

**AN ANALYSIS OF CONTEXT CLUES IN THE NOVEL
JET BLACK AND THENINJA WIND**

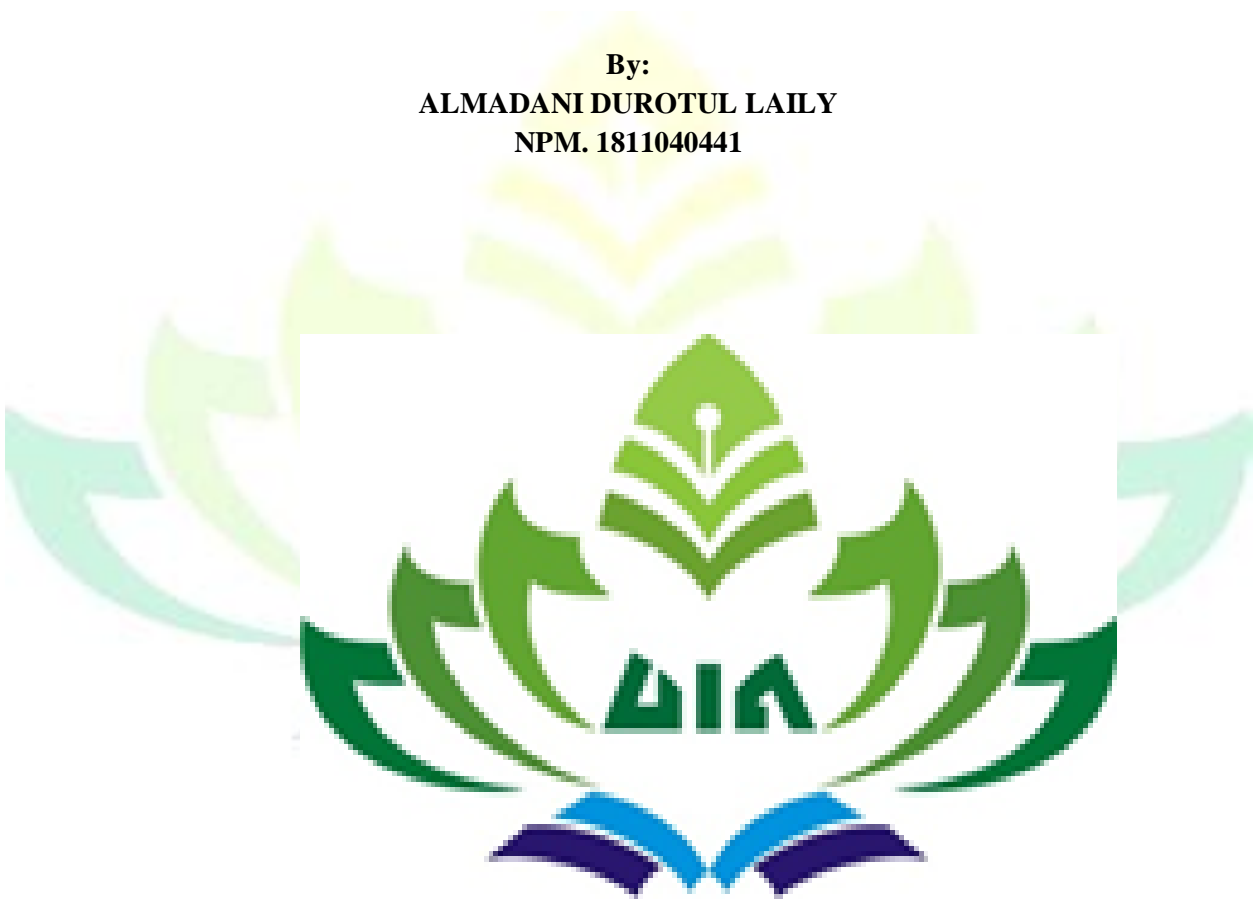
A Thesis

Submitted as a Partial Fulfilment of the Requirement for S1-Degree

By:

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN LAMPUNG
1442H/2023M**

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Study Program	: English Education
Advisor	: Prof. Dr. Idham Kholid, M. Ag
Co-Advisor	: Agus Hidayat, M. Pd

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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1442H/2023M**

ABSTRACT

Context clues are clues given by the author intentionally or incidentally to help the reader to understand an unknown or difficult word. This research was focused on the analysis types of context clues used by the author in the novel *Jet Black* and the *Ninja Wind* based on Bauman's theory. This research aimed to find out the most common types of context clues consists in the novel *Jet Black* and the *Ninja Wind*, and to know the meaning of unfamiliar word consists in the novel. In this research, the researcher used descriptive qualitative method.

This descriptive qualitative research used documentation in collecting the data. The instrument of this research was the researcher itself, or it called a human instrument. There were three steps to analyze the data in this research namely data condensation, data display, and conclusion drawing. Finally, the investigator triangulation was used in this research to validate the data analysis result.

After analyzed the novel *Jet Black* and the *Ninja Wind*, 56 unfamiliar words were found in this novel that categorized into 4 types from 5 types of context clues with the different meaning of each word. Those types of context clues are definition/ explanation clue, synonym/ restatement clue, antonym/ contrast clue, and inference/ general clue. Synonym/ restatement was the most common type of context clues that used by the author in the novel *Jet Black* and the *Ninja Wind*, followed by inference/ general clue, definition/ explanation clue, and antonym/ contrast clue.

Keywords: *Context Clues, Jet Black and the Ninja Wind Novel, Descriptive Qualitative Research.*

DECLARATION

The student's identity, the undersigned below:

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Thesis Title : An Analysis of Context Clues in the Novel Jet Black and the Ninja Wind

I hereby declared that this thesis entitled "An Analysis of Context Clues in the Novel Jet Black and the Ninja Wind" is fully my work. I am aware that I have cited several statements, references and ideas from various sources and it is well recognized in this thesis. I am fully responsible for the publication of this thesis.

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ADMISSION

An Undergraduate Thesis Proposal **"AN ANALYSIS OF CONTEXT
CLUES IN THE NOVEL JET BLACK AND THE NINJA WIND"**,

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْحِرُوا عَلَى مَا فَعَلْتُمْ نَادِمِينَ

“O ye who believe! if an unrighteous person brings you any news, ascertain the correctness of the report fully, lest you harm a people in ignorance, and then become repentant for what you have done.” (6). (Q.S. Al-Hujurat:6)¹



¹Maulawi Sher Ali, *The Holy Qur'ān: Arabic Text and English Translation* (Islam International, 2004).

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Tohari and Mrs. Puji Widiati who keep on praying for my life and success then always given me support.
2. My beloved brother M. Kholik Khoirul Anam.
3. My beloved cousins, they are Elisabeth Kartika Evaliani and Lorentius Agung Setiyo Wicaksono.
4. My beloved friends, they are Feby Ray Nirwana and Candra Dea Puspita who always give me spirit. Thanks a lot for always being there and comforting me when I am at my lowest. Thank you for being my friend.
5. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Almadani Durotul Laily. She was born in Pidada, December 13, 1999. She is the first child of Mr.Tohari and Mrs.Puji Widiati. She has one younger brother named M. Kholik Khoirul Anam.

She started her education at kindergarten TK Pertiwi, then she continued her education in the Elementary School at SDN 4 Tanjung Harapan. She continued her Junior High School at SMPN 1 Seputih Banyak, and for the Senior High School she continued at SMAN 1 Seputih Banyak. Then, she continued her study at Islamic State University of Raden Intan Lampung in English Education Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

Alhamdulillah. Thanks to Allah SWT, the almighty for the blessing mercy, and kindness. May sholawat and salam always be with the prophet Muhammad SAW which has brought us from the darkness to the lightness. This thesis entitled “An Analysis of Context Clues in the Novel Jet Black and the Ninja Wind” is handed as a compulsory fulfillment of the requirements for S-1 Degree of English Education Study Program at Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

The writer is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has help, and pray in finishing this thesis. Therefore, she would to say thanks to them. They are follows:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan Islamic State University Lampung with all staff, who has given the researcher an opportunity to study untill the end of this thesis composition.
2. Dr. M. Muhassin, M. Hum as the chairperson of English Education Study Program of Raden Intan Islamic State University Lampung.
3. Prof. Dr. Idham Kholid, M. Ag as the advisor who has patiently guided and helped the writer until the completion of this thesis as well.
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9. All of member of KKN-DR Seputih Banyak who always give me spirit and support.
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Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness quality of this thesis. Therefore, the writer sincerely welcomes suggestions and comments for the readers and she expects that the thesis is useful for readers.

Bandar Lampung,
The Researcher,

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CHAPTER I INTRODUCTION

A. Title Affirmation

As a first step to understand the title of this research, and to avoid misunderstanding, the researcher feels the need to explain the title of this research. The title of this research is **“An Analysis of Context Clues in the Novel Jet Black and the Ninja Wind”**. As the description of some key terms contained in the title of this research are:

Analysis is a creative process of organizing data so that the analytic scheme will emerge. The process of analysis is one of piecing together data making the invisible apparent, deciding what is significant and insignificant, and linking seemingly unrelated facts of experience together.²

Context clues are clues or hints, used by the author to describe or explain unknown or unfamiliar words within the text to help the readers understand the meaning of the word.³

Novel is a fictional narrative text which has a different length from another fictional work that published as a book by itself.⁴

Jet Black and the Ninja Wind novel is the first collaboration book of Leza Lowitz and Shogo Oketani's new series. They combine their talents to conduct a fascinating new world for young readers. This novel talked about a girl named Jet who does not know she is a ninja about seventeen years old. In Jet Black and the Ninja Wind, multiple award-winning author, poet, and translator team Leza Lowitz and Shogo Oketani make their first foray into young adult fiction with a compulsively readable tale whose teenage heroin must discover of she can put the blade above the heart-or die trying.

