



EFFECT OF CONTEXT CLUE INSTRUCTION ON INTEREST IN VOCABULARY OF SS ONE STUDENTS IN KWANDE LOCAL GOVERNMENT AREA, BENUE STATE

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Abstract

The study investigated effect of context clue instruction on interest in vocabulary of Senior School One (SS1) students in Kwande Local Government Area of Benue State. The study used quasi experimental research design. Three research questions were answered and three hypotheses were tested at 0.05 level of significance. The study was anchored on Ludwig Wittgenstein use theory of meaning. The population of the study comprised all the SS 1 students in the 2022/2023 academic session. A sample size of 182 students from four schools was selected from a population of 5000 students for the study through non-equivalent samples. Four intact classes were used. The data collected were analysed using mean and standard deviation and the null hypotheses were tested using Analysis of Covariance at 0.05 level of significance. Exposure to context clue instruction significantly increased students' interest in vocabulary lessons and enhanced students' vocabulary acquisition. Students in the experimental group had higher interest ratings than students in the control group. Male students had more interest in context clue instruction than female students. Students in public school do not have interest in vocabulary lessons as compared to students in private school. Findings from the hypotheses revealed that hypotheses 1 and 2 were significant and thus rejected; there was statistical significant difference in the interest of students taught English language vocabulary using context clue instruction and those taught using the dictionary. Hypothesis 3 was not significant and thus not rejected; there was statistically significant difference in the mean interest ratings of public and private school students taught English language vocabulary using context clue instruction and those taught using the dictionary. It was recommended that English language teachers should strictly acknowledge students' interest when teaching English language.

Keywords: vocabulary, context clues, interest, context clue instruction

Introduction

Vocabulary is the total number of words in a speech community or the total number of words in the speech repertoire of a student. Meutia Sahardin and Putra (2023) put it that vocabulary is the use of words in context depending on the speaker's intention. Vocabulary transcends the ordinary meaning or definition of a word to the usage of such a word in different situations. Castro-García (2020) explains that vocabulary refers to the student's knowledge of the meanings of words encountered in reading. It is strongly related to comprehension. A students' ability to pronounce a word depends on the students' understanding of the meaning of such a word. More importantly, when a student does not know the meaning of certain words, the student's comprehension of the material being read diminishes.

Meutia Sahardin and Putra (2023) opine that the teaching of vocabulary is not a simple matter. It involves just more than looking up words in a dictionary and using the words in sentences as has been the practice in our secondary schools. Vocabulary knowledge is something that expands and deepens over the course of lifetime. Meutia Sahardin and Putra (2023), Oktapianti (2019) and Suharto and Husin (2017) mention that words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read. Print vocabulary consists of those words for which the meaning is known when we write or read. Knowledge of words also come in at least two forms: they include: receptive and productive vocabulary. Muodumogu and Ajegen, (2011) explain that receptive vocabulary is the vocabulary which a student can understand or recognise. Productive vocabulary is the set of words that an individual can assign meanings when listening or reading. Productive vocabulary is often less well known to students and less frequent in use (Oktapianti, 2019).

Oktapianti (2019); Diego, (2010) and Thornburry (2007) further opine that the success of a student in English Language is known by the students' mastery of vocabulary such a student

possesses. Vocabulary is the bedrock in the mastery of a Language. The mastery of vocabulary is significant to improving students' general language skills. Williams (2004), Diego, (2010), Arifian, (2013); Oktapianti (2019) explain that vocabulary is the very first skill to master and to express a person's ideas or to communicate with other persons in a second language (L2). People will not be able to communicate with others in a language if they do not have enough vocabulary to express their ideas (Arifian, 2013). Thornburry (2007), Muodumogu (2003), Diego (2010), Fudha, Solusia and Oktoviandy (2019) found that teachers' use of instructional strategy and students' interest are phenomenal in effective and efficient tools for developing the vocabulary of students.

In spite of the efficacy of vocabulary in English language, students' achievement and teachers' instructional strategy in the language is worrisome especially in Benue State and Nigeria at large. Some students find it very difficult to provide synonyms and antonyms of words. Some students find it challenging to interpret idioms and use registers appropriately for particular disciplines. The students' knowledge of words substitution during comprehension lessons is inadequate. West African Examination Chief Examiner's report of 2018, 2019 and 2020 indicate that students' performance in word substitution fall below average (Chief Examiners' Report, 2020). Teacher's methodology in vocabulary instruction needs improvement for effective vocabulary instruction. To overcome inadequate vocabulary skills among students, linguists and language teachers had attempted looking at the best methods of vocabulary instruction. Ali, Mukundan, Ayub Baki (2011); Innaci and Sam (2017) explain that there are numerous strategies used by language teachers to teach vocabulary namely: context clues, dictionary strategy, gamification, word list and so on.

