be sufficient.

The IBDP's emphasis on reading comprehension in its English B examination is further supported by research into assessment practices. For instance, (Hopfenbeck et al., 2020) argue that assessments in the IBDP aim to pursue critical thinking and intercultural understanding, in line with the broader educational goals of the program. However, a limitation of this approach is that it might not sufficiently address how well students use context clues to improve comprehension in timed exam settings. This is particularly relevant considering that the use of context clues in real-time reading may differ from the more deliberate and reflective approach taken during guided instruction.

Overall, the literature on context clues underscores their significance in improving reading comprehension and vocabulary acquisition, but there is a need for further exploration of how context clues are applied in high-stakes testing environments like the IBDP English Acquisition Examination. While the research provides useful typologies and strategies, future studies should focus on the practical applications of context clues in real-world. Moreover, an evaluation of how context clues are incorporated into exam design could offer valuable insights into how reading assessments can better support students in developing their vocabulary and comprehension skills.

Referred from the previous studies related to the effectiveness of using context clues in reading comprehension (Khairani, 2022; Stevani et al., 2022). It is obviously proved that contextual clues are significant aspects in comprehending the reading text, however, research about how contextual clues are used in reading section examination remains limited. For instance, a study that was conducted by Gorelova et al., (2015) underscores the importance of context clues in enhancing reading comprehension for TOEFL iBT test-takers. Another study conducted by Chaikovska et al., in 2022 aimed to evaluate the use of a contextual guessing strategy in extracurricular EFL classes as a means to improve students' performance on the unified entrance examination.

Building on this rationale, this research aims to investigate the types of context clues used in the reading section of the IBDP English Acquisition Examination in 2023 at a private school in east Jakarta and how these clues are employed to support students' comprehension. By analyzing reading passages from the examination, this study can serve as a meaningful resource for other teachers as test makers, providing insights into the effective use of context clues in assessing student's reading skill. So, there are two research questions in this study: (1) Are context clues used in the reading section of the IBDP English Acquisition Examination?; (2) How are context clues used in the reading section of the IBDP English Acquisition Examination?

METHOD

This study employs a qualitative research design to analyze the context clues used in the reading section of the International Baccalaureate Diploma Programme (IBDP) English

Acquisition examination, focusing on three types of texts: narrative, descriptive, and argumentative. This strategy is particularly suitable for investigating how context clues function within these texts and how they support students' comprehension. Qualitative research allows for a complete exploration of the gradation involved in reading comprehension strategies, especially regarding the use of context clues. According to Creswell & Creswell, (2018), this methodology is effective for gaining insights into the collection of rich, descriptive data that reveals how context clues are used in the reading section of the International Baccalaureate Diploma Programme (IBDP) English Acquisition examination.

Research Object

The object of the research is three distinct text types from the reading section of the International Baccalaureate Diploma Programme (IBDP) English Acquisition examination. First, narrative texts will be examined, which are stories or accounts that engage readers through plot and character development, allowing for emotional connections and personal reflections (Eekhof et al., 2023). Second, the research will include descriptive texts, which provide detailed descriptions of people, places, or events, enabling readers to visualize and understand the context more vividly (Mukramah, et al, 2023). Lastly, argumentative texts will be analyzed; these texts present arguments or viewpoints supported by evidence, encouraging critical thinking and analysis from the reader (Özdemir, 2018). By exploring these three text types, the study aims to gain insights into how context clues act across different genres and contribute to overall reading comprehension.

Research procedure and Data Analysis

The analysis of context clues in this research will be conducted systematically through several stages, beginning with the identification of reading texts from the International Baccalaureate Diploma Programme (IBDP) English Acquisition examination. The focus will be on three distinct types of texts: narrative, descriptive, and argumentative. Each text will be carefully selected to ensure a representative sample that reflects the diversity of reading materials encountered by students.

The first stage involves selecting appropriate reading texts from the IBDP English Acquisition examination. This selection process will prioritize a balanced representation of narrative, descriptive, and argumentative texts to facilitate a comprehensive analysis of context clues across different genres. By ensuring diversity in text types, the study aims to capture the unique ways context clues function within each genre.

Once the texts are selected, the second stage focuses on identifying various context clues that aid in inferring the meanings of unfamiliar words. The context clues to be identified include definitions, examples, synonyms, antonyms, and other relevant types that contribute to comprehension. This step involves a close reading of each text to pinpoint instances where context clues are present, ensuring a thorough understanding of how these clues operate within the material.