From the explanation above, it concluded that the title of the thesis about An Analysis of Context Clues in the Novel Jet Black and the Ninja Wind was to analyze the types of context clues and the meaning of unfamiliar words which found in those types of context clues in the novel.

B. Background of the Problem

Reading is one of those important skills when learning languages, include English. By doing reading, students or readers can get many benefits such as new informations and knowledge from the texts. It is a process where the writer conveys the information to the readers.⁵ Reading is one of English important skills which have to be mastered by the students to acquire the language well.

When learning a language through reading, usually people would choose a certain genre of the text. It is because doing reading based on our interests would help us to understand the text easily and absorb the information faster. It means people more enjoy learning English through reading by their interest because there is no coercion of it. Also, it is can improve their language ability.

²Frederick Jseph Wertz, *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry* (Guilford Press, 2011), p.227.

³D L Apa Innaci and D P Sam, “Using Context Clues As A Vocabulary Learning Strategy:An Experimental Study.Veda’s,” *Journal of English Language and Literature-JOELL*, vol. 4, 2017, <http://www.joell.in>, p.40.

⁴Dominic Rainsford, *Studying Literature in English: An Introduction* (Routledge, 2014), p.43.

⁵D Herinovita, et.al., “The Effectiveness of Using Context Clues Strategy on Reading Comprehension of the First Year Students at SMA Muhammadiyah 1 Pekanbaru,” Thesis. Riau: The Faculty of Teacher’s Training and Education Riau Faculty, 2015, p.3.

Reading a novel is the best way which can do to improve English skills because there are a lot of genres of it. Thus, the reader can choose the best genre that suits them. Novel is one of literary work which has big popularity and fan since the eighteenth century.⁶ Novel also defines as "a piece of prose fiction of reasonable length".⁷ The length of the novel is a thing that distinguishes it from another prose fiction such as poems and short stories. However, because the novel is one of the literary works that contain a lot of literary terms, sometimes we cannot find the term in the normal dictionary or the general dictionary. Although, the interest of the reader to keep reading the novel does not diminished.

By using effective reading skills and strategies, readers construct meaning and develop a thoughtful and critical interpretation of varieties of text such as both short and book-length fiction and non-fiction. One of the best strategies that can use to know the meaning of the unfamiliar word is context clues. Context clues are hints from other words, pictures, and short titles in your reading which help you find a missing word or understanding unfamiliar words.⁸

By identifying and looking at the clues, the reader can guess the best meaning of the unfamiliar word from the clues. Hence, they can catch the information of the text. We all have known, most of the people believe that "The Dictionary" is an accurate source of information on words, meaning, spelling, etc.⁹ In fact, it is not, because the dictionaries especially the general dictionary are merely longer or shorter versions. Besides that, the dictionary has a limited vocabulary because it does not contain the whole words on every side of aspects. That is why we need another strategy to help us understand and identify the unfamiliar word.

The language used by the author in the novel usually written in imaginative words in a certain culture. Thus, it might be difficult for the reader when they encounter an unfamiliar word, because, some of those words does not available in the dictionary. When the reader tries to engage what they know and what the text says to get information about the novel, there is a possibility to find out an unfamiliar word.

Through context clues, the reader can gain the meaning of the word based on the clues provided by the author within the text, and they can interpret the meaning based on their word or perspective. Guessing the meaning of a word from the context is the most important strategy for dealing with low-frequency vocabulary in written texts. Besides, it is better to use context clues to infer the meaning from the text especially in the novel than to spend time learning the words themselves or by using a dictionary, because it takes too long.¹⁰

Based on the explanation above, the reason why the context clues chosen as an object research because most of the readers or even students might not understand and cannot enjoy reading the literary works especially novels, due to some unfamiliar word they found. They cannot catch the message conveyed by the author. To know the clues well, the reader and student need to understand kinds of context. Thus, in this research, the types of context clues was interesting to analyze in the novel. Based on the background, the researcher done the research to analyze the types of context clues which consisted in the novel *Jet Black* and the *Ninja Wind* to infer the meaning of the unfamiliar word.

⁶Choeda Choeda, "The Origin and Development of English Novel: A Descriptive Literature Review," *International Journal of English Literature and Social Sciences* 4, no. 4 (2019): p.1099, <https://doi.org/10.22161/ijels.4429>.

⁷Ibid, p.1100.

⁸Helen. Zeitzoff, *Using Context Clues to Help Kids Tackle Unfamiliar Words* (Scholastic Inc, 2005), p.7.

⁹Gerald P. Delahunty and James J. Garvey, *The English Language: From Sound to Sense, The English Language: From Sound to Sense* (The WAC Clearinghouse; Parlor Press, 2020), p.235, <https://doi.org/10.37514/per-b.2010.2331>.

¹⁰Liu Na and I. S.P. Nation, "Factors Affecting Guessing Vocabulary in Context," *RELC Journal* 16, no. 1 (1985): 33, <https://doi.org/10.1177/003368828501600103>.

C. Focus and Sub-Focus of the Problem

The focus of this research is identifying the context clues to infer meaning of the unfamiliar word based on the Bauman theory contained in the novel *Jet Black* and the *Ninja Wind* by Lowitz and Oketani. Meanwhile, the sub-focus of this research are the several types of context clues found in the novel.

D. Formulation of the Problem

Based on the focus and sub-focus of the research, the formulation of the research are:

1. What is the most common type of context clues consist in the novel *Jet Black* and *The Ninja Wind*?
2. What are the meaning of unfamiliar words contained in the novel *Jet Black* and *The Ninja Wind*?

E. Objectives of the Research

Related to the formulation of the research, the objectives of the research are:

1. To find and interpret context clues to help figure out the meaning of unfamiliar words.
2. To be able to recognize and interpret the types of context clues in the novel *Jet Black* and *The Ninja Wind*.

F. Significant of the Research

This research expected to use as follows:

1. This research can gain some knowledge about the types of context clues and how to infer meaning of unfamiliar words in reading activity to students and teachers, especially in literary works.
2. This research can gain information to the readers about guessing the meaning of unfamiliar words based on the types of context clues in literary works, especially in the novel.
3. This research can be used by the other researcher as the reference for their research about the related study.

G. Relevance Studies

There have been many researchers who have researched context clues to infer or guess word meaning in any kind of text. The first study is by Constance M. McCullough, entitled is "The Recognition of Context Clues in Reading". This study showed that in adult materials and, more recently, in Children's stories, the types of clues was founded, such as definition, experience, comparison or contrast, synonym, familiar expression or language experience, summary, and reflection of a mood or situation. These are the clues commonly found in adult literature and children's book. This study also showed that when the reader met a strange word, it would contain a clue.¹¹

The second study is by Robert Emans, entitled is "Context Clues As an Aid to the Reader". This study said that context clues have been referred to as the most important single aid to word perception. This study showed that context clues are divided into 3 categories for the perception of printed word-meaning clues, language clues, and organization clues. The combination of context clues and other word perception clues can represent an indispensable tool for readers at all levels of reading ability. The result of

¹¹C M McCullough, 'The Recognition of Context Clues in Reading', *Elementary English Review*, 22.1 (1945), 1-5.

this study showed that young reader often use context clues to anticipate words for the rapid recognition of words in sequence.¹²

The third study is by Kenneth L. Dulin, entitled is "Using Context Clues in Word Recognition and Comprehension". The results of this study are though all reader use general context in a somewhat "automatic" way, direct instruction is necessary if young readers are to become proficient in the use of planned, provided context clues. Also, context clues are various but specific types, identifiable, predictable, and teachable. The researcher also found that the use of context should be first approached informally, but then presented in an orderly way, with labels provided for ready identification and use.¹³

Another study is by Cetinavci, and Berrin manga, entitled is "Contextual Factors in Guessing Word Meaning from Context in a Foreign Language". The result of this study showed that unknowing words in a rich context were guessed more successfully than unknown words presented in a poor context. There are two main factors affecting guessing ability, these are reader-related variables and text-related variables. Reader-related variables are vocabulary size, language proficiency, attention to details, knowledge of grammar, and also reader characteristic. Meanwhile, text-related variables, they are word characteristics, text characteristics, the presence of contextual clues, and topic familiarity. This study showed that determining the meaning of unknown words using context clues was the most popular strategy used for foreign language text.¹⁴

The last study is by Susan J. Paraut Dowds, et.al., entitled is "Classifying the Context Clues in Children's Text". This study aimed to determine which types of context clues exist in children's text and whether experts to identify reliably those clues. Three experienced coders used Ames' clues set as a foundation for a system that resulted in is clues that can be used to capture the majority of clues found in children narrative and expository text.¹⁵

Based on those previous researches that have been read by the researcher, there are some similarities and differences between the research that has been done and the research that will do. The previous research talked much about how context clues help readers recognize the word and help them to understand the text. Meanwhile, for this research, the researcher choose to analyze the types of context clues to infer or guess the meaning of the unfamiliar word from the novel *Jet Black* and the *Ninja Wind*, because this novel had never been researched before. Thus, the title of this research is "An Analysis of Context Clues in the Novel *Jet Black* and the *Ninja Wind*".