Context Clue Instruction (CCI) is a vocabulary instructional strategy that the teacher of English Language assists students in deriving the meaning of unfamiliar words using the

environment surrounding such a word. Existing literature has not shown who first used context clue instruction, neither has it shown when it began. However, many an author explained and used context clues in vocabulary instruction. Innaci and Sam (2012) explain that context clues are hints that the author gives intentionally or incidentally in the text to help learners understand a difficult or an unfamiliar word. Most importantly, learners not only understand the meaning of the words but they also understand the contextual use of the words. Context clues provide information about how a word fits in a sentence and with the ideas discussed in it. Innaci and Sam (2012) further explain that contextualization helps learners to understand and effectively use the target language. Many shades of meanings a word has can be used in particular context and can better be mastered if context clues are provided. Context clue instruction enables the Second Language (L2) learner to learn many words from context. Even dictionary meaning of certain words used in reading texts may differ from the contextual meaning of the words. In such situations, context clues help the students in making a logical guess of the meaning of the difficult word (s) (Innaci & Sam, 2012; Almunawaroh, 2018).

Interest is a feeling of love and eagerness in a thing or activity without force from anyone. Fitria, Ninu and Zainal (2019) see interest as a constant tendency to pay attention and do something. Activities that are of interest to students are given constant attention, accompanied by pleasure and then a sense of satisfaction is gained. A student that has interest in vocabulary development will choose study materials or texts that enhance vocabulary growth. To analyse difficult words in a text, the reader must have an interest in acquiring new vocabulary. Interest in vocabulary is an initial condition that must be met before reading and then analyzing. This interest in vocabulary is the basis for one's motivation for reading activities (Putri Maharani, Putu Arsana, & Putu Dian Sawitri, 2015).

Interest in vocabulary is an encouragement

that can influence behaviour and actions which are then followed by feelings of pleasure and interest in vocabulary development. Interest in vocabulary is a feeling that accompanies or causes special attention to vocabulary. Ezike (2018) asserts that students would study vocabulary actively if they are interested in vocabulary. To achieve in vocabulary, the students must be ready to learn, because it can make them consider vocabulary development as a habitual activity for them. Ezike (2018) further opines that interest is very influential in the study of vocabulary.

Babalola (2018) opine that in recent times the rate at which private schools are springing up is rapid. This does not exclude any level: from nursery school to the university. The business seems booming and the glory seems rising. On the other side, public schools primarily owned by governments are fading away in glory. It seems as if only the indigent in the land sends their children to the government schools because of the cost. It is becoming a curse for the enlightened parents to send their children to the public schools. The structures of some old faith-based schools taken over by governments are collapsing. A visit to any of the public schools gives one the impression of a deserted compound especially in the interior. The reason for the decay may not be farfetched: nobody is really holding responsibility for the declined fortune. The reason above notwithstanding, some parents prefer sending their children to public schools. Nbina and Nwagbara, (2012) explain that public school students perform higher in external examination than their counterparts in private schools. While public schools have electricity, constant water supply, qualified teachers, more learning facilities and infrastructure, private schools virtually lack these facilities (Nwagbara, 2011). Since these facilities enhance learning, inadequacy of the facilities can result to less effective learning. In public schools, there are no sufficient resources for teachers in terms of literature/textbooks and instructional tools for vocabulary building (Jamil, Kamil & Khan, 2014). The conflicting views held by different scholars have shown the existing differences in language achievement of private

and public schools. The researcher therefore investigated effect of context clue instruction on interest in vocabulary of SS One Students in Kwande Local Government Area based on gender and school type due to the conflicting views in previous findings.