In the third stage, the identified context clues will be categorized using Wongwiwattana and Watanapokakul's (2021) framework. This framework includes categories such as definition, punctuation, restatement, example, synonym, antonym, cause and effect, general sense of a sentence, clues from another sentence, and word structure. By organizing the context clues into these categories, the analysis will enhance understanding of their prevalence and effectiveness across the selected texts. This systematic categorization provides a structured way to evaluate how different types of context clues contribute to comprehension.

The fourth stage involves conducting a comparative analysis between the three text types. This analysis aims to determine whether certain context clues are more prevalent or effective in aiding comprehension within specific genres. By examining the distribution and

effectiveness of context clues across narrative, descriptive, and argumentative texts, the research seeks to uncover patterns that may inform teaching practices and text design strategies.

Finally, in the fifth stage, the findings from the analysis will be interpreted to draw conclusions regarding the role of context clues in supporting reading comprehension. This interpretation will consider how different types of context clues function within each genre and their implications for educational practices. The insights gained from this stage will provide valuable recommendations for improving text design and teaching strategies.

Through this systematic approach to analyzing context clues in IBDP reading texts, the research aims to provide valuable insights into how these clues can enhance students' comprehension strategies. The findings have the potential to inform best practices in text design for educational assessments and contribute to more effective language learning methodologies.

FINDINGS

Research questions:

In the reading section of the English acquisition subject of IBDP examination, three texts are provided which are narrative, descriptive, and argumentative text. Below is the elaboration of context clues investigated in the texts.

Table 1. Description of contextual clues investigated in the text.

Clue Types	Key words/terms/phrases	Context Clues from the Text	Frequency
1. Definition	called	Emma has come to the UK to work for Erasmus+ Volunteering Projects. This organization, sometimes called EVS (European Voluntary Service). The phrase the organization, sometimes called EVS, indicates definition of Erasmus+ Volunteering Projects.	1
2. Punctuation	Parentheses, commas	This organization, sometimes called EVS (European Voluntary Service), allows young people aged 17–30 to take part in unpaid and 5 full-time volunteering activities for up to 12 months in another country. There are parentheses to explain EVS and comma to explain what EVS is.	2
3. Restatement	that is/it is (it's)	"I support young people with learning disabilities in their day-to-day lives, whether it's going shopping, going to work or going to art classes." The phrase "day-to-day lives" restates the type of support Emma provides.	1
4. Example		Not found	0
5. Synonym		Not found	0
6. Antonym	however	However, I knew that traveling wouldn't give me all I wanted during my year abroad. The sentence "However, I knew that traveling wouldn't give me all I wanted during my year abroad contradicts the previous sentence.	3
	but	I have learnt a lot in this role, not only from other volunteers and friends here but also from the people I help. She had been to the library before but it was a new situation with lots of new people and new challenges for her The word "but" in the first sentence indicates that Emma learnt not only from other volunteers and friends which are familiar to her but also from new	

		people that she helped. The word "but" in the second sentence indicates that a young woman who is volunteering in the local library had used to the library condition before but being a volunteer is something new for her.	
7. Cause and effect	because	I therefore decided to take part in EVS, because I get to live in another country and experience new places.	1
8. General sense of a sentence		not found	0
9. Clues from another sentence	information from another sentence that helps identify the meaning of unknown words	In the 8 months we have worked together she has improved so much. She has learnt the library's system and is able to find books quickly. She is confident in talking to people and happy to have a range of tasks. The second and third sentences are the explanation of how a young woman improved so much.	1
10. Word structure (Word formation)	roots, and suffixes	Word "volunteering" can be broken down into "volunteer" (root) with the suffix "-ing," indicating an ongoing action related to helping or supporting others as mentioned in the paragraphs 2, 3, 4	1

The first text, a narrative, utilizes several context clues, including definition, punctuation, restatement, antonym, cause and effect, clues from another sentence, and word formation. Antonyms are the most frequent, appearing three times, followed by punctuation with two instances. The remaining context clues appear once each.

Table 2. Text 2 Title: Honoring Black History with Anitra Belle Henderson

Clue Types	Key words/terms/phrases	Context Clues from the Text	Frequency
1. Definition		Not Found	0
2. Punctuation	commas	- "the Clotilda, the last known slave ship to arrive in the US, decades after the banning of the importation of enslaved people" The use of commas helps clarify that the phrase describes Clotilda. - So they founded Africatown instead, a bustling town rooted in their homelands and cultures. The sentence after the commas helps clarify the word Africatown. - "We are excited to help the community of Africatown tell their story," says Anitra Belle Henderson, the leader of the team planning all the Africatown projects. The sentence after comma after the name: Anitra Belle Henderson, explains	4