H. Research Methodology

1. Research Design

Research design is a preparation of design that has to do by the researcher to define the research problem. A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.¹⁶

¹²Robert Emans, 'Context Clues as an Aid to the Reader', *Journal of Typographic Research*, 2 (1968), 369–73.

¹³Sarah J Priebe, Janice M Keenan, and Amanda C Miller, 'And Comprehension', 23.5 (2012), 131–49.

¹⁴Berrin Manga Çetinavcı, 'Contextual Factors in Guessing Word Meaning from Context in a Foreign Language', *Procedia - Social and Behavioral Sciences*, 116.1999 (2014), 2670–74
<<https://doi.org/10.1016/j.sbspro.2014.01.633>>.

¹⁵Susan J. Parault Dowds, Heather Rogers Haverback, and Meghan M. Parkinson, 'Classifying the Context Clues in Children's Text', *Journal of Experimental Education*, 84.1 (2016), 1–22
<<https://doi.org/10.1080/00220973.2014.919572>>.

¹⁶Chakravanti Rajagopalachari Kothari, *Research Methodology: Methods and Techniques* (New Age International, 2004), p.31.

Qualitative research is generally characterized by inductive approaches to knowledge building aimed at generating meaning.¹⁷ It shows that qualitative research has close relation with words and language arrangement or related theory. Most data used in a qualitative study are descriptive. Besides, the data reports are in word.¹⁸ In qualitative research the data are rich of description and explanation. As a result, the descriptive explanation provide much information of a phenomenon or event in social life, also described much about social life. In addition, a descriptive explanation give detailed information deepest about a phenomenon.

Qualitative research is descriptive, and the data collection is in the form of words or pictures rather than number.¹⁹ Based on the theory above, this research is descriptive qualitative research method. The subject of this research was a novel entitled *Jet Black and the Ninja Wind*.

2. Research Subject

A qualitative study is research related to various theories from a different point of view to expand knowledge of general social processes. Besides, qualitative research should provide the deepest description of social life. The meaning of deepest description is the data present in close detail the context and meanings relevant to the fact.

Subject is a thing or person that is being discussed, describe, or deal with.²⁰ In this research, the subject of this research is a novel by Leza Lowitz and Shogo Oketani, entitled *Jet Black and the Ninja Wind*. The subject was examined to analyze the types of context clues used by the author in the novel. The researcher focus to find and to analyze context clues in this novel and guess the meaning of those unfamiliar words.

3. Instrument

In qualitative research, the researcher is the instrument itself, or it is called a human instrument. The researcher as a human instrument has an important role to set the focus of the research, choosing the information as a data source, collecting the data, and evaluating the data quality, analyzing the data, interpreting the data also concluding the result of their research.

Qualitative research is different from quantitative; it is because the data collecting technique is subjective and more difficult to do. It means that the main measurement tool for collecting the data is the investigator itself.

In qualitative research, the researcher as a human instrument is very crucial. It caused they will do and finish the research by themselves, that is why they have an important role in their research as a human instrument. The novel book was used in this research to collect the data, by doing the observing and analyzing the types of context clues contained in the novel.

¹⁷Patricia Leavy, "Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches," 2017, p.9.

¹⁸John W. Creswell, "Research Design," 4th edition, (USA: SAGE Publications, Inc., 2014), p.180.

¹⁹Dr Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D," 2013, p.13.

²⁰Albert Sydney Hornby and Anthony Paul Cowie, Oxford Advanced Learner's Dictionary, vol. 1428 (Oxford University Press Oxford, 1995), p.1508.

We see analysis as the concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/ verification.²¹ Here are the explanations of those activities:

- **Data Condensation**

It refers to the process such as selecting, focusing, simplifying, abstracting, transforming the data within written-up field notes, interviews transcripts, documents, and other empirical materials. Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that a "final" conclusion can be drawn and verified.

From this research, the types of context clues would be analyzed in the novel entitled *Jet Black and the Ninja Wind* to infer the meaning of the unfamiliar word. The researcher only focuses on those types of context clues based on Baumann's theory.

- **Data Display**

A display is an organized compressed assembly of information that allows conclusion drawing and action. It refers to how the data will be managed. There are many types of display such as matrices, tables, graphs, charts, or networks. The function of those types is to assemble organized information, so the researcher can see the conclusion to be drawn, or even more to another suitable display suits to the research. In this research, the researcher used table as the display.

Table 1.1
Data Display

No.	Page/Line	Unfamiliar Word	Types of Context	Clues in the sentences	Meaning
1.					
2.					
3.					
4.					
5.					

- **Drawing and Verifying Conclusion**

The qualitative analysis can interpret the conclusion from the meaning of noting patterns, explanations, causal flows, and propositions. The conclusion is also verified as the analyst proceeds. The conclusion drawn based on the process of analyzing and identifying the types of context clues to infer the meaning of the unfamiliar word.

4. **Data Collecting Technique**

Look at the general characteristic of qualitative research, the data collection consists of collecting the data through a form with questions words, or pictures, and through a small number of individuals.²² In qualitative research, interviews, documentation, and observations are the most approach that using in. Therefore, the research does not have limitations for participants' views. The instrument

²¹Matthew B. Miles, et.al., "Qualitative Data Analysis", 3rd edition, (USA: SAGE Publication, Inc., 2014), p.31.

²²John W. Creswell, "Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research," 4th edition, (Lincoln: Pearson Education, 2012), p.205.

used also differ from quantitative, qualitative research will instead collect data with open-ended questions.²³

The data from this study are words consisting in the text of Jet Black and the Ninja Wind novel, which shows the types of context clues of the unfamiliar word. In this research, the data would be collected by using documentation, because the research subject of this study is a novel book or words in the written text.

There are several ways used by the researcher to collect data;

1. The researcher read the novel Jet Black and the Ninja Wind by Leza Lowitz and Shogo Oketani.
2. The researcher look for the unfamiliar word in the text of the novel based on the criterion of unfamiliar word.
3. The data classified into some categories based on the types and certain characteristics of context clues.
4. The researcher analyzed the possible meaning of those unfamiliar words which found in the text based on the nearby clues within the sentences.
5. The researcher input the result of the data on the table.

5. Data Analysis

Understanding how to interpret text and image is required to analyze the qualitative data to answer our research questions.²⁴ There is no wrong or correct way when analyzing for qualitative data, it is because qualitative has many ways to study the data.²⁵

Data analysis is a systematical process of compiling data through interviews, documentation, and observation by organizing the data into several categories, units, or patterns to understand by the researcher itself to the others.²⁶ In short, data analysis is a step of managing the data and determining the treatment of the data from the previous process to make sense the data.

There are several ways needed in data analysis activity:

1. The researcher analyzed unfamiliar words contained in the novel Jet Black and the Ninja Wind by Lowitz and Oketani.
2. The researcher analyzed the types of the context of those unfamiliar word based on the clues within the text using Baumann's theory.
3. The researcher identified the possible meaning based on the clues within the text.
4. The researcher made a simple verification or explanation based on the meaning of the word and determines the types of context for sure.
5. After analyzing and identifying the data, the researcher displays the result in descriptive form based on each type.
6. The researcher drawn the conclusion from the analysis which aims to clarify the research.

6. Trustworthiness of the Data

Validity in the research study is talk about the accuracy or truthfulness of the research findings.²⁷ Qualitative is completely different from quantitative.

²³Ibid.

²⁴Ibid, p.236.

²⁵Ibid, p.461.

²⁶Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D. p.244"

²⁷Donald Ary et al., Introduction to Research in Education (Cengage Learning, 2018), p.531.

Quantitative talk about consistency of behavior of the data to prove the data will not change even if the study were replicated, but qualitative not. In qualitative, we talk about variation, it is because consistency in qualitative or the context of studies changes. In short, consistency is a view to how wide the variation can be tracked or explained.²⁸

This type of validity calls as dependability or trustworthiness. There are some ways to investigate dependability such as code-recode, interrater comparisons, audit trail, triangulation, replication logic, and stepwise replication.²⁹ Triangulation or corroboration is a multiple data sources or multiple methods in similar findings, and has a function as the reliability of the study.³⁰ Triangulation refers to multiple sources, observers, or method using in qualitative.³¹

There are 4 kinds of triangulation; (1) triangulation by data source, consisting of time, person, and place. (2) By the method, such as documentation, observation, and interview. (3) By researcher, using more than one expert to analyze the finding of the research. (4) By theory, such as recording videos or audio, article, quantitative data, journal, and books.

Based on the explanation above, triangulation by the researcher was used in this research to check whether the data is valid or not, the validation checked by the expert to the study related to this research.

I. Systematic of Discussion

The researcher will discuss the research into the structure as follows:

Chapter I presents the introduction, which is consist of title affirmation, background of the research, focus and sub-focus of the research, formulation of the research, objective of the research, significant of the research, relevance studies, research methodology, and systematic discussion.

Chapter II presents the theories of reading, context clues, novel, Jet Black and the Ninja Wind novel by Lowitz and Oketani, also the relevance of research to English Language Teaching (ELT).

Chapter III presents a description of objects research in general and presents research facts and data display.

Chapter IV presents research analysis, the result and also the research findings.

Chapter V presents conclusion and recommendation of the research.

²⁸Ibid,p.536

²⁹Ibid.