The Problem

If senior secondary school students are to improve their achievement in English language at Senior Secondary School Certificate Examination (SSCE), there will be need for appropriate and adequate approach to be adopted by English language teachers. It is worrisome to note that majority of our senior school students particularly students in Kwande LGA lack a well-developed vocabulary. The West African Examination Council (WAEC) Chief Examiners' report for English 2018, 2019 and 2020 bear evidence that candidates display the problem of inappropriate word substitution in word substitution test. Students need interest to enhance their achievement. Students should not be left to acquire vocabulary by chance rather, students should be taught ways of arriving at meaning of words using contexts in which the word appears. The psychology of learning entails that without interest, meaningful learning outcome is impossible. Students need interest to enhance their achievement. Poor vocabulary knowledge has direct negative effect on English language usage. Poor vocabulary knowledge has posed a lot of problems to learners, specifically, senior secondary school students, a development largely blamed on the fact that teachers have neglected the use of Context Clue Instruction (CCI) in vocabulary instruction (Dankaro, 2010). The researcher, therefore investigated effect of context clue instruction on interest in vocabulary of SS One Students in Kwande Local Government Area.

Literature Review

A person's vocabulary is the set of words within a language that are familiar to that person. It is all the words known and used by a particular person (Zugu & Musa, 2019). Vocabulary in the senior

secondary school is anchored on 'productive vocabulary' rather than 'receptive vocabulary'. So, vocabulary can be defined as words of a language, including single items and phrases or chunks of words which convey particular meanings. (Schmitt, 2010). Schmitt (2010) further opines that vocabulary does not embrace only teaching lexical words with specific meanings but also includes lexical phrases or chunks.

The Nigerian child may be grossly incompetent when it comes to the proficient use of English. This is traceable to insufficiency of vocabulary (Zugu & Musa, 2019). Zugu & Musa, (2019) further assert that Benue Students in the senior secondary schools across disciplines perform poorly in words categorisation- especially the aspects of synonyms and antonyms. This is due to poor reading culture in the educational system. Akabougu and Ajiwoju (2015) opine that the present situation in Nigerian schools is such that students are hardly engaged even when vocabulary lessons are presented. Most often, the teachers of English language use traditional method of teaching vocabulary where the teacher gives examples, explain the given examples of new vocabulary and walk out of the class. Teachers lay more emphasis on reading passages aloud to students while students respond in order to show they understand the passage at literal level of meaning (Fakeye, 2010). More importantly, English vocabulary lessons need to follow a well-structured manner of activities. The method used by teachers as outlined above has limited learners' ability to independently identify meaning of unfamiliar words. However, if English language teachers introduce the concept of context clues to learners and the various means of identifying meaning of unfamiliar words using contexts, learners would better be equipped with the tools for identifying meaning of words.

Arifian (2013) states that context clues are the words surrounding an unknown word which often provide hints to the meaning of the unknown word. Context clue approach allows learners to make intelligent, meaningful guesses. This will make the learning task much more active and

challenging than direct explanation of words. It also has a problem-solving characteristic that appeals to most people and challenge them to make use of their intelligence to an extent that is not always common in language classes. It helps readers develop a holistic approach toward reading. The context of a new word may be drawn from a group of sentences, a paragraph, or even the entire text, they learn to direct their attention to language units larger than the sentence while they are looking for context clues.

Interest is a feeling of love and eagerness in something or an activity. Interest means attention, pleasure and tendency. Nurhaidah and Musa (2016) state that individuals who have an interest in vocabulary will be encouraged to pay attention to vocabulary development. Interest in vocabulary is an encouragement that can influence behaviour and actions which are then followed by feelings of pleasure in learning vocabulary. Students' low interest in vocabulary lessons, leads to poor vocabulary. Vocabulary interest influences students' reading comprehension and it also influences students analyses of a passage (Rina Harsono, Fuady, & Saddhono, 2012). In the process of vocabulary development, interest is very necessary. Abbott, Mickail, Richards, Renninger, Hidi, Beers, Berninger (2017) note that students will have interest in vocabulary lessons once the teacher makes vocabulary lesson a topic of interest to the students. Interest in vocabulary will lead to adequate understanding of a discourse and a proper analysis of such discourse. Linguists have tried to identify the relationship between interest and gender in language development as well.

Gender is one of the most relevant factors used in second language acquisition research to distinguish interest of language learners. In the area of vocabulary acquisition, the role of gender occupies a significant position. Gender is, of course, likely to interact with other variables in determining L2 proficiency Hery and Abas (2024). Interest therefore, plays a significant role in determining second language mastery. Hery and Abas (2024) explain that men do better at tasks such as throwing things at a target due to

their interest in such activities. For instance, a game of darts or catching objects and ball games, while women have more interest in subtle motor activities such as performing movement sequences using fingers, like in weaving, knitting or sewing. Achievement in vocabulary differ based on gender interests.

