IMPROVING VOCABULARY MASTERY OF XII IPS 1 STUDENTS OF SMA STELLA DUCE II YOGYAKARTA THROUGH CONTEXTUAL GUESSING STRATEGY

A THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Maria Susana Widyaningsih
Student Number: 061214112

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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21 February 2011
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Defended before the Board of Examiners on March 11, 2011 and Declared Acceptable

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Faculty of Teachers Training and Education
Sanata Dharma University

Drs. Tarsius Sarkim, M.Ed., Ph.D.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, March 11, 2011
The Writer

Maria Susana Widyaningsih
061214112
The greatest gift I ever had come from God, and
I call him Dad!
(Anonymous)

I've had a hard life, but my hardships are
nothing against the hardships that my father
went through in order to get me to where I
started.
(Bartrand Hubbard)

This thesis is dedicated to:
Berkah Widianto, My Wonderful Father.
ABSTRACT


Vocabulary mastery has been generally acknowledged as an essential part in ESL / EFL teaching and learning process. By mastering vocabulary, it is not argued that the students will acquire four English skills thoroughly. However, for Indonesian students, whose first language (L1) is not English, vocabulary is considered as the most difficult part in learning English. It occurs because of two reasons. First, students have less exposure in meeting and using English words in both spoken and written forms. Second, students are accustomed to memorizing vocabulary from word lists which have no context. Those phenomena also happened in English teaching and learning process in XII IPS 1 class in SMA Stella Duce II Yogyakarta. In accordance with those conditions, contextual guessing strategy was implemented to improve the students’ vocabulary mastery. This research was addressed to answer a question: How does contextual guessing strategy improve vocabulary mastery of students of XII IPS 1 of SMA Stella Duce II Yogyakarta?

This research employed Classroom Action Research (CAR). The research was focused on the implementation of contextual guessing strategy in XII IPS 1 in SMA Stella Duce II Yogyakarta. The implementation was carried out on August 18th and 24th, 2010. The instruments used in gathering the data were observation form, field notes, questionnaire, interview guide, and journal. Then, in analyzing the gathered data, triangulation technique was employed.

The data analysis showed that the teacher implemented the strategy through five steps of guessing procedure proposed by Clarke & Nation (1990). It was seen that the strategy was best implemented through a discussion or group work. This research concluded that contextual guessing strategy is able to improve the students’ vocabulary mastery. It was proven by the increasing of class average score in two tests from 48.69 to 64.86. Furthermore, the students had opinion that contextual guessing strategy helped them in improving their vocabulary mastery. It was found that 82.14% of the students claimed the improvement on the context of vocabulary use aspect. Also, 83.92% of the students considered that there was improvement on the vocabulary knowledge aspect. Then, 78.57% of the students conveyed that the improvement also happened in the fundamental processes aspect. In addition to this aspect, the students claimed that contextual guessing strategy helps more in acquiring the receptive skills than in the productive ones. Moreover, 66.07% of the students declared that there was also improvement on the metacognitive strategies for vocabulary use aspect.
ABSTRAK


Penguasaan kosakata telah diakui secara umum sebagai bagian penting dalam proses kegiatan belajar dan mengajar (KBM) mata pelajaran Bahasa Inggris, baik Bahasa Inggris sebagai bahasa kedua maupun bahasa asing. Dengan menguasai kosakata, tidak diragukan lagi bahwa siswa akan sepenuhnya memperoleh empat keterampilan dalam berbahasa Inggris. Akan tetapi, bagi siswa di Indonesia, dimana Bahasa Inggris bukan merupakan bahasa ibu, hal ini tentu dirasa sulit. Ada dua alasan mengapa hal tersebut terjadi. Pertama, siswa memiliki sedikit pengalaman dalam menjumpai dan menggunakan kata-kata berbahasa Inggris baik dalam bentuk lisan ataupun tulisan. Kedua, siswa terbiasa untuk menghafal kosakata dari daftar kata-kata yang tidak memiliki konteks. Fenomena diatas juga terjadi dalam KBM mata pelajaran Bahasa Inggris di kelas XII IPS 1 di SMA Stella Duce II Yogyakarta. Sehubungan dengan kondisi tersebut, contextual guessing strategy diterapkan untuk meningkatkan penguasaan kosakata siswa. Penelitian ini dilakukan untuk menjawab pertanyaan: Bagaimana contextual guessing strategy meningkatkan penguasaan kosakata terhadap siswa kelas XII IPS 1 SMA Stella Duce II Yogyakarta?


