

ABSTRACT

Widaninggar, Kristina. 2008. *The Use of Contextual Guessing Strategy to Enhance Students' Autonomy in Learning Vocabulary*. Yogyakarta: Sanata Dharma University

Vocabulary mastery is undoubtedly an important part in the process of learning languages, including English. In the common practices, the lack of vocabulary mastery which commonly occurs among students is caused by the limited time of exposure to vocabulary learning in class due to the demands to the materials that should be mastered. Therefore, teachers' tasks to motivate and facilitate their students to develop autonomous learning, especially in increasing the students' vocabulary mastery, are absolutely needed.

This research investigated the implementation of contextual guessing strategy to enhance students' autonomy in learning vocabulary. An action research was carried out in XI-Social 1 class of Pangudi Luhur Sedayu Senior High School Bantul, Yogyakarta, along with two research problems. They were (1) how contextual guessing strategy is implemented to enhance students' autonomy in learning vocabulary and (2) how contextual guessing strategy enhances students' autonomy in learning vocabulary.

A classroom action research method and two data gathering instruments, which included observation and interview, were employed. There were two findings obtained from the research. First, contextual guessing strategy was implemented through several teaching and learning activities in two cycles of classroom action research, in which the phases in each classroom action research cycle were planning, acting, observing, and reflecting. Second, contextual guessing strategy enhanced students' autonomy in learning vocabulary by promoting the use of metacognitive strategies, which included a planning of task accomplishment, problem-solving, monitoring, and evaluating.

The researcher concludes that contextual guessing strategy is implemented through the activities of group presentation, individualized learning, and student-student interaction in the two cycles of classroom action research. It is also concluded that the students' conscious use of metacognitive strategies could lead them to autonomy in learning English vocabulary. Meanwhile, the type of learning autonomy employed by the students in this research is categorized as reactive autonomy. It is a type of autonomy where the directions are set up by the teacher (Littlewood, 1999 cited in Benson, 2001).

Key words: vocabulary, contextual guessing strategy, learning autonomy

ABSTRAK

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Penguasaan kosakata adalah bagian penting dalam proses pembelajaran bahasa asing, termasuk Bahasa Inggris. Dalam praktik sehari-hari, kurangnya penguasaan kosakata yang biasa terjadi pada siswa-siswi disebabkan oleh keterbatasan waktu untuk pemebelajaran kosakata di dalam kelas karena tuntutan materi yang harus dikuasai. Dalam hal ini, diperlukan peran para guru untuk memotivasi dan memfasilitasi siswa-siswanya agar mengembangkan kemandirian dalam belajar (*autonomous learning*) terutama untuk peningkatan penguasaan kosakata.

Penelitian ini mengkaji tentang penerapan strategi menebak arti kata berdasarkan untuk meningkatkan kemandirian siswa dalam belajar kosakata Bahasa Inggris. Penelitian tindakan telah dilaksanakan di kelas XI IPS 1 di SMA Pangudi Luhur Sedayu Bantul Yogyakarta dengan dua permasalahan utama yaitu: (1) bagaimana strategi menebak arti kata berdasarkan konteks diterapkan untuk meningkatkan kemandirian siswa dalam belajar kosakata dan (2) bagaimana strategi menebak arti kata berdasarkan konteks meningkatkan kemandirian siswa dalam belajar kosakata.

Dalam penelitian ini, metode penelitian tindakan kelas dan dua alat pengumpulan data, yaitu observasi dan wawancara, telah digunakan. Ada dua hasil yang diperoleh dalam penelitian ini. Satu, strategi menebak arti kata berdasarkan konteks yang digunakan dalam penelitian ini diterapkan melalui kegiatan-kegiatan belajar dan mengajar dalam 2 tahap penelitian tindakan kelas yang setiap tahapnya meliputi perencanaan, pelaksanaan, pengamatan, dan refleksi. Dua, strategi menebak arti kata berdasarkan konteks meningkatkan kemandirian siswa dengan cara meningkatkan penerapan strategi metakognitif oleh siswa. Penerapan strategi metakognitif ini mencakup perencanaan pengerjaan tugas, pencarian dan penyelesaian masalah, pemantauan, dan penilaian.

Peneliti menyimpulkan bahwa strategi menebak arti kata berdasarkan konteks diterapkan melalui kegiatan *group presentation*, *individualized learning*, dan *student-student interaction*. Disimpulkan pula bahwa penerapan strategi metakognitif oleh siswa secara sadar dapat membawa mereka menuju kemandirian dalam belajar kosakata Bahasa Inggris. Sementara itu, kemandirian belajar yang dimaksud disini adalah *reactive autonomy*. Ini adalah jenis kemandirian belajar dimana arahnya telah ditentukan oleh guru (Littlewood, 1999 cited in Benson, 2001).

Kata kunci: *vocabulary, contextual guessing strategy, learning autonomy*