³⁰Ibid.

³¹Ibid, p.532

CHAPTER II

THEORETICAL FRAMEWORK

A. Semantics

When we are studying meaning of word in languages, we cannot separate semantics of it. Semantics is one of the branches of linguistics, it studies about meaning. Semantics called as “*toolkit*” for meaning or knowledge encoded in the vocabulary of the language and its patterns for building more elaborate meaning, up to level of sentence meanings.³²

The term semantics was generally used to refer to the study of meaning. As a branch of linguistics, semantics focus on how the meaning was conveyed by the linguistics system consisting of different unit structures such as sentences, phrases, words, morphemes, etc.³³ Semantics itself is the study of word meaning and sentence meaning. It is an attempt to describe and understand the nature of the knowledge about meaning in their language that people have from knowing the language.³⁴ The term semantics is often defined as the study of meaning, but more accurate to define as the study of the relationship between linguistic form and meaning.

Semantics is one of two major division in human language. It is concerned with inherent meaning of words and sentences as linguistic expression, in and of themselves. There are three levels of meaning in linguistics, they are ‘*word meaning*’, ‘*sentence meaning*’, and ‘*utterance meaning*’.³⁵ When someone describes semantics as “the study of meaning”, it means they are describe an English word in terms of other English words. A definition can only be successful if the words used in the definition are themselves well-defined.³⁶ For this reason, it is crucial to distinguish (object language) expression we are trying to analyze from the (metalanguage) words we are using to describe our analysis. Thus, italicized was used to identify object language expression. These italicized words are mentioned referred to as object of study.³⁷

In semantics, every single words may have more than one sense, a situation referred to as lexical ambiguity. In a brief, it can be said that sometimes a single word can be used to refer to several different kinds of things and sometimes no.³⁸ In analyzing word meanings, linguistically coded information is needed rather than knowledge about the encyclopedic. Based on the Leech theory of semantics, there are 7 types of meaning;³⁹

1. Conceptual Meaning

Most of the people called this type as “denotative” or “cognitive” meaning. It is widely assumed to be the central factor in linguistic communication, and it can be shown to be integral to the essential functioning of language in a way that other types of meaning are not. This type has two basis structural principles namely the principle of contractiveness and the principle of structure. The principle indirectly said that sentences are analyzed into its unit such as word and morphemes and at the level of phonology into constitute phonemes (sound units), similarly semantics structure of sentence can also be explained.

³²Patrick Griffiths, *An Introduction to English Semantics and Pragmatics*, ed. by Heinz Giegerich (Edinburgh: Edinburgh University Press Ltd, 2006), p.1.

³³R Umagandhi, M Vinothini, and MPhil Mca, ‘Leech’s Seven Types of Meaning in Semantics’, *International Journal of Multidisciplinary Research and Development* www.Allsubjectjournal.Com, 4.3 (2017), 71–72.

³⁴Griffiths, p.15.

³⁵Paul R. Kroeger, *Analyzing Meaning: An Introduction to Semantics and Pragmatics* (Berlin: Language Science Press, 2018) <<https://doi.org/10.5281/zenodo.114112>>, p.4.

³⁶R. Kroeger, p.7.

³⁷R. Kroeger, p.8.

³⁸R. Kroeger, p.80.

³⁹R. Kroeger, p.22.

Contractiveness was the selection aspect of linguistic structure, meanwhile, constituent structure was the combinatory or syntagmatic aspects of linguistic structure. Conceptual meaning in semantics will be represented using the abstract symbols and contrastive features. This unit helps to distinguish a meaning of a particular sentence from all other possible sentences in the language. Conceptual meaning is also known as logical meaning because it refers to the meaning of the dictionary, which indicates the concepts of the word. For example, the word “woman” can be specified as “a human”, “not a male”, and “an adult.”

2. Connotative Meaning

This type of meaning refers to a word which has more than one meaning, or points to a meaning that uses a particular word besides its conceptual meaning. The variation of the meaning affected by different society to society, culture to culture, or person to person. These aspects include psychological, physical, characteristics and also social properties. This type of meaning is unstable. For example, people represent “woman” as “soft-hearted, submissive, hard workers, and emotional.” But, some of them may represent “woman” as “frail, cowardly, or inconsistent.”

3. Social Meaning

It is type of meaning based on the aspect of society. Social meaning is a piece of language conveys about the social circumstances of its use. When people from a particular society define language in their way, it is called social meaning. The variation of the language is according to dialect, time, province, status, modality, and singularity. For example, the words “*domicile, residence, abode, and home*” refer to the same thing, but each word belongs to a particular situation of use.

4. Affective Meaning

Affective meaning is related to conceptual representation. This kind of meaning is a reflection of the speaker’s feelings.⁴⁰ It is also represent emotions and attitude towards the context such as the pitch level, tone, and intonation of the speaker which changes based on the situation. The emotional expression through style comes about for instance, when we adopt an impolite tone to express displeasure, or a casual tone to express friendliness. For example, when we become angry, our voices become louder.⁴¹

5. Reflected Meaning

Reflected meaning is the meaning which arises in cases of multiple conceptual meaning, when one sense of a word forms part of our response to another sense.⁴² In semantics, reflected meaning is an event whereby a particular word or phrase is correlated with multiple sense or meaning (polysemous). For example, the sentence “a poet could not but be gay”, by using the word gay, the poet tries to mean something joyful. However, this word usually refers to homosexuality.

6. Collocative Meaning

A collocation is a familiar grouping of words, especially words that habitually appear together and convey meaning by association. Collocative meaning consists of the association a word acquires on account of the meaning of words which tend to occur in its environment.⁴³ For example, pretty and handsome share familiar ground in the meaning “good-looking”, “pretty” is appropriate for girl or woman, and “handsome” is appropriate for boy or man.

⁴⁰Alice Mwihaki, ‘Meaning As Use: A Functional View of Semantics and Pragmatics’, Swahili Forum, 11 (2004), p.134.

⁴¹Geoffrey Leech, Semantics: The Study of Meaning, Second Edition (New York: Penguin Books Ltd, 1981), p.17.

⁴²Leech, p.16.

⁴³Leech, p.72.

7. Thematic Meaning

Thematic meaning is a preference between alternative grammatical structure, like simple to complex or active to passive. In this type of meaning, the sentences usually have the same meaning, but arranged y different structure from each other. It also can be expressed by means of stress and intonation to highlight information in one part of a sentence. For example, “they stopped at the end of corridor” and “at the end of the corridor, they stopped”.

B. Reading

Reading is an important skill of English; it is an activity to get information or new knowledge from the text we read. Reading is one of the important way to improve our language skills, it is because reading has many benefits such as enlarging our vocabulary, improving writing skills, help to find out new ideas, experiences, and facts.⁴⁴

Reading is an activity that consists of many different skills. It is not just understanding or translating what we read, because reading is thinking. So, it is important to make sure the student or reader can understand what they read. To make it come true, a good strategy is needed to make sure they get the information from the passage, and understand what the author wants to convey.⁴⁵ Reading can separate into 2 kinds, extensive reading and intensive reading.

1. Extensive Reading

Extensive reading is reading as much as possible or at least reading one book every two or three weeks, with the book we are interested in.⁴⁶ In extensive reading, literary text such as a novel and a short story is a good choice to choose to start reading. It is because it can improve linguistic development, also novel has variation of content, and develop critical thinking skill because literary work make reader can apply their feelings and ideas. Besides that, the reader more enjoyable and it can help them improve their reading habits.⁴⁷

2. Intensive Reading

Unlike extensive reading, intensive reading is a reading activity with a specific text, which means that the text has been decided before.⁴⁸ Student or reader just focuses on the structure and grammar of the text, so, it seems like a boring activity because the text was chosen by the teacher. Perhaps, they will feel such as reading is not interesting activity because they cannot decide what they want to read.

C. Context Clues

1. Definition of Context Clues

Context clues are hint given by the author within the sentence from other words, story titles, and pictures to help the reader find a missing word or understand an unfamiliar word. When people reading, especially for literary work they will find more new vocabulary about literature based on author representative. It is because literary work uses imaginative language most. In this case, that is why the reader will find many unfamiliar words in the story.

⁴⁴Beatrice S Mikulecky and Linda Jeffries, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster* (Addison Wesley Publishing Company, 1996), p.1.

⁴⁵Ibid.

⁴⁶Ibid, p.3

⁴⁷Shima Ghiabi, ‘Investigation of the Effect of Using a Novel as an Extensive Reading on Students’ Attitudes and Reading Ability’, *International Journal of Applied Linguistics and English Literature*, 3.4 (2014), 55–64 <<https://doi.org/10.7575/aiac.ijalel.v.3n.4p.55>>.

⁴⁸Dung Thi Thanh Do, ‘News Report: A Blended Extensive Reading and Intensive Reading Activity’, *Journal of Development Research*, 1.2 (2017), 55 <<https://doi.org/10.28926/jdr.v1i2.23>>.

Context clues are one strategy used in reading to help the reader determine and guessing the meaning of the unfamiliar word within the text by phrases around the unfamiliar word itself.⁴⁹

Guessing the meaning from context can help the reader more effectively when doing reading because they do not need to take too long to open the dictionary. Besides that, the dictionary also has limited words. Hence, not all the word we look for is available. That is why a good strategy is needed in reading.