Analisis data menunjukkan bahwa guru menerapkan contextual guessing strategy melalui lima langkah cara menebak yang dianjurkan oleh Clarke & Nation (1990). Terlihat bahwa strategi ini sangat baik diterapkan dalam diskusi atau kerja kelompok. Penelitian ini menyimpulkan bahwa contextual guessing strategy dapat meningkatkan penguasaan kosakata siswa. Hal ini dibuktikan dengan meningkatnya nilai rata-rata kelas dari dua tes yang dilakukan, yang awalnya 48.69 menjadi 64.86. selain itu, siswa berpendapat bahwa contextual guessing strategy membantu mereka dalam meningkatkan penguasaan kosakata. Sebanyak 82.14% siswa menyatakan ada peningkatan dalam aspek penggunaan konteks kosakata. 83.92% siswa menyebutkan bahwa ada peningkatan dalam aspek pengetahuan kosakata. 78.57% siswa menyatakan bahwa terdapat peningkatan dalam aspek proses-proses dasar. Sehubungan dengan aspek tersebut, siswa menambahkan bahwa contextual guessing strategy lebih membantu dalam pemerolehan keterampilan resepit daripada keterampilan produktif. 66.07% siswa juga menyatakan bahwa peningkatan juga terjadi dalam aspek strategi metakognitif dalam penggunaan kosakata.

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LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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THROUGH CONTEXTUAL GUESSING STRATEGY

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Dibuat di Yogyakarta
Pada tanggal: 11 Maret 2011

Yang menyatakan

[Signature]

Maria Susana Widyaningsih
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Maria Susana Widyaningsih
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CHAPTER 1
INTRODUCTION

This chapter discusses the thesis background that motivates the researcher to write a thesis about improving the vocabulary mastery of students XII IPS 1 through contextual guessing strategy. There are six major concerns presented in this chapter. Those are research background, problem formulation, problem limitation, research objective, research benefits, and definition of terms.

A. Research Background

For many students in non-English speaking countries, like in Indonesia, learning English is considered difficult. The most common reason is that Indonesian students just have a little opportunity to meet and use English outside the classroom. Consequently, the students feel hard to use English in both spoken and written forms or understand the English texts. This phenomenon occurs because the students even do not know the meaning of English words they face. Thus, they are not able to apply those words in different context.

Moreover, students’ limited numbers of second language (L2) vocabulary also becomes a barrier in acquiring both receptive and productive English skills. Nation (1990: 2) stated that “vocabulary as being a very important, if not the most important, element in language learning.” From this statement, it is clearly described that vocabulary plays an important role in listening, reading, speaking, and writing skill. In other words, it can be said that vocabulary is the core or pre-
requisite knowledge in learning and mastering all English skills. Another idea comes from a saying which is expressed by Wilkins (1974) cited in Chen (2009) who said that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” From his saying, it is obviously declared that vocabulary has long been acknowledged as the most essential part in EFL teaching and learning.

However, acquiring as well as mastering L2 vocabulary is considered complicated, especially for students of XII IPS 1 of SMA Stella Duce Yogyakarta. The students in this class face difficulties in memorizing words’ meanings and applying the words in the context given. In preparing this research, the researcher had conducted preliminary observation in XII IPS 1 class twice. From the observations, the researcher observed that the students’ strategy in learning vocabulary was by memorizing isolated word lists. Then, in the next meeting, the students could not remember all words and they just knew single meaning of some words. This phenomenon naturally happens because every person has limited capacity in remembering words that had been learnt.

As a result of that condition, the researcher employs classroom action research (CAR) in XII IPS 1 class. This CAR is aimed at overcoming the students’ difficulties in learning vocabulary and improving their vocabulary mastery by finding a strategy which is suitable with the students’ needs. Thus, preliminary observation should be done prior to the research in order to ensure the problematic factor as well as the solution to solve it.
The vocabulary learning strategy which is chosen to improve the students’ vocabulary mastery is contextual guessing strategy. This strategy is conducted by asking the students to look closely at the unknown word and to look at its context (Clarke & Nation, 1980 as cited in Nation, 1990: 119). Furthermore, Nation (1990) said that “any increase in vocabulary size must be accompanied by many opportunities to put this vocabulary to use.” Thus, it can be said that although the students have memorized thousands of vocabulary from word lists, their vocabulary knowledge will not develop if there is no context given. In other words, the students will master vocabulary if they do not only know the equivalent meaning in their mother tongue, but also know how to use it in different context.