		as she is the leader of the Africatown projects team. -Belle Henderson says. “Those who are curious about African culture can visit an African community on American soil — a community that was built with hope and promise.” The sentence after dashes explain the words American soil.	
3. Restatement	Dashes	Not found	0
4. Example	like	"Visitors will feel the waves of the ocean like the enslaved people felt on their voyage." This provides an example of how the heritage house aims to create an immersive experience for visitors.	1
5. Synonym		Not found	0
7. Cause and effect		Not found	0
8. General sense of a sentence		Not found	0
9. Clues from another sentence	information from another sentence that helps identify the meaning of unknown words	"The heritage house is designed to be an immersive experience." This sentence supports understanding by indicating that visitors will engage deeply with history, which is further explained in subsequent sentences.	1
10. Word structure (Word formation)	roots, and suffixes	The word "heritage" can be broken down into its root ("herit") related to inheritance or legacy, indicating its connection to culture and history.	1

The second text, a descriptive, utilizes several context clues, including punctuation, example, clues from another sentence, and word formation. Punctuation is the most frequent, appearing four times. The remaining context clues appear once each.

Table 3. Text 3 Title: Top Future Transport Innovations

Clue Types	Key words/terms/phrases	Context Clues from the Text	Frequency
1. Definition	To be (are)	"Hyperloops are essentially transportation tubes where pods of passengers or freight pass through a pressurized track at high speeds." This sentence defines what	1

		hyperloops are, explaining their function and structure.	
2. Punctuation	Parentheses	-A recent report released by the US Department of Transportation (DOT). The use of parentheses in "(DOT)" after "US Department of Transportation" clarifies the acronym for readers, ensuring they understand what DOT stands for.	2
	Comma	- "Driftscape is a mobile, self-sustaining hotel that uses drone technology." The phrase after comma explains what driftscape is.	
3. Restatement		Not found	0
4. Example	Such	"Such buses are already in operation in China and Germany, and are being tested in the US." This provides examples of where automated buses are currently being utilized, illustrating their practical application.	1
5. Synonym		Not found	0
7. Cause and effect	Because	"These buses of the future will reduce the impact on the environment because they are electric."	0
8. General sense of a sentence		Not found	0
9. Clues from another sentence		not found	0
10. Word structure (Word formation)	roots	Autonomous vehicles use cameras. The word "autonomous" can be broken down into its root ("autonom") related to self-governance or independence, indicating vehicles that operate without human intervention.	1

The third text, an argumentative, utilizes several context clues, including definition, punctuation, example, and word formation. Punctuation is the most frequent, appearing two times. The remaining context clues appear once each. The use of to be: are, as a definition, parentheses and comma as a punctuation, such as an example, and the word autonomous which comes from the word autonomy as a root.

DISCUSSION

A detailed analysis of the three texts presents a crucial disparity in the distribution and usage of context clues, which has important effects for reading comprehension. Punctuation

emerged most frequently across all three texts. The first text, a narrative, demonstrates a various application of context clues, employing a wider range of types including definition, punctuation, restatement, antonym, cause and effect, clues from another sentence, and word formation. Research indicates that students get advantages significantly from context clues in narrative texts, as these clues assist comprehension by allowing readers to derive meanings from the surrounding text (Safika & Fauzana, 2023). This varied use of context clues likely enhances the reader's ability to infer meanings and understand the text more holistically (Tuyen & Huyen, 2019).

In contrast, the second and third texts, which are descriptive and argumentative, exhibit a more limited approach, significantly depending on only four types of context clues. A study explains that descriptive texts aim to provide detailed descriptions using straightforward language and strong visualization, diminishing the demand for context clues because the intended meanings are clearly expressed through direct descriptions (Apriliyanti, 2023). This suggests that while descriptive texts can effectively communicate their messages without huge dependence on context clues, they may not fully engage readers in deeper inferential thinking. Another study states that argumentative texts promote logical reasoning and the presentation of evidence to support claims. They use formal and systematic language that deepen clarity and rigor in argumentation; consequently, these texts often do not require various context clues because the arguments are typically backed by data or logical explanations that are sufficient (Tahira et al., 2019). However, this reliance on limited strategies could restrict readers' opportunities to grasp unclear meanings or figure out challenging passages effectively. While these texts still use punctuation, identified as the most frequently employed type of context clue, their limited use of other strategies could limit comprehension for some readers (Ibrahim et al., 2024).

Interestingly, both the general sense of a sentence and synonyms were not consistently applied across all three texts. The absence of these context clues may indicate a missed opportunity to support readers in making connections between their prior knowledge and the new information presented in the texts. The general sense of a sentence often helps readers build a broad understanding of content (Wardhono, 2008), while synonyms can provide immediate alternatives that clarify meaning without requiring extensive inference (Marcela et al., 2024).