When encountering meaning using context clues, the reader can infer the general meaning of the word, so it is helpful to continue reading when do not know the exact meaning of a word. Thus, the reader still focuses on the ideas of the text. Besides, this strategy also helps the reader to remember the same word in the next part.

We can conclude that in inferring meaning using context clues can be the most important strategy to use, it can help the reader with low-frequency vocabulary and keep their focus upon the ideas from the text they are read.

2. Types of Context Clues

As mentioned before, context clues help reader to find out the close meaning of the unfamiliar word through hints or ideas of the text. Some clues follow the word to give illustrations of unfamiliar words.⁵⁰

There are many theories about different types of context clues; here are the types of context clues by Baumann's theory.⁵¹

- a. **Definition/ Explanation:** in this type of clue, the author defines/ describes the meaning of the word directly in the text. The signal word uses in this type such as "*is, are, is/are called, known as, is defined as, means, refers to*".
- b. **Synonym/ Restatement:** the author will use a word that has close meaning with another word in a sentence. The signal words used in this type such as "*commas (,), semicolon (;), dashes (-), parenthesis (), or, that is, and in other words*".
- c. **Antonym/ Contrast:** the author will use the word that has opposite meaning of an unfamiliar word. The signal word uses in this type such as "*but, however, although, otherwise, unless, instead of, on the other hand, while, and unlike*".
- d. **Example:** the author will give additional information in this kind of types, also provide some examples or summaries of the sentence to define an unfamiliar word. The signal word uses in this type such as "*for example, for instance, such as, to illustrate, including, and specifically*".
- e. **Inference/ General:** the author will give non-specific clues to help the reader guess the meaning from the description of a situation. To know the type of these clues reader needs to look for several words provide by the author in the sentences.

⁴⁹Riska Mauliza, Iskandar Abdul Samad, and Nira Erdiana, "The Implementation of Context Clues Strategy in Infering the Meaning of Unknown Vocabulary to Improve Reading Skill," Research in English and Education (READ), vol. 4, 2019, p.82.

⁵⁰Carolyn Denton et al., "Developed under Funding from The Meadows Foundation and the Texas Education Agency Effective Instruction for Middle School Students with Reading Diiculties: The Reading Teacher's Sourcebook Ww.Texasreading.Org Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook," 2007, p. 201, www.texasreading.org.

⁵¹James F Baumann et al., "Vocabulary Tricks: Effects of Instruction in Morphology and Context on Fifth-Grade Students' Ability to Derive and Infer Word Meanings," American Educational Research Journal Summer, vol. 40, 2003, p.464.

3. How to Use Context Clues

Trying to use context clues as a strategy to infer meaning is needed guidelines to make it better. There are some theories about how to apply or do this strategy to make sure this strategy is running well and helpful. Here are some guidelines for inferring meaning from the immediate context. *First*, you need to analyze how a word uses in the sentences. You have to make sure what kind of word is it in part of speech, such as verb, adjectives, noun, and so on. *Second*, look at the collocation of words that uses together, it can help to determine the meaning of those unfamiliar words. *Third*, try to think about the topic or the idea of the sentence and also the possible meaning of the word.⁵²

When we meet a completely strange word, the context, that is, the words surrounding the unknown word would contain a clue.⁵³ In short, the unfamiliar word will follow by those types of clues to define the unfamiliar word will follow by those types of clues to define the unfamiliar word. It means that the word needs more explanation to be known, that is why additional information was given. This is the way to know the word is familiar or not. The familiar word does not contain additional information, due to the word being generally used in the text.

Guessing from context is one of the useful strategies that readers can do easily. It is because it just needs our understanding of the text. The reader can do some recommended steps to help them guess the meaning from context, these are:⁵⁴

1. Try to decide what kind of part of speech of the unfamiliar word.
2. Look for further clues of the unfamiliar word.
3. Try to look at the context as wide as possible.
4. Look at the form of the word; it might have a different meaning when you try to separate it.
5. Try to guess the meaning of the unfamiliar word based on those steps before.
6. Reread and see if the guess is suitable, if it is not, you need to repeat the steps before.
7. The last step is to open the dictionary if you are not sure about the meaning or you fail to guess it.

Learning word meaning from context is one of a natural way, it is because people will automatically guess the word also based on their curiosity.⁵⁵ Both students or readers encounter unfamiliar words almost all of the time. But, some of them slowly to think about what they can get about those unfamiliar word they found based on how they are used.

The readers or students need to know how to define unfamiliar word because this is a helpful skill that can be used in reading activity. To encounter unfamiliar/ unknown word, the appropriate strategy is needed. One of those strategy is context clues that has been mentioned before. Here are 5 strategies that can be used to recognize new words/ unknown words in a text. These are:

1. Look at the parts of the word. Are there any roots in the word? Does the word sound like another word we know?
2. Break down the sentence. What can we learn about the word based on the information in the sentence?

⁵²Mikulecy and Jeffries, p.36.

⁵³McCullough.

⁵⁴Scott Thornbury, How to Teach Vocabulary (Pearson Education India, 2006), p.148.

⁵⁵Paul Michael Chandler, "The Appropriate Teaching of Vocabulary: What the Research Suggests," Hispania 91, no. 1 (2008), p.157.

3. Hunt for clues. Are there definitions, synonyms, antonyms, or punctuation that provide clues about the word's meaning?
4. Think about connotative meaning (ideas, feelings, or associations beyond the dictionary definition). Does the word have positive or negative connotations?
5. Once you have a guess. Substitute your word or phrase for the unfamiliar word to see if it works.

D. Novel

Select the best material for extended reading is the important one we need to consider. Therefore, literary works are recommended to use in improving reading skill because it has many benefits in linguistic development. Nowadays, modern literary fiction has been dominated by novels and short stories.

Novel defines as a long story of prose, whose author tries to create a sense of actual life on it to experience the reader while they read the story.⁵⁶ Novel emerged in the eighteenth century and gives a new face in literary work because its nature was something different.⁵⁷ Novel also declared as a picture of real-life written in a book which talked about manners at the time.⁵⁸ Novel include in one genre of the text that offers a wide range of impressions of what literature can be, and of why we might want to spend our time on it.

In short, novel is one of the literary genres which have a big fan. Improving reading skill through this kind of genre makes the reader more enjoyable when learning English. The best way to define what is novel might be a fictional narrative that has a different length of other kinds of text to be published as a book by itself.⁵⁹ Although, the length of some novels has similarities with short stories. This kind of novel is called "*novella*". The length of "*novella*" is shorter than novel but more length than short story.⁶⁰

There are several genres of the novel, for a clear explanation will explain below:

1. **Bildungsroman:** a bildungsroman is a traditional novel genre in which a main character develops on a personal and social level during the story. Often, these stories deal with young adults incoming-of-age situation. Besides telling an interesting story, a bildungsroman author may attempt to convey a lesson to readers in similar situation to the character.
2. **Children's literature:** children's literature targets an audience of young children, often elementary school age or younger. The story commonly use simple language that young children can understand. Children's literature often includes moral lessons readers can gain as they finish the novel.
3. **Contemporary realism:** stories implementing the contemporary realism style take place in the modern world in a realistic representation of society. Character in contemporary realism stories are often average people. The relatability of characters dealing with real-world issues may be a primary commercial appeal for a contemporary realist novel.
4. **Detective:** a detective story features an investigator attempting to solve a crime, often as the main character. This may take place in both modern and historical settings. Often, detective character serve in an informal investigator position which can provide complicating details for the plot of the story.

⁵⁶X. J. Kennedy and Dana. Gioia, Literature : An Introduction to Fiction, Poetry, and Drama (HarperCollins College Publishers, 1995), p.264.

⁵⁷Ibid.

⁵⁸Ibid.

⁵⁹Ibid, p.43

⁶⁰Choeda, p.1100.t

5. **Eldritch:**the eldritch genre takes inspiration from the work of author H. P. Lovecraft. It features horrific monsters which often defy description. Preventing these creatures from taking over the world is a common goal for characters in eldritch stories.
6. **Epic:** an epic novel tells a story of grandiose proportions. They may feature the main characters completing heroic acts beyond the capabilities of normal humans. An epic may also feature normal people who find themselves within a large struggle.
7. **Fantasy:**fantasy novels take place in a world that is often similar to the real world in the present or in the past but adds fantasy elements such as magic, non-human characters and fantastical creatures. Low fantasy novels are those that feature fantasy elements in a real-world setting. In high fantasy novels, the world itself is a fictional realm different from that of the reader.
8. **Gothic:**gothic story telling is a twentieth-century writing style closely associated with monster stories and the grotesque. Gothic settings are often gloomy and unsettling, creating the mood for stories with dark plots. They commonly include supernatural elements or monsters with which the characters interact.
9. **Ghost story:**ghost stories feature ghostly characters, often as primary antagonists, but also potentially as a protagonist or side character. Ghost stories are commonly horror tales or tragedies. An author may also use ghostly elements in combination with other genres such as comedy or romance to further entice the reader.
10. **Humor:**a humor novel uses comedy to entertain readers. This may include traditionally structured jokes or satire that make light of real-world people, organizations or structures through comedic exaggeration. Humor may be a secondary genre for a novel, infusing a traditionally non-humorous genre with some comedic lines, or it may be the main genre, where comedy is the primary purpose of the story and appeals to potential readers.
11. **Horror:**horror novels attempt to scare the reader, using the tension this can provide to produce interest. The horror may be physical, such as a story dealing with a monster that attacks people. Horror may also be psychological focusing on the mental effects a situation has on a narrator or main character.
12. **Magical realism:**magical realism novels are stories that primarily exist in a realistic world but include elements of magic or fantasy. The author does not overly explain these elements and why they exist. They treat the magical elements as commonly understood parts of society that do not require justification, just as you would not justify common elements from the real world like technology.
13. **Meta:**a meta novel is a story that provides a contextual commentary besides the surface level plot of the novel. A meta commentary may include acknowledgements about the novel itself or the genres and tropes referenced by the author in the story. This may allow an author to comment on the state of the publishing industry or a subsector of industry.
14. **Monster:**monster stories revolve around a single monster or type of monster and their interactions with society. Frequently the monsters in a monster story represent a real-world issue. An author may use a traditional style of monster or create their own for their story.
15. **Parable:**a parable is a story that uses allegorical writing to provide commentary or teach a lesson about a topic without directly discussing it. An author creates stand-in characters and themes which correlate to the real-world message they intend to send. This allows an author to tell an important lesson in a method they feel is more approachable for a general audience.