In reference to the theory of contextual guessing strategy, the researcher considers that this strategy is best implemented in XII IPS 1 class to improve the students’ vocabulary mastery. It is because this strategy does not only help the students in remembering the vocabulary, but also trains them to be able to apply their vocabulary in the real communication and various contexts. Knowing the fact above, it is supposed that the implementation of contextual guessing strategy will be able to improve the students’ vocabulary mastery. Accordingly, this research tries to examine how the strategy given improves the vocabulary mastery of XII IPS 1 students.
B. Problem Formulation

The problem of the research is formulated in the following question:
How does contextual guessing strategy improve vocabulary mastery of students of XII IPS 1 of SMA Stella Duce II Yogyakarta?

C. Problem Limitation

This research is concerned with English teaching and learning process in XII IPS 1 of SMA Stella Duce II Yogyakarta. This research is limited in examining the implementation process of contextual guessing strategy. After describing the process of strategy implementation, the researcher attempts to examine whether the strategy given is able to improve the students’ vocabulary mastery or not. Since this is a classroom action research, the scope of the research is limited to one class only, XII IPS 1 of SMA Stella Duce II Yogyakarta of the 2010/2011 academic year.

D. Research Objective

This research is intended to see the process of how contextual guessing strategy improves vocabulary mastery of the students of XII IPS 1 of SMA Stella Duce II Yogyakarta.

E. Research Benefits

This research is expected to be beneficial for:
1. **The Students of XII IPS 1 of SMA Stella Duce II Yogyakarta**

   It is expected that those students will be familiar with learning vocabulary by guessing word from context, instead of memorizing word lists. In addition, the students are hoped to be accustomed to applying the strategy once encountering a new vocabulary as well as using the learnt vocabulary in their daily communication.

2. **The English Teacher of XII IPS 1 of SMA Stella Duce II Yogyakarta**

   It is hoped that the English teacher of XII IPS 1 of SMA Stella Duce II Yogyakarta will obtain information about contextual guessing strategy as one of the strategies in learning vocabulary. Hence, the teacher can employ the strategy as an alternative in English teaching and learning process.

3. **Future Researchers**

   It is expected that the findings of this research can be a reference for those who are interested in the same field and want to conduct classroom action research in their own classes.

**F. Definition of Terms**

In order to avoid misinterpretation and misunderstanding, there are terms mostly used in this research that need to be defined.

1. **Contextual Guessing Strategy**

   Contextual guessing strategy is one of the strategies in learning vocabulary. This strategy is focused on finding the meaning of unknown words by examining the context where the words occur (Bruton & Samuda, 1981; Clark &
Nation, 1980 cited in Nation 1990: 161). Contextual guessing strategy in this research refers to the learning strategy used to figure out the meaning of unknown words by guessing from the context. Moreover, in this research, the students are asked to guess the meaning of unknown words by examining the surrounding words in which the unknown words occur. During preliminary observation, the researcher investigated that the problem of XII IPS 1 students in learning English was that the students met difficulty when they had to guess the meaning of a particular word from the context. In accordance with that situation, contextual guessing strategy will be given to the students of XII IPS 1 to help them in figuring out a new word’s meaning.

2. Vocabulary Mastery

In this research, vocabulary mastery refers to vocabulary ability which involves “both knowledge of language and the ability to put the language use in context” (Chapelle, 1994 cited in Read, 2000). In other words, it can be conveyed that vocabulary mastery is defined as the ability in knowing the meaning of a word and applying it in the real context. Corresponding to the theory above, the researcher formulates the definition of vocabulary mastery as the students’ ability in inferring the meaning of an unknown word by analyzing its surrounding context. Afterwards, the students are also expected to apply the mastered words in the real context in either understanding or expressing their ideas.

3. XII IPS 1 Students in SMA Stella Duce 2 Yogyakarta

XII IPS 1 is one of the departments in SMA Stella Duce 2 Yogyakarta majoring at social studies. Based on the preliminary observation data, the students
of XII IPS 1 class meet difficulty in guessing the meaning of a particular word in a context. From the observation, it is obviously seen that most of the students in XII IPS 1 class are accustomed to learning vocabulary using word lists or in form of isolated words. As a result, the students fail to remember all the meanings of English words in a long-period. Moreover, because the students usually learn the vocabulary from isolated words, the students find obscurity when they have to guess the meaning of a particular word from a context.