Evidence from other researchers revealed that student's achievement in vocabulary differ across public and private schools based on interest. On the one hand, Gunjal (2012) asserts in Ben (2017) that students in government schools have more English vocabulary than students in private schools. The researcher attributes the striking differences to qualified teachers, adequate instructional methods and availability of instructional materials. Olasehinde and Olatoye (2014) on the other hand assert that students in private schools performed better in science vocabulary test than students in public schools. Olasehinde and Olatoye (2014) opine that private schools do engage students academically and enforced discipline consistently. It is based on the arguments in findings that the study investigated effect of context clue instruction on interest of students in English language vocabulary in Kwande Local Government Area based on gender and school type.

Theoretical Framework

Ludwig Wittgenstein (1889—1951) Use Theory of Meaning

Ludwig Wittgenstein proposed the use theory of meaning. He lived between (1889-1951). Ludwig Wittgenstein upholds that the meaning of anything is the use it is put to. The meaning of any word is a matter of what we do with the word, not something hidden inside anyone's mind or brain. Wittgenstein exemplifies his argument using the verb 'is' in a philosophical investigation. He states that 'is' is used with two different meanings. For instance, 'water is clean' illustrates the state of water and 'water is H₂O', explains the chemical composition of water, two sentences making one complex meaning but quite two distinct uses and meanings. When a person says something, what the person means depends on what is said in the

context in which it is said. The meaning of an expression therefore, is the effect or effects that it creates in a particular context in which the expression is used. The thesis of this theory is that the meaning of an expression can be characterized in terms of its use in the language. It is however, important to understand that the meaning of a word is not complete without usage, especially in sentence form. Wittgenstein's use theory of meaning is related to the present study in the sense that the meaning of a word depends on the usage and context in which it is used.

Objectives of the Study

The purpose of this study was to determine the effect of context clue instruction on interest in vocabulary of SS1 students in Kwande Local Government Area of Benue State. Specifically, the objectives were to:

1. Determine the difference between interest of students taught English language vocabulary using context clue instruction and those taught using the dictionary.
2. Examine the effect of context clue instruction interest of male and female students in English language vocabulary.
3. Investigate the effect of context clue instruction on public and private school students' interest in English language vocabulary.

Research Questions

The following research questions guided the study:

1. What is the mean interest ratings of students taught English language vocabulary using context clue instruction and those taught using the dictionary?
2. What is the effect of context clue instruction on male and female students mean interest ratings towards English language vocabulary?
3. What is the effect of context clue instruction on public and private school mean interest ratings in English language vocabulary?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. there is no significant difference in the mean interest ratings of students taught English language vocabulary using context clue instruction and those taught using the dictionary.
2. there is no significant effect of context clue instruction on male and female students mean interest ratings towards English language vocabulary.
3. there is no significant effect of context clue instruction on public and private school mean interest ratings in English language vocabulary.

Methods

- (a) **Design.** The non-randomized group, pre-test, post-test quasi experimental design was used for the study. The choice of this design was because the researcher used intact classes.
- (b) **Participants.** After securing approval from school principals of participating schools and explaining the purpose of the study to research assistants, Interest in Vocabulary Inventory (IVI) was administered as pre-test to participating students to ascertain the homogeneity of the research respondents before the experimental and control classes began vocabulary instruction. After six lessons were taught to the two groups, IVI was again administered as a post-test to establish students' interest in vocabulary. The target population of the study comprised all the SS1 students from 70 secondary schools in Kwande Local Government Area for the 2023/2024 academic session with 5000 students.
- (c) **Sample.** The sample size comprised 182 Senior School One SS (1) students drawn from two public and two private secondary schools with four intact classes. The researcher used non-equivalent sample. The students were assigned to experimental and control groups through randomization. Experimental group, that is, students taught

vocabulary using context clues were taught with vocabulary items derived from sentences and the meaning of such vocabulary items explained using contexts in which the words appear in those sentences. Students from control group, that is students taught vocabulary using the dictionary were taught meaning of words by giving the students dictionary meaning of words.

(d) Instrument. Interest in Vocabulary Inventory (IVI) was the instrument used in eliciting data for the research. IVI had twenty questions

marked by Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD). The students ticked as they wished based on their findings. SA was marked as four points, 'A' as three points, 'D' as 2 points and SD as a single point.

(d) Data Analysis. Mean and standard deviation was used to answer the research questions. All the hypotheses were tested at $P < 0.05$ significance using Analyses of Covariance (ANCOVA).