- 16. Political:** a political novel tells a story with political intrigue as a primary plot focus. Characters in political stories often hold powerful position, with the main plot featuring an issue of national or international significance. A political novel may be based on an actual event, be fully fictionalized or be a semi-fictional story addressing an alternate way that a historical event may have occurred, such as what may have happened if a different country won a specific war.
- 17. Post-apocalyptic:** post-apocalyptic stories take place in a world following a global catastrophe that resulted in near extinction for humanity. The main character in the story may be alone or may be a participant in the new societies that arose after the end of modern civilization. Post-apocalyptic stories are commonly allegorical, with the story offering a perspective on a risk the author feels has not received proper attention in society.
- 18. Proletarian:** a proletarian novel focuses on the lives of working-class individuals, usually written by authors with experience or connections in a working-class industry. Novels in this genre often contain stories comprising characters living their normal lives without fantastical elements. The challenges of proletarian novels are commonly societal in nature. A proletarian novel may include a moral or social commentary, focusing on an area where the author feels society is failing to meet the needs of working class.
- 19. Psychological:** a psychological novel is one that places a significant focus on the internal thinking of one or more characters. Often, the primary conflict in a story includes psychological tension. Writers commonly combine the psychological genre with the thriller genre to create stories of internal conflict in which a character faces challenging circumstances and struggles with the mental impact they create.
- 20. Romance:** a romance novel tells the story of a main character falling in love. Many romance stories involve significant impediments to the main character ending up with their chosen partner, which they must work together to overcome if they wish to be together. The novel tells how these difficulties cause complication for the main character and how they solve them to attain their true love.
- 21. Science fiction:** science fiction novels take place in a fantasy setting with enhanced technological capabilities. These stories may involve aliens or space travel, live-changing cybernetic technologies or other fantasy and science elements. Science fiction may also serve as a broad genre for another type of story, such as an epic science fiction or humorous science fiction story.
- 22. Serial:** serialized novels tell stories that follow the same characters over many distinct lots. Although characters may grow and develop over the course of the stories, each individual novel may also serve as a standalone book in most cases. It's easy for a new reader to pick a serial up and enjoy the book for its own merits while fans of the series enjoy the latest installment with their favorite characters.
- 23. Spy:** a spy novel takes place with main characters who are a part of a secret organization, are carrying out secret missions for an organization or are regular people who become entangled in the affairs of those types of individuals. Spy novels may feature stakes on a global level, such as thwarting a plan for world domination. A spy novel may follow the exploits of an entire agency or an individual's spy.
- 24. Survival:** survival novels tell the story of people placed in life-or-death situations. These novels recount how the endangered individuals respond and the challenges they face. Many survival novels take place after a tragic accident that places the main characters in a precarious situation removed from modern amenities.

25. **Superhero:** novels that tell the stories of individuals or groups who possess superhuman powers. This may result from being extraterrestrial, experiencing a life-changing event or a having genetic mutation. Superhero novels frequently take the form of graphic novels, which use both text and picture to tell a story.
26. **Thriller:** thrillers are suspenseful novels, often dealing with the protagonist trying to stop a secret plot or dealing with a menacing threat. Thriller novels use high tension to maintain interest in the reader. Writers often combine the thriller genre with other genre that include horror, political and technological elements.
27. **War:** war novels take place within war zones. Often, war stories follow main characters enlisted as soldiers in a war. They may also follow citizens living their lives during a war. War novels commonly take place in historical wars, but you may also create a fully fictionalized war for your novel.
28. **Western:** the western genre commonly features stories taking place in the America Old West. Many successful Western novels feature battles between outlaws and officers of the law. A unique combination genre for Westerns is the space Western, which applies traditional Western tropes to stories set in a science fiction environment.
29. **Young adult:** young adult fiction caters to an audience of preteens and teenagers as a primary demographic. Novels in this genre may feature themes that people in this age range find relatable, such as friendship and young love. Many popular young adult novels are set in a series books that follow the same characters for multiple installments, allowing readers to age and develop along with the characters in the series.

Thus, we can infer that novel is a prose fiction that has a certain length of a story written by the author to experience the reader based on the certain theme and nuance. Novel also illustrates the real-life using the literary expression for the usage of the language. Novel can use as a media to improve English skills especially in reading comprehension. Novel is also used to relax the reader because of the variation of the story. We can choose the genre of the novel according to what we like.

E. **Jet Black and the Ninja Wind Novel**

Jet Black and the Ninja Wind is a novel published by Tuttle Publishing in 2016, written by the husband-and-wife Leza Lowitz and Shogo Oketani. In this meticulously researched adventure, the husband-and-wife team of Oketani and Lowitz evoke the atmosphere and richness of Japanese culture and mythology, delving into the lore of the ninja. 17-year-old Jet Black's mother dies Jet travels to the ancestral home she is never known to meet unfamiliar kin and uncover her mysterious heritage.⁶¹

She soon learns that a powerful organization is after her, certain that she holds the key to a long-hidden treasure of immense value. As Jet embraces her mystic skills as a rare female ninja, she tries to uncover the secret her family has held safe for centuries, while unraveling her complicated feelings toward Takumi, the young man in charge of hunting her down.⁶²

The physical descriptions are lush, the actions sequences almost cinematic, and the details are steeped in authenticity. She is terrified, but if Jet would not fight to protect her world, who will? Stalked by bounty hunters and desperately in love with the man who has been sent to kill her, Jet must be strong enough to protect the treasure, preserve an ancient culture, and save a sacred mountain from destruction.

⁶¹Leza Lowitz and Shogo Oketani, *Jet Black and the Ninja Wind* (Jakarta: Tuttle Publishing, 2016).

⁶²Lowitz and Oketani.

The aspects that would analyze by the researcher are 5 types of context clues based on Baumann theory, that perhaps consist in this novel. This novel was rich of unfamiliar terms and words related to the Japanese-American culture. Hence, the reader needs some clues to understand those words. This story is very exciting and addicting, also very good and related to Japanese real history. Thus, the reader can learn new things while enjoying reading the novel.

F. The Relevance of Research to English Language Teaching (ELT)

The relevance of research to ELT is the context clues strategy that could be used by the student and teacher as a tool to improve student's skills in English such as enlarging their vocabulary, improving their reading comprehension, also this kind of strategy help the student to do critical thinking, bear in mind they need to guess the meaning of the unfamiliar word through the clues within the sentence.

Considering that English is the world's most widely student foreign language, of course, it has a big impact on education. Many sources of a book in education use English, which is why Student has to be able to read in English. Through reading, students can gain more knowledge and some information they need. Unfortunately, many students lack vocabulary. Whereas, vocabulary influences both word recognition and reading comprehension, also student comprehend in understand the learning material.⁶³ Thus, building vocabulary in English language teaching is very crucial. The more we know the more we read, it is because without mastered vocabulary as much, we cannot understand what we read.

As a result, the selection of reading strategy and reading material is really important to do. That is why, in this research, the researcher use a novel book, because a novel is one of the literary works that have a big fan and is more enjoyable to read. Besides, they can choose what the best genre suits them.

⁶³İlhan İltir, 'The Efficacy of Context Clue Strategy Instruction on Middle Grades Students' Vocabulary Development', *RMLE Online*, 42.1 (2019), 1–15 <<https://doi.org/10.1080/19404476.2018.1554522>>.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research aimed to find the types of context clues and the meaning of unfamiliar words and also the most common type of context clue in the novel *Jet Black* and the *Ninja Wind*. Based on the data analysis result and research finding in this research, it can be concluded that there were only 4 types from 5 types of context clues based on Bauman's theory. In total, 4 types of data of unfamiliar words that also analyzed as different types of clues based on the criteria and signal word that have been mentioned before were found. Those 4 types of context clues used by the author in the novel *Jet Black* and the *Ninja Wind* namely, definition/ explanation, synonym/ restatement, antonym/ contrast, and inference/ general.

Hence, 9 unfamiliar words that analyzed as definition/ explanation clue with the percentage 16,07% were found, also 23 unfamiliar words that analyzed as synonym/ restatement clue with the percentage 41,07%, 2 unfamiliar word that analyzed as antonym/contrast clue with the percentage 3,57%, and 22 unfamiliar words that analyzed as inference/general clue were found with the percentage 39,28% in the novel *Jet Black* and the *Ninja Wind*.