In accordance with that condition, the researcher tries to implement one of the strategies in learning vocabulary, namely contextual guessing strategy. This strategy is chosen because it facilitates the students to guess the meaning of a particular word by examining the surrounding words which can be used as clues. As a result, the use of contextual guessing strategy is hoped to be able to improve the vocabulary mastery of XII IPS 1 students.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that underlie the research. It consists of two parts namely theoretical description and theoretical framework. The theoretical description discusses the underlying theories which are related to the implementation of contextual guessing strategy in vocabulary learning. Meanwhile, the theoretical framework synthesizes all major relevant theories which can help the researcher to answer the research question.

A. Theoretical Description

This section reviews the theories related to the study, namely Vocabulary Learning, Vocabulary Mastery, and Contextual Guessing Strategy.

1. Vocabulary Learning

Chen (2009) conveyed that vocabulary learning should be given enough attention and great importance in the classroom. Therefore, the students’ achievement in mastering vocabulary relies on how vocabulary is taught in the classroom. In accordance with that situation, the researcher elaborates the definition of vocabulary, the reasons of vocabulary learning, and the principles of vocabulary learning. Afterwards, the researcher is going to explain the learning materials, the learning activities, and the learning methods which are employed in the vocabulary learning.
a. Definition of Vocabulary

Before going further to know the reasons why vocabulary is very essential in English teaching and learning process, it is better to have a concept of what vocabulary is about. According to Nunan (2003: 130), words are clearly vocabulary. Nonetheless, the interpretation of a word’s meaning is many and various. Read (2000) conveyed that “word is not an easy concept to define, either in theoretical terms or for various applied purposes.” From his argument, it can be said that there will be more than one explanation to define the meaning of word.

In order to define a word, Carroll (1971) as cited by Nation (1990) stated that words are distinguished based on their forms. Moreover, Nation (1990) explained, “even the presence of a capital letter is sufficient for a form to be counted as a different word.” The reason for this is that Carroll’s count was digitally done by a computer, which is set to be consistent with irregular suffixes and spelling changes. Thus, according to Nation, the word, socieies, Societis, society, Society, and society’s are counted as five different words.

Carroll (1971) as cited by Nation (1990) also explained that words can be defined with reference to learners’ mother tongue. He gave an example of the meaning of the word “fork” in Indonesian and English point of view. In Indonesian point of view, “fork” refers to some words, such as garpu (the fork we eat with), pertigaan or simpang jalan (the fork in the road), and cabang (the fork in a tree). On the contrary, from English point of view, the word “fork” is one word. Carroll (1971) in Nation (1990) said, “it is possible to describe the meaning of fork so that this meaning includes most uses of the word.” It can also be
concluded that in Indonesian, the learners need to learn three words represented by the form “fork”, but in English, the learners just require to learn the underlying concept of fork. It describes that the learners have only one item to learn.

b. Reasons for Vocabulary Learning

In this research, the researcher focused on four main reasons why vocabulary learning becomes very important for learners, especially for EFL learners. First, Decarrico (2001) stated, “vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.” From her statement, it is obviously described that vocabulary learning is very crucial for students to access the language for their daily communication in the target language. Additionally, vocabulary learning becomes an essential part for the students in acquiring the target language.

Second, Nation (1990) conveyed that vocabulary is considered as a crucial part in language learning. In other words, it can be said that in acquiring foreign or second language, the students need to be able to perform well in both receptive and productive languages. Nation (1990) added that it is not argued that the difficulties faced by most of the foreign or second language learners in reading, listening, speaking, and writing are resulted from the lack of vocabulary mastery.

Third, Moras (2001) conveyed that vocabulary learning is essentially involved in English class because by mastering vocabulary, the students will be assisted in both expressing and communicating their ideas more clearly and appropriately in every situation. Moreover, Moras (2001) suggested that the vocabulary learning should not only fulfil the students’ needs on understanding
the meaning of words, but also accommodate the students’ necessity to apply the learnt words in both spoken and written languages, degree of formality, and language style. In other words, it can be said that vocabulary learning promotes the students to be able to apply the proper words in any different occasions.