Results

Research question 1

What is the mean interest ratings of students taught English language vocabulary using context clue instruction and those taught using the dictionary?

Table 1: Mean and Standard Deviation interest ratings of students taught English Language vocabulary using context clue instruction and those taught using the dictionary

Group		Pre-interest	Post-interest	Mean
gain				
Experimental	Mean	1.58	2.63	1.06
	N	95	95	
	SD	.48	1.03	
Control	Mean	1.64	2.00	0.36
	N	87	87	
	SD	.51	.71	0.7
Mean difference				

Table 1 indicates the pre-interest mean rating of students from experimental group was 1.58 with standard deviation of .48 while the control group had 1.64 with standard deviation as .51. At post-interest, students from experimental group had a mean rating of 2.63 with standard deviation of 1.03 while those from the control group had a mean rating of 2.00 with .71 shown as the

standard deviation. The mean gain for the experimental group was 1.06 and 0.36 for the control group. The difference in the mean gain was 0.7 in favour of students taught English Language vocabulary using context clue instruction method. This means that context clue instruction stimulated the students to have more interest in English Language vocabulary

Research question 2

What is the effect of context clue instruction on male and female students mean interest ratings towards English language vocabulary?

Table 2: Mean and standard deviation interest ratings of male and female students taught English Language vocabulary using context clue instruction

Gender		Pre-interest	Post-interest
Mean gain			
Male	Mean	1.57	2.73
	N	52	52
	SD	.47	1.14
	Mean	1.49	2.51
Female	N	43	43
	SD	.60	.90
Mean difference			
0.14			

Table 2 shows that the pre-interest mean rating of male students was 1.57 with corresponding standard deviation of .47 while females had 1.49 with standard deviation as .60. At post-interest, male students mean rating was 2.73 with standard deviation of 1.14 while female students had a mean rating of 2.51 with .90 shown as the standard deviation. The mean gain for male students was 1.16 while female students gained

1.02. The difference in the mean gain of male and female students exposed to context clue instruction was 0.14 in favour of male students. This means that male students benefited from the treatment more than their female counterparts. Therefore, context clue instruction enhanced male students' interest towards English Language vocabulary better than their female students.

Research Question 3

What is the effect of context clue instruction on public and private school mean interest ratings in English language vocabulary?

Table 3: Mean and standard deviation interest ratings for public and private students taught English Language vocabulary

School Type		Pre-interest	Post-interest
Mean gain			
Public	Mean	1.50	2.31
	N	51	51
	SD	.51	.94
	Mean	1.57	3.00
Private	N	44	44
	SD	.56	1.02
Mean difference			
0.62			

Table 3 reveals that the pre-interest mean rating of students from public secondary was 1.50 with standard deviation of .51 while those from private

school had 1.57 with standard deviation as .56. At post-interest, students from public school had a mean interest rating of 2.31 with standard

deviation of .94 while those from private school had a mean interest rating of 3.00 with 1.02 shown as the standard deviation. The mean gain for students from public school was 0.81 while those from private school gained 1.43. The difference in the mean gain of students from public and private

schools taught English Language vocabulary using context clue instruction method was 0.62 in favour of students from private secondary school. It, therefore, means that context clue instruction had more effect on the interest of students from private secondary schools.

Hypothesis 1

There is no significant difference in the mean interest ratings of students taught English language vocabulary using context clue instruction and those taught using the dictionary.

Table 4: ANCOVA on Mean interest ratings of students taught English Language vocabulary using context clue instruction and those taught using the dictionary

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	21.927a	2	10.964	13.867	.000
Intercept	47.832	1	47.832	60.501	.000
Preinterest	4.063	1	4.063	5.139	.025
Strategy	19.857	1	19.857	25.116	.000
Error	140.727	179	.791		
Total	1148.906	182			
Corrected Total	162.654	181			

Table 4 shows a p-value of 0.00 which was less than the alpha value of 0.05. This implies that the test is significant, therefore, there was statistical significant difference in the interest ratings of

students taught English language vocabulary using context clue instruction and those taught using the dictionary, therefore, the null hypothesis was rejected.