From the explanation above, it could be concluded that the most common type of context clue in the novel *Jet Black* and the *Ninja Wind* was synonym/restatement clue with the number of data are 23 unfamiliar words with the percentage 41,07%.

B. Suggestion

Based on the conclusion above, the researcher proposed some suggestions as follows:

1. English Teacher

The teacher could use this paper as a guidance to enrich their comprehension and gain some knowledge about context clues in the reading activity especially in literary work. The teacher could use *Jet Black* and the *Ninja Wind* novel as a media to teach English in the classroom. The teachers also could use novel as a learning media based on their student's favorite genres to make the learning process more fun and increase their interesting in reading activity.

2. The Students and The Readers

For the students and the readers this research could use by them to increase their knowledge and enlarged their vocabularies to understand unfamiliar words and help them to figure out the meaning of unfamiliar word in the reading activity without using the dictionary.

3. Next Researcher

This research could use by the next researchers as a reference for their research about context clues in the literary works.

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A P P E N D I C E S



Appendix 1

The Documentation of Novel Book Jet Black and the Ninja Wind



Young Adult

Praise for *Jet Black and the Ninja Wind*:

Jet Black and the Ninja Wind really drew me in! It's a page-turner rich in striking ideas, unexpected action, and fascinating cultural and language secrets... Few debut novels exude such powerful and unique magic and romance! Let the wind blow! — Simon Higgins, author of *Moonshadow: Rise of the Ninja* and the *Tomodachi* series

Looking for a high-octane international adventure? You've found it. The Lowitz-Oketani writing team has birthed a spin-kicking hapa heroine who can read the minds of animals, make herself invisible, and sword-fight with the best of them. Also, she's a ninja—the only one who can save her people. What are you waiting for? Dive in!

— Suzanne Kamata, author of *Gadget Girl: The Art of Being Invisible*

Adventure, fantasy, ancient wisdom, and imminent danger—Jet Black meets them all head on. Like *The Hunger Games*' Katniss Everdeen, she is a fighter with heart. A new teen hero has arrived.

— Barry Lancet, author of *Japantown*

Action, adventure, and artistry join forces in this enthralling story of a teen girl descended from ninjas. Jet Black's quest to find a hidden treasure, and to save her ancestors' history and homeland, takes her on a heart-pounding journey from New Mexico to Japan... Readers will cheer for this refreshingly original action heroine as she travels across cultures and into her heart to find hidden treasures of her own: power, courage, and family.

— Diana Renn, author of *Tokyo Heist*

Rika Kuroi is the world's last female ninja, and holder of a secret legacy that spans generations and continents. As Rika sets about to discover her heritage and right ancient wrongs, *Jet Black and the Ninja Wind* melds intrigue, magic, and vivid characters with gorgeous description and plenty of heart-stopping action. Masterfully written, this debut from Leza Lowitz and Shogo Oketani will leave readers pleasantly haunted and hungry for more.

— Linda Gerber, author of *Now and Zen* and *The Death of Bikini Mysteries*

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Appendix 2

Sample of Novel Jet Black and the Ninja Wind Part One Chapter 1

CHAPTER I

遊戲Yugi

The Game

The party has just started, and Jet stood in Amy Williams' kitchen, wearing the two-dollar black dress she'd bought at the thrift store.

"That's such a cool outfit," Amy told her, pushing a drink into her hand. The girls gathered, staring as if trying to remember whether they'd seen the dress in a catalog or a store window. Still, Jet knew it would've been cooler to have a date or to buy clothing that hadn't belonged to someone living in a old folks' home.

"Yeah," she said, "just put a hood on this thing, and I'd look like the grim reaper."

The girl in their sleek new outfits laughed. Jet could hardly believe it. She knew she'd changed, that people look at her differently. Even her mother, staring at her one morning, had said, "The tomboy's gone. You've become a woman." Now Jet wanted nothing more than to spend the evening with the girls who'd always ignored her. But she couldn't. She had ten minutes before she had to leave. The game. Tonight was the night of the game. Saturday night had been ever since Jet could remember. She hated the game like she hated nothing else.

She took the drink anyway, not sure what it was—orange juice and something that smelled like rubbing alcohol. Amy Williams cranked music. Boys were arriving. The girls began dancing in the living room just as the star quarterback threw open the door, a cooler on his shoulder. Jet tried to dance. How did they make it look so easy, swaying and turning gracefully? She'd have been comfortable doing a spinning kick or a black flip. Now she had to make up her mind. Was it better to awkwardly explain she had to leave soon, or just slip out and invent a story later?

Her sense stilled. She took in the blaring music, the thudding baseline, the hollering boys, but behind all that, if she focused, there was the battering, off-rhythm engine of the truck turning onto Amy Williams' street. Kids were crowded around the door, so she went upstairs and into the bathroom. She took off her sandals, lifted the window screen and slipped out onto the roof's overhang, then jumped to the ground. She caught the top of the fence and swung herself over it. The truck was still moving, nearly to the house, when Jet reached the door and let herself in.

"Don't stop," she whispered to her mother, sliding down in her seat. A duffel with clothes for the game was on the floor, and as soon as they turned the corner, she began to change.

"Have fun?" her mother whispered, slumped at the wheel, more gaunt than ever.

"Best time of my life," Jet replied, "all ten minutes of it."

Satoko drove them out the suburbs and into the mountains, over roads muddy and rutted from a week of heavy rains, though now the sky was clear, and the full moon hung in it as if Amy Williams herself had put it there.

The narrow road skirted the steep drop, hugging the edge of the mountain whose peaks glowed in the moonlight. As they went around a bend, the back wheels fishtailed. Jet gasped and clutched the seat. The truck almost turned sideways, skidding forward the cliff. Her mother jerked the wheel and hit the gas, and the truck slide back toward the mountain. She brought it under control and pulled it to a stop. She pressed her foot on the emergency brake, locking it in place. Her breathing sounded labored. She'd appeared unwell for months now.

"This is the last time," she told Jet.

"Really? You mean that?" Jet said.

Appendix 3
Validity Form

Validation Form for Data Analysis Results

Direction:

Please give your response by writing the (T/F) in a box representing your choices.

No.	Page/ Line	Unfamiliar Word	Types of Context	Clues in the Sentence	Meaning	T/F
1.	10/15	Catalog	Synonym	The girls gathered, staring as if trying to remember whether they'd seen the dress in a catalog or a store window.	Store window	T
2.	10/21	Cranked	General	Amy Williams cranked the music. Boys were arriving. The girls began dancing in the living room just as the star quarterback threw open the door, a cooler on his shoulder.	Play or start	T
3.	11/1	Star quarterback	General	Amy Williams cranked the music. Boys were arriving. The girls began dancing in the living room just as the star quarterback threw open the door, a cooler on his shoulder.	Captain, commander, handler, leader, builder, maker.	T

4.	11/7	Blaring	Synonym	She took in the blaring music, the thudding baseline, the hollering boys but behind all that, if she focused, there was the battering, off-rhythm engine of the truck turning onto Amy Williams' street.	Music that has harsh sound or the music that has loud sound.	T
5.	11/21	Duffel	General	"Don't stop," She whispered to her mother, sliding down in her seat. A duffel with clothes for the game was on the floor, and as soon as they turned the corner, she began to change.	Bag	T
6.	11/32	Fishtailed	General	The narrow road skirted the steep drop, hugging the edge of the mountain whose peaks glowed in the moonlight. As they went around a bend, the back wheels fishtailed. Jet gasped and clutched the seat.	Make fishtail movement	T
7.	11/37	Labored	General	She brought it under control and pulled it to a stop. She pressed her foot on the emergency brake, looking it in place. Her breathing sounded labored. She'd appeared unwell for months now.	Difficult, hard, tough	T
8.	12/6	Thrilled	Antonym	"Okay, Mom. I'm thrilled," Jet said, but the intensity of her mother's concentration distracted her.	Excited	T
9.	12/10	Exhaustion	General	Jet could sense her exhaustion, the slowness of her breathing, even the tired beating of her heart.	Tired	T
10.	14/35	Tripwire	General	She struck the mud face-first and rolled-it had been	Cable	T

				a sharp tripwire. She could feel the swelling in her ankle, the blood filling the soft leather of her moccasin boot.		
11.	16/32	Howl	General	It was the only way she could think of to invade the higher ground. She timed it perfectly with a strong gust, with the brief passing of a small cloud over the moon, with the distant cry of the coyote that she sensed ready to howl, and then she was twisting through the air, taking shape, her foot raising for the earth as she swung the knife.	Scream, roar	T
12.	17/18	Dodge	Synonym	All of the tricks Jet's mother had taught her, to dodge and fall back and attack, to follow the wind, letting herself retreat or stumble even as she struck—nothing worked.	Avoid	T
13.	18/32	Imperceptibly	General	"What happened to you?" Jet began to ask, recalling the warrior she had just fought, the figure shifting almost imperceptibly in the wind.	Invisible	T
14.	20/17	Hinomoto	Definition	"Long ago, there was a country called 'Hinomoto.' It means 'land of the rising sun.' It was once governed by the Emishi, a native tribe.	The name of the country/ the place where the sun rises or the land of the rising sun	T
15.	21/2	Wa	Definition	"One day, a tribe called the Wa arrived from the mainland. They had many soldiers, and even more powerful weapons.	The name of the group of people	T
16.	22/14	Genin	Synonym	"One day, a girl was born to the <i>genin</i> , the slaves, the ninja. She grew up to be beautiful, strong, and smart.	Low-level of ninja	T