Fourth, in his article, Zhanxiang (2000) stated, “words of a language are just like bricks of high building.” He also pointed out that despite words are assumed as small pieces, but they are vital to build a great structure of a language. Hence, involving the vocabulary learning in English class is highly required, especially in learning English as a foreign language. Moreover, from his research about vocabulary learning towards the students in Inner Mongolia (2000), he drew a general conclusion that for EFL students, vocabulary is supposed to be the biggest problem in learning English. The reason is that most of the students face difficulty in possessing a wide range of vocabulary to fulfil their needs in communication. Furthermore, according to Zhanxiang (2000), for EFL students, vocabulary becomes an obstacle to express their thought in the target words. It is because by having limited vocabulary, the students will fail in developing ideas or arguments effectively using the target words.

Those are the reasons why vocabulary learning is important to be involved in English teaching and learning process. Decarrico (2001) declared that the teacher should reflect the current focus on the needs of students in acquiring vocabulary mastery. In addition, Nation (1990) said that giving attention to vocabulary is inescapable because vocabulary learning turns into a very fundamental aspect in acquiring and mastering the target language.
c. Principles of Vocabulary Learning

In learning a new word, both teachers and students need to know some principles to consider in vocabulary learning. Those principles are: (1) what vocabulary is needed by the learners, (2) how the learners learn vocabulary, and (3) test to see what the learners need to know and what they have already know (Nation, 1990: 4-8). Those principles are going to be explained in the next paragraphs.

First, in vocabulary learning, teachers or students need to decide what kinds of vocabulary groups are used. Nation (1990) defined three groups of vocabulary, they are high-frequency words, low-frequency words, and specialized vocabulary. Teachers can also choose which of these three groups contains the words which are needed by the students. Furthermore, by deciding what vocabulary is needed by the students, it will influence several aspects. Those are: (1) the way the words focused on for learning, (2) the amount of learning expected, and (3) the type of learning, whether it requires receptive or productive learning.

Second, in vocabulary learning, the teachers need to know how their students learn vocabulary. The teachers should consider what kind of learning is needed, whether it is receptive or productive learning. Nation (1990) conveyed that receptive learning deals with the ability to recognize a word and recall its meaning when it is met. Meanwhile, productive learning is concerned with what is acquired for receptive learning combined with the ability to choose and use proper words to speak or write at the appropriate time. Besides, if productive learning is
more demanded, then the development of the quality of learning a small vocabulary is crucial. However, if receptive language is more challenged, then the quantity of vocabulary is more vital.

Third, in vocabulary learning, the teachers should also prepare a test to see what vocabulary the students need to know and what vocabulary they have already been familiar with. Moreover, Nation (1990) stated that there are six reasons for testing. They are (1) to find learners’ total vocabulary size, (2) to compare vocabulary knowledge before and after the course, (3) to keep a continuing check on progress, (4) to encourage learning by setting short-term goals, (5) to see the effectiveness of teaching, and (6) to investigate learning. Nation (1999) also said, “one of the aims of a testing program is to see how the initial learning of particular words is made richer and more secure.” Thus, by having a vocabulary test, it enables the teachers to gain information about the previous learning that the students have already been mastered, then to continue on what vocabulary that the students need to increase more.

d. Vocabulary Learning Materials

In selecting the appropriate learning materials for teaching and learning process, the researcher also conducted evaluation as well as adaptation of the materials. There are several points to decide whether the materials in textbooks are appropriate for the students or not. Graves (2000) stated, “A good textbook-one that meets students’ needs, is at the right level, has interesting materials, and can be a boon to a teacher because it can free him or her to focus on what the students do with it.” From her statement, it can be revealed that in order to select
the most appropriate textbook materials for the students, the teacher has to evaluate the content of materials inside the textbook as well as to make sure that the materials chosen from the textbook are suitable for the students.

Graves (2000) added that there are two sides in understanding how to apply a textbook as one of the learning materials in the teaching and learning process. First, it can be done by “getting inside it.” Graves (2000) said that this step suggests the teacher to look carefully at the sequence of context, the learning goal of every unit, and the arrangement of units. Second, it is dealing with the context, the students, and the teacher. This step describes that a textbook evaluation is very crucial to do before deciding whether it will be used or not. It can be elaborated that in choosing the materials from the textbooks, the teacher should consider when and where the teaching and learning process happen. Besides, the chosen materials from the textbook should meet the needs of both the students and the teacher.