Hypothesis 2

There is no significant effect of context clue instruction on male and female students mean interest ratings towards English language vocabulary

Table 5 examines effect of context clue instruction on male and female students mean interest ratings towards English language vocabulary. The result as shown in the table below

Table 5: ANCOVA on mean interest ratings of male and female students taught English Language vocabulary using context clue instruction

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1.445a	2	.722		.665
.517					
Intercept	61.086	1	61.086		56.214
.000					
Preinterest	.344	1	.344		.317
.575					
Gender	1.001	1	1.001		.922
.340					
Error	99.973	92	1.087		
Total	760.123	95			
Corrected Total	101.418	94			

Table 5 reveals the probability associated with the F (.92) was 0.34. Since the probability value of 0.34 was greater than the 0.05. This shows that the test was not significant. Therefore, there was no statistical significant difference in the interest

ratings of male and female students taught English Language vocabulary using context clue instruction and those taught using the dictionary therefore, the null hypothesis was not rejected.

Hypothesis 3

There is no significant effect of context clue instruction on public and private school mean interest ratings in English language vocabulary.

Table 6 seeks to find out if students from private and public school had interest in vocabulary classes after context clue instruction. The result as shown in the table below

Table 6: ANCOVA on mean interest ratings of students from public and private schools taught English Language vocabulary using context clue instruction

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model .004	11.662a	2	5.831		5.977
Intercept .000	64.532	1	64.532		66.145
Preinterest .647	.206	1	.206		.211
Schooltype .001	11.218	1	11.218		11.499
Error	89.756	92	.976		
Total	760.123	95			
Corrected Total	101.418	94			

Table 6 shows a p-value of 0.00 which was less than the alpha value of 0.05. This implies that the test is significant, therefore, there was statistically significant difference in the mean interest ratings of public and private school students taught English language vocabulary using context clue instruction and those taught using the dictionary, therefore, the null hypothesis was rejected.

Discussion of Findings

The study examined effect of context clue instruction on interest in vocabulary of SS 1 students in Kwande Local Government Area. It also investigated influence of gender and school type on students' interest in vocabulary. The discussion of findings was based on the variables of the study which was guided by research questions and hypotheses.

The findings of this study revealed that

context clue instruction has significant effect on students' interest rating in vocabulary. This is because context clue instruction provides the learner access to unknown words using the environment in which the unknown word is used. Arifian (2013) explains that context clue instruction provides hints to the meaning of unfamiliar word in a sentence. When a learner is given a background understanding of the context in which a word appears using context clue, it places the learner at higher advantage than if the learner was not taught context clues. The use of context clues in identifying the meaning of unfamiliar word places the learner at a vantage position than using the dictionary. Arifian (2013) further states that, the learner is more interested in vocabulary classes when instruction is based on context clue than with the use of the dictionary. Concepts are more easily grasped than when clues

are not provided. Sam and Innaci (2017) explain that contextualization helps learners to understand and effectively use the target language.

This research agrees with earlier researches which found that students' interest has significant influence on English Language in general and vocabulary to be specific (Udu and Gwang 2020; Abbott, Mickail, Richards, Renninger, Hidi, Beers & Berninger 2017). Nurhaidah and Musa (2016) state that individuals who have interest in vocabulary will be encouraged to pay attention to activities that would enhance their vocabulary acquisition.

The results of the study equally indicated that both male and female students have significant interest in vocabulary lessons when vocabulary lessons are taught using context clue instruction. However, there is an interest in vocabulary based on gender in favour of male students. Wan, Patterson and Long (2024) found that female students have more interest in foreign cultures, social activities and foreign languages more than male students which make female students have more interest in vocabulary topics than their male counterparts. On the contrary, Lin and Wu (2021) earlier observe that male students perform better in vocabulary because male students have more interest in computer than female students.

Findings further revealed that there is a mean difference in interest rating of public and private school in favour of private school students. The result further contradicts earlier findings from Gyuse, Otor and Fakolade (2018) which found out that public school students have interest in Biology vocabulary which make them perform better in external examinations than students of private school.

Conclusion

The study found that context clue instruction had significant effect on interest in vocabulary of both male and female students. The conclusion drawn was that the lack of interest and the perennial poor achievement in vocabulary among SS1 students would most likely be addressed if teachers adopt context clue instruction strategy in vocabulary

development.

Recommendations

Based on research findings of the study, it was therefore, recommended that:

1. English language teachers should adopt CCI as a strategy of teaching vocabulary in such a way that students would experience a boost in their vocabularies. This would result in high interest in vocabulary.
2. Students should be exposed to context clue instruction in order to make learning fun and enhance students' achievement as well.
3. Textbooks writers and curriculum planners should incorporate vocabulary materials that provide contexts to difficult words.

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