17.	23/11	Painstakingly	Synonym	“You have to go back,” Satoko spoke painstakingly, as if each word contained another diminishing ounce of strength.	Cautious, careful, meticulous.	T
18.	24/17	Tsukimi-mado	Synonym	She told them about the tsukimi-mado-the moon-viewing window in her father's home, the way moonlight streamed in clear and shining like a crystal river.	Viewing the moon from the window/ watching or stare looking at the beautiful moon.	T
19.	26/12	Kuroi	Synonym	You should never use your real name, Rika. Kuroi- your family name- means 'black' in Japanese, so you must use that instead. Use your nickname in apan. Just in case.”	The family name of Japanese people/ black/ clan.	T
20.	28/2	To Rock	General	Even when her mother come back from work at dark, she took Jet to the desert, making her jump from tree to rock or run until her breath gave out, rolling on the ground until her clothes tore to shreds.	Sway	T
21.	30/5	Obi	Inference/ general	She hadn't worn it since trying it on so many years ago when Satoko had taught her how to tie the <i>obi</i> , how to stand tall and float her graces out to the world through the carriage of her spine as the silk fabric fanned out around her like waves.	The traditional belt of Japanese traditional clothes (kimono)/ a broad sash wood around the waist of a Japanese kimono (belt).	T
22.	30/10	Phantom Man	Synonym	On her wedding day to Jet's father, eighteen years ago? Where was he now? Another phantom man- dead, disappeared, gone.	A person which is like a ghost, we cannot see or sense his existence.	T
23.	31/13	Geisha	Synonym	And if she held herself a bit differently, a bit more softly, tenderly, she could transform herself from tough res girl to geisha.	A Japanese hostess trained to entertain men with conversation, dance, and song	T

24.	31/17	Furoshiki	Inference	Then she gathered the kimono, obi, and a few of her things in an old black <i>furoshiki</i> and tied the ends together. She packed the furoshiki into an old leather suitcase and closed the latches.	Traditional Japanese wrapping clothes traditionally used to wrap/transport goods.	T
25.	31/29	Osore-zan	General	"Osore-zan?" Jet repeated the name. It was a sacred mountain. Her mother had told her about it in their bed-time tales.	Sacred mountain in Jet's homeland/ the name of mountain	T
26.	34/18	Emboldened	General	Emboldened by a sense of purpose, Jet kept her senses alert and her eyes open, eager for her mission to begin.	Encouragement	T
27.	34/20	Wanko-soba	Synonym	She managed to catch the Tohoku local, grabbing a quick lunch of <i>wanko-soba</i> - a local delicacy of thin flat buckwheat noodles - at a stand on the platform.	Japanese traditional flat noodles	T
28.	35/25	Fu no kata	Synonym	It was an excellent technique - <i>fu no kata</i> - moving like the wind. She was surprised to remember the name.	Technique to moving fast without being noticed	T
29.	42/34	Matagi	Definition	"Around here, people like me are called <i>matagi</i> . We're just hunters. If anyone asks you, that's what you should say. Okay?"	The title given to the hunters	T
30.	46/13	Sozu	Inference	"Sozu?" She asked, bewildered. He pursed his lips. "Well, you hid your presence. You disguised your energy by muting your aura. Hiro was surprised. Even Aska couldn't detect you."	Conceal/ being invisible or conceal the present	T
31.	49/19	Saiminjutsu	Definition	"The minute you sensed that my presence had disappeared, your breathing became slightly irregular. I actually opened the pantry door and gave you a little	Simple hypnotic technique	T

				hypnotic suggestion, then walked right past you. It's called <i>saiminjutsu</i> .		
32.	50/11	Yakuza	Synonym	So they hired some <i>yakuza</i> - mafia gangs - to harras us.	Japanese organized crime syndicate	T
33.	50/19	Taijutsu	Synonym	That's precisely why I taught Hiro <i>taijutsu</i> , and why your mother taught it to you - to protect yourself."	Detensive technique	T
34.	51/17	Itako	Synonym	"In summer and fall, the <i>itako</i> -blind female shamans-gather there. We talk to our ancestors through these <i>kuchiyose</i> ... spirit mediums," Ojiisan explained.	Witch doctor/ a magician credited with powers, of healing, divination	T
35.	51/18	Kuchiyose	Inference	We talk to our ancestor through these <i>kuchiyose</i> ... spirit mediums," Ojiisan explained .	Spirit mediums	T
36.	63/27	Soujutsu	Antonym	Satoko smiled. " <i>Soujutsu</i> . In the old days, people had to use spears and lances. But nowadays, you can use an umbrella, a cane, a stick, or even a rolled-up newspaper. You did well!"	Weapon	T
37.	65/8	Henge	Inference	Jet watched as Ojiisan's expression, attitude, gesture and tone of voice completely changed. Was this <i>henge</i> , the art of disguise her mother had told her about? He was clearly a master, but Jet was too frightened to feel proud.	Camouflage, give a different appearance in order to conceal one's identity.	T
38.	66/11	Shinobi kotoba	Synonym	In daylight, her mother had taught her to use hand signals, but in the darkness - where their range of vision was limited - they used this same language. Now it had a name- <i>shinobi kotoba</i> .	The ninja language.	T
39.	82/14	Agony	Synonym	She'd never imagined fighting with real people,	Pain, soreness	T

				their pain, their agony, their fear.		
40.	89/6	Amegakurejutsu	Synonym	<i>Amegakurejutsu</i> . The art of hiding in the rain. Making your body wet, slippery, part of nature, and drawing your strength from the elements.	The action of concealing someone or something.	T
41.	100/12	Harajuku	Inference	Jet, Hiro, and Aska made their way to Harajuku, where groups of kid with dyed hair, vintage clothes, tattoos, and piercings hung out on the streets.	The center place of the Japanese youth culture and passion.	T
42.	103/14	Onigiri	Inference	They locked up and went downstairs to the cafeteria, where Jet ate <i>onigiri</i> rice balls with <i>umeboshi</i> pickled plum filling. Hiro's had tuna and mayonnaise inside.	A Japanese dish consisting of small balls or triangles of rice stuffed with a pickled or salad filling and typically wrapped in dried seaweed	T
43.	116/5	Takuhatsu	Synonym	"Hiro, you can stay with me. Jet, you should go out and do <i>takuhatsu</i> - begging for alms, like a monk. That way you can keep an eye on the streets nearby. It's just a disguise."	Camouflage	T
44.	116/13	Noraneke	Synonym	"And there are tons of <i>noraneke</i> - stray cats - around to keep her busy."	The cat that's no one owns	T
45.	134/35	Kunoichi	Definition	She took a breath. "And <i>kunoichi</i> means...?"Female ninja,"Soji wishpered.	Female ninja	T
46.	164/1	Tsubute	Synonym	They didn't have regular <i>tsubute</i> -ninja throwing stones-so he would use coins.	Ninja weapons or as distraction	T
47.	182/20	Natsukashi	Definition	One of her mother's word come back to her: <i>natsukashii</i> . It meant a kind of nostalgia. Nostalgia only came from belonging somewhere. Satoko must have felt that she belonged	Nostalgia or a sense of deja vu, or longing for something in the past	T

				her, in America, in the desert.		
48.	190/13	Mercenary	Synonym	"Mercenary-a soldier for hire. Corporations, governments, the military, even the CIA hire them," he explained.	Rented or a professional soldier hired to serve in a foreign army.	T
49.	204/27	Shuriken	Synonym	It was easy to fight with <i>shuriken</i> - throwing stars or spheres - but you had to concentrate the body's <i>ki</i> into the fingertips to turn a mere coin into a weapon.	A weapon in the form of a star with projecting blades or points used as a missile in martial arts	T
50.	213/1	Hogan	Inference	J-Bird and Jet crept over the mountain to a hogan, a harvest cottage on the Reservation ten miles north of the trailer.	Small simple house, typically one near a lake or beach	T
51.	236/15	Tedare	Synonym	Still, he had her now. Even the <i>tedare</i> - highly skilled warriors - could hide themselves in the confusion for no more than ten seconds.	Highly skilled warriors	T
52.	250/11	Metsubushi	Definition	Takumi flashed a hand signal to his men to release smoke into the room- <i>metsubushi</i> , smoke and mirrors, or as the ninja called it, eye blinders. A canister released heavy mist. The men waited, breathing through gas masks.	Japanese pepper spray to temporarily cause blindness to the enemy	T
53.	271/8	Sarariman	Inference	Her footsteps echoed heavily. They sounded like a footsteps of a <i>sarariman</i> tired of his job, tired of his life.	Office workers	T
54.	288/10	Neyuki	Definition	The next snow always fell two weeks later, but it didn't melt. It froze on the ground and covered the mountain. That snow was called <i>neyuki</i> , and it made him happy.	Lingering snow	T
55.	290/17	Claustrophobia	Definition	Jet stopped at the entrance as her old fear surfaced. Dark, cold, small spaces.	Irrational fear of confined space.	T

				The fear had a name - claustrophobia. Jet breathed deeply as she tried to stop her body from shaking.		
56.	294/10	Kakure kirrishitan	Inference	"But some tried to hide their faith. They were the kakure kirrishitan, the hidden Christians!"Hiro explained.	The christian who hide their identity	T





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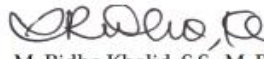
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