In order to match the learning materials with the students’ needs, material adaptation can be applied. By conducting material adaptation, the teacher will be able to choose the suitable materials from textbooks which seem appropriate to the students’ needs. On the contrary, by doing so, the teacher will also be able to omit the materials from textbooks which are considered irrelevant to the students’ need or learning context. Furthermore, Tomlinson & Masuhara (2004) conveyed that material adaptation can be applied in several ways as. They are: (1) using some parts of a unit, (2) adding or deleting texts or activities, and (3) replacing or supplementing texts or activities with ones from other sources. In addition,
Tomlinson & Masuhara (2004) conveyed that no published textbooks are able to supply every teacher’s and student’s needs. Because of that reason, a materials adaptation is demanded to attain the match between the materials being taught and the particular learning context.

In this CAR, since the learning materials will be taught to students of senior high school, the selection of materials are based on the curriculum of English lesson for senior high school. The topics of the materials are also based on the English lesson syllabus of SMA Stella Duce 2 Yogyakarta. Then, in preparing the learning materials, the researcher adapted several materials from textbooks, for instance, *American Vocabulary Builder 1*, *Stories We Brought with Us: Beginning Reading for ESL*, and *Creative English Workbook for SMA Year XII 3A* and *XII 3B*. Moreover, the researcher adapted some sentences and texts from authentic materials, such as from *The Jakarta Post* and some online news.

e. Vocabulary Learning Activities

The learning activities arranged in this research are based on Bauer & Sapon’a’s theory (1991). They stated that the general structure of a classroom’s activity comprises three learning phase. First, a pre-activity or a preparation phase deals with preceding activity. It is usually in a form of giving relevant information to materials being studied or asking probing questions to recall students’ background knowledge about the materials being studied. Second, a whilst-activity or action a phase refers to the focussed time. It is typically a discussion time for the subject matter in form of whole class discussion, small group discussion, or individual tasks. Third, a post-activity or a closure phase focuses on
checking students’ understanding of the lesson as well as summarizing the materials which had been learnt.

f. Vocabulary Learning Methods

In this CAR, the researcher planned some learning methods to be conducted during the implementation of contextual guessing strategy in vocabulary learning. The learning methods here are based on three basic methods of teaching and learning proposed by Kemp (1977). Those are group presentation, individualized learning, and teacher-student interaction.

1) Group Presentation

Kemp (1977) said that group presentation enables the teacher or the students “to tell, show, demonstrate, dramatize, or present subject content” to the whole class. Furthermore, group presentation can be carried out inside or outside the classroom. By employing group presentation, the teacher cannot only lecture in front of the class, but also the teacher can maximize the use of audiovisual materials, such as transparencies, recordings, slides, or motion pictures.

Kemp (1977) conveyed that group presentation challenges the students to participate actively in the teaching and learning process. Kemp (1977) also proposed three categories of student participation in group presentation. They are: (1) Active interaction with the teacher can be shown in the form of asking and answering questions, participating in a whole class discussion, and consulting the difficulties with the teacher, (2) Working at the student’s seat is focused on taking notes, answering worksheets, and accomplishing individual exercises or quizzes, and (3) Other Mental Participation involves thinking along with the teacher,
grasping answers or questions mentioned by the teacher and other students, and developing questions to ask.

2) Individualized Learning

Kemp (1977) conveyed that individualized learning trains the students to be more independent and creative in developing their own ideas. Moreover, he said that in individual learning, many approaches can be employed. It can be conducted by providing the learning materials, for instance, presentation devices to enhance students’ participation. It can also be carried out by developing worksheets or other learning media that require students to give responses based on their knowledge. Kemp (1977) proposed that by having worksheets, the students will be able to study on their own pace. As a result, the students who have low, average, or high ability will obtain equal levels of competencies.

3) Interaction between Teacher and Students

The interaction between teacher and students can be seen in the form of working together in groups to “discuss, question, pursue problems cooperatively, and report” (Kemp, 1977: 70). Those activities are expected to maximize the opportunity between the teacher and the students to know each other directly. The activities within group interaction are hoped to enable the students learning from their peers as well as from the teacher. By having group interaction, the students are required to test their own understanding of the concepts and material being studied during the teaching and learning process. It is because, later, the students will share the knowledge that they have acquired with their peers.
Kemp (1977) also noted several strengths of teacher and students interaction. First, viewed from attitude side, teacher and students interaction leads to “attitude formation, development of appreciations, cooperation, and interpersonal relations.” Second, viewed from cognitive side, teacher and students interaction promotes the students to be more skilful in problem-solving and decision-making ability. Third, teacher and students interaction trains the students to practice their leadership skill. Fourth, teacher and students interaction also helps the teacher in recognizing his or her students one by one. As a result, it will facilitate the teacher to identify the students who perform good or poor progress during the teaching and learning process directly.