From all three texts, punctuation is the most frequently used. A study mentioned that punctuation in English is a group of marks that guide the reader's eyes to the main units in the text, such as phrases, sentences, or paragraphs, while also indicating the types of connections between these units to ensure that meaning is conveyed without delay or confusion (Muttalib, 2020). In long texts or compact paragraphs, punctuation acts as a navigational support, helping readers through complex sentences by isolating key pieces of information related to unfamiliar words and preventing unimportant searches for other definitions (Miyanti & Sujono, 2024). Furthermore, effective use of punctuation engages readers actively in interpreting the text; by anticipating upcoming definitions via punctuation marks, readers become more involved and invested in comprehending the passage's content (İlter, 2019).

The general sense of a sentence as a context clue is not found in the previous texts. It could be analyzed for several reasons. First, depending on the broad meaning of a sentence can be complicated, as it often requires readers to draw on their prior knowledge and experiences, which may vary significantly among individuals (Smith et al., 2021). This variability can lead to misunderstandings or misinterpretations of the intended meaning, especially for readers whose background knowledge is insufficient. Additionally, while context clues like definitions or examples provide direct and explicit information about unfamiliar words, the general sense of a sentence tends to be more subjective and less exact,

making it a less reliable strategy for vocabulary acquisition (Ng Li Wen & Rosli, 2023). Consequently, writers may favour these more explicit strategies over relying on the general sense of a sentence, which can vary in effectiveness depending on the reader's individual comprehension skills and experiences.

In conclusion, this analysis highlights the significant role of context clues in developing reading comprehension. The diverse application of context clues, as observed in the narrative text, can significantly improve readers' ability to infer meanings and understand the text holistically. However, the limited use of context clues in descriptive and argumentative texts may hinder comprehension, particularly for readers who rely heavily on these strategies. While punctuation emerges as the most frequently used context clue, the absence of other types, such as general sense and synonyms, can limit the depth of comprehension. Therefore, it is crucial to encourage the use of a variety of context clues in writing to support diverse reading abilities. By recognizing the importance of context clues and their strategic application, educators can empower learners to become more effective and confident readers.

CONCLUSION

This research contributes significantly to linguistic studies and language learning by emphasizing the critical role of context clues in enhancing reading comprehension, particularly within the context of the International Baccalaureate Diploma Programme (IBDP) English Acquisition examination. The main findings reveal notable differences in the distribution and usage of context clues across various text types, which have implications for both teaching practices and future research. The analysis identified a comprehensive application of various context clues in the first text, including definitions, punctuation, restatement, antonyms, cause and effect, clues from other sentences, and word formation. In contrast, the second and third texts demonstrated a reliance on a limited set of context clues. This disparity suggests that texts with a broader range of context clues may better support readers in navigating complex passages and deducing unclear meanings. Furthermore, the limited use of context clues in certain texts may hinder readers' ability to fully engage with and understand the material. This finding aligns with previous research indicating that students who are taught to utilize context clues demonstrate significant improvements in reading comprehension (Norhayati, 2022).

The study's results suggest that a diverse application of context clues can create more inclusive learning environments that cater to diverse learner needs. To address this, the study emphasizes the necessity for educators to integrate a wider range of context clues into reading materials. By doing so, teachers can enhance students' comprehension strategies and overall reading performance. This recommendation is supported by findings from other studies that highlight the positive impact of context clues on vocabulary acquisition and reading comprehension (Mak et al., 2021).

This research also contributes to linguistic studies by demonstrating how different types of texts utilize context clues variably based on their communicative purposes. It expands on previous frameworks by illustrating that not all texts are equally equipped to support comprehension through context clues. This insight can inform future linguistic research focused on text structure and reader engagement. For language educators, the findings underscore the importance of teaching strategies that incorporate context clues effectively. By modelling how to identify and use these clues, teachers can help students improve their reading comprehension skills significantly (Happé, 1997). Furthermore, this study provides evidence that supports the development of pedagogical materials aimed at enhancing student engagement through varied contextual strategies. Additionally, this study opens avenues for future research to explore how different distributions of context clues

impact specific learner outcomes and comprehension strategies. Investigating these relationships could lead to best practices in text design for educational assessments, ultimately contributing to improved reading instruction methodologies.

In conclusion, this research not only highlights the importance of context clues in reading comprehension but also offers valuable insights into how their effective integration can enhance language learning outcomes. By advocating for a more diverse application of these clues in educational contexts, it aims to foster more effective teaching practices and support diverse learner needs in language acquisition.

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