

## ABSTRACT

Anindito, Laurensius Bretya. (2014). *Implementing Clarke and Nation's Procedure for Guessing from Context in Vocabulary Learning to the First Semester Students of the English Extension Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

For anyone who attempts to acquire a foreign language, vocabulary holds an essential role. However, Zimmerman (1997) believes that vocabulary learning has been “undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day” (p. 5). This can be indicated by one's reliance on the use of the dictionary to find out a word's meaning, among other things.

This study sought to answer two research problems, which were (1) how is Clarke and Nation's guessing from context procedure implemented in vocabulary learning to the first semester students of English Extension Program? and (2) what are the results of the implementation of Clarke and Nation's guessing from context procedure in vocabulary learning to the first semester students of English Extension Course?

The researcher used the one group pretest-posttest experimental design in the study. The research subjects, one class of the first semester students of English Extension Course of the 2011/1012 academic year, were pretested on November 15, 2011. After the pretest, they were taught how to guess a word's meaning from context using the procedure proposed by Clarke and Nation for two meetings. The last step of the experiment was the posttest, which was carried out on November 29, 2011.

To determine whether or not Clarke and Nation's guessing from context procedure led to a significant increase in the students' posttest results in comparison to their pretest results, the researcher ran the dependent t-test. The result of the t-test revealed a non-significant increase in the students' posttest scores. Hence, the null hypothesis was retained. Additionally, the researcher used questionnaire, consisting of one close-ended part and one open-ended part, to elicit the students' general opinions on the guessing from context procedure they had learned.

One result of the questionnaire revealed that 10% of the students strongly disagreed that they had been able to use the procedure after two weeks, 30% disagreed, and the other 60% agreed. On the contrary, another finding uncovered an interesting figure with 70% of the research subjects agreed that the procedure helped them find the meaning of the words they had never encountered before while the rest of them strongly agreed. In the last part of chapter four, the researcher discusses the mistakes committed by the students in using Clarke and Nation's guessing from context procedure in the posttest.

Keywords: experimental research, vocabulary learning, guessing from context

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Kosakata memainkan peran penting bagi siapapun yang mempelajari bahasa asing. Meskipun demikian, Zimmerman (1997) berpendapat bahwa pembelajaran kosakata “tidak cukup dihargai dalam pembelajaran bahasa asing (SLA) sampai pada saat ini.” Hal ini bisa dilihat dari ketergantungan seseorang terhadap penggunaan kamus untuk menemukan arti sebuah kata.

Penelitian ini bertujuan untuk menjawab dua permasalahan, yaitu (1) bagaimana prosedur *guessing from context* Clarke dan Nation diimplementasikan dalam pembelajaran kosakata pada mahasiswa-mahasiswa semester pertama English Extension Program? dan (2) apa hasil pengimplementasian prosedur *guessing from context* Clarke dan Nation dalam pembelajaran kosakata pada mahasiswa-mahasiswa semester pertama English Extension Program?

Peneliti menggunakan desain eksperimen satu grup *pretest-posttest* dalam studi ini. Subyek penelitian ini, satu kelas mahasiswa semester pertama English Extension Course tahun akademik 2011/2012, mengerjakan *pretest* pada 15 November 2011. Setelah mengerjakan *pretest*, mereka belajar menggunakan prosedur *guessing from context* Clarke dan Nation selama dua pertemuan. Langkah terakhir penelitian ini, yaitu *posttest*, dilaksanakan pada 29 November, 2011.

Untuk menentukan apakah prosedur *guessing from context* Clarke dan Nation menyebabkan kenaikan pada hasil *posttest* subyek penelitian jika dibandingkan dengan hasil *pretest* mereka, peneliti menggunakan uji t berpasangan. Hasil uji t menunjukkan kenaikan yang tidak signifikan pada hasil *posttest*. Oleh karena itu, peneliti menerima hipotesis nol. Selain itu, peneliti juga menggunakan kuesioner, yang terdiri dari satu bagian pertanyaan tertutup dan satu bagian pertanyaan terbuka, untuk memperoleh opini umum dari subyek penelitian mengenai prosedur *guessing from context* yang sudah mereka pelajari.

Salah satu hasil kuesioner mengungkapkan bahwa sebanyak 10% dari mahasiswa-mahasiswa yang menjadi subyek penelitian sangat tidak setuju bahwa mereka telah dapat menggunakan prosedur *guessing from context* Clarke dan Nation setelah dua minggu, 30% tidak setuju, dan 60% sisanya setuju. Di sisi lain, hasil kuesioner lainnya menunjukkan 70% dari subyek penelitian setuju bahwa prosedur Clarke dan Nation membantu mereka menemukan arti kata yang belum pernah mereka temui sebelumnya, sementara 30% sisanya sangat setuju. Pada again terakhir Bab IV, peneliti membahas kesalahan-kesalahan yang dilakukan oleh mahasiswa-mahasiswa dalam menggunakan prosedur Clarke dan Nation dalam mengerjakan *posttest*.

Kata kunci: penelitian eksperimental, pembelajaran kosakata, *guessing from context*