2. Vocabulary Mastery

Vocabulary mastery is commonly dealing with vocabulary test. It is because in knowing a learner’s vocabulary mastery, a vocabulary test should be carried out. Nevertheless, the understanding of vocabulary mastery is different from a person to another. Read (2000) stated, “vocabulary learning is a matter of memorising long lists of L2 words, and their immediate reaction when they encounter an unknown word is to reach for a bilingual dictionary.” From his statement, it can be proposed that the vocabulary mastery is determined by the ability of knowing the meaning of a word. For beginner students, it might be adequate to perform that they recognize L2 words “by being able to match them with an equivalent word in their own language or with L2 synonym” (Read, 2000: 17). Conversely, as students’ proficiency expands, Read (2000) suggested that student are required to obtain deeper understanding on the words and other lexical
items they are attaining, especially if the students want to apply the words in their own speech and writing. Accordingly, it can be concluded that the vocabulary mastery is dealing with the ability of knowing the meaning of a word as well as using the word in the real context.

Bachman & Palmer (1996) as cited by Read (2000) added, “language ability is made up not only of multiple areas of knowledge but also strategic competence.” From this view, it can be seen that in acquiring vocabulary mastery, the students are required to not only know the meaning of a word in their first language, but also apply the word in everyday communication. Related theory of vocabulary mastery was also proposed by Chapelle (1994). He declared that vocabulary ability involves “both knowledge of language and the ability to put language to use in context.” From this point, the vocabulary mastery was also defined by the ability in knowing the meaning of the word itself as well as in using the word in the real context. In this research, the aspects of vocabulary mastery are based on three components of vocabulary ability which was defined by Chapelle (1994) as cited in Read (2000). They are as follows.

a. The Context of Vocabulary Use

Read (2000) pointed out that the term context refers to the sentences or utterances in which the target word occurs. Read (2000) also gave an example that in the vocabulary cloze test, the students could fill the missing blanks by looking at the contextual clues in the other sentences or paragraphs. In other words, it could be said that the students would be able to draw the meaning of an unknown
word by analyzing the context clues surrounding. The context clues here could be the surrounding words, sentences, or paragraphs.

Besides having ability in analyzing the context clues, the ability of using vocabulary in context also referred to “how the students understand the pragmatic knowledge” (Read, 2000: 29). Read (2000) defined the pragmatic knowledge as “the social and cultural situation in which lexical items are used significantly influence the meaning.” Thus, it can be said that the meaning of a word may be different from one another or a word may have more than one meaning depends on the context in which the word occurs.

b. Vocabulary Knowledge and Fundamental Processes

Vocabulary knowledge is dealing with vocabulary size and knowledge of word characteristics. Chapelle (1994) as cited in Read (2000) explained that vocabulary size referred to “the number of words that a person knows.” In other words, it can be said that the improvement of vocabulary mastery can be indicated by the increasing someone’s vocabulary size. Besides, vocabulary knowledge also deals with knowledge of word characteristics. It is related with how well the students in recognizing some words, as pointed out by Laufer (1990) in Read (2000), “learners are likely to be confused about some of the words which share certain common features, e.g. affect, effect; quite, quiet; simulate, stimulate; embrace, embarrass.” In other words, vocabulary mastery can be described as the ability to distinguish the meaning of words which have similar features by analyzing the surrounding context. Still dealing with vocabulary knowledge aspect, Ali (2000) suggested that the students should also pay attention more on a
word which shares similar features, for example accept vs except. Also, it is crucial to concern more on a word which can be used as a verb as well as a noun, for instance advise vs advice. He also said that those kinds of words often confuse the students in both speaking and writing.

Read (2000) said that fundamental process is dealing with how the students utilize the mastered words in both receptive and productive knowledge. By mastering the vocabulary, the students are able to understand the ideas when they listen to someone’s speaking or when they read the texts. Moreover, by mastering the vocabulary, it enables the students to apply the mastered words in conveying their own idea in both spoken and written forms.

c. Metacognitive Strategies for Vocabulary Use

Bachman (1990) as cited in Read (2000) said that the metacognitive strategy referred to “strategic competence.” By mastering the strategic competence, the students will be able to use the words being mastered in their daily communication. Metacognitive strategy also relates to how well the students in choosing the right terms to express their idea clearly. Moreover, the metacognitive strategy is concerned with the students’ ability in using the words in order to achieve the level of informality and formality. Bachman (1990) gave an example of applying the metacognitive strategies when the students decided whether they were going to use the word trying or attempting or striving. In order to be able to use the best-matched word, the students should explore the surrounding context first.
3. **Contextual Guessing Strategy**

In order to have clear insights about contextual guessing strategy, the researcher provides further explanation on the concept of contextual guessing strategy, the types of context clues, the procedures in applying contextual guessing strategy, and the factors affecting contextual guessing.

a. **The Concept of Contextual Guessing Strategy**

Honeyfield (1977) as cited by Nunan (1991) emphasized that a context is important in learning vocabulary. Still from Honeyfield, he conveyed that it is more beneficial to provide learners with strategies for drawing the meaning of an unfamiliar word from the context in which it occurs, instead of asking the learners to memorize long lists of words or to look up the word in a dictionary which sometimes disturbs the reading process. Moreover, Kruse (1979) as cited by Ying (2001) revealed that learning words in context than in isolation is considered as an effective vocabulary learning strategy. Ying (2001) stated that a word used in different context may have different meaning. For that reason, recognizing the context in which the word occurs is able to assist the students to fully understand the meaning of words.

One of the vocabulary learning strategies which deal with the importance of context is contextual guessing strategy. According to Gorjian, Hayati, & Sheykhiani (2008), contextual guessing strategy is defined as a strategy to discover the meaning of unknown words or to identify the meaning of important words using their context. Furthermore, this strategy can be defined as an attempt to arrive at the meaning of an unfamiliar word in the meaningful context
(Honeyfield, 1977; cited in Nunan, 1991). Decarrico (2001) said “guessing meaning from context strategy is a key vocabulary learning skill for dealing with low-frequency vocabulary, particularly in reading authentic texts.” Consequently, the availability of context was very helpful for the students in order to guess the meaning of an unknown word successfully. Na (2009) added that clues like definition, explanation, example, synonym, antonym, hyponym, relevant detail, and word structure can be used to illustrate the new words directly. Furthermore, those clues provide some related information about the meaning of the word concerned indirectly. The importance of context in learning vocabulary is also proposed by Ying (2001) who stated that context clues can help the students to comprehend the larger chunks of information found in the texts. Then, it is told that the surrounding context clues were rich with information about the unknown word.

Dealing with the way of applying the strategy in vocabulary learning, Bright & McGregor (1970) as cited in Nation (1990) revealed, “perhaps the most important thing of all is to remember that the ability to infer in this way is a skill that can only be acquired by practice…” From their statement, it can be concluded that by having more exposure in practicing the guessing, the students will be more skilful in applying the strategy when encountering a new word. Another idea comes from Dale & O’Rouke (1971) who revealed that in learning vocabulary, learners should not learn most of the words or the new words by looking them up in the dictionary. Sometimes, learners stop reading and fail to obtain the information from their English texts when they cannot understand the meaning of
a word. When learners face this kind of situation, teacher can assist them to learn the word from its context. It can be done by recognizing partial knowledge of a word. Dale & O’Rouke (1971) gave an example that learners may know the word *octopus*, which means an eight-legged sea creature, from Biology. They may also know the word *octagon*, which means an eight-sided figure, from Math. Then, when learners meet the word *octave*, which means a series of eight notes in music, they have already recognized that the word *octo* has something to do with eight. From the example above, it can be summarized that in determining the meaning of an unknown word or a new word, learners can guess the meaning of the word by seeing its context clues.

b. Types of Context Clues

There are a number of different context clues that can help the students in inferring the meaning of an unknown word. They are internal and external context clues and relationship between words.

1) Internal and External Context Clues

In order to be successful in applying contextual guessing strategy in vocabulary learning, the students should pay attention to the availability of contextual information in the context. Read (2000) defined contextual information as contextual clues which help the students in guessing the meaning of unknown words in texts. In accordance with the contextual information, Sternberg & Powell (1985 cited in Read, 2000) proposed a theory of learning words from context which consists of two components, specifically external context and internal
context. Sternberg & Powell’s components of a theory of learning words from context can be seen in Figure 2.1

<table>
<thead>
<tr>
<th>EXTERNAL CONTEXT</th>
<th>INTERNAL CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual cues</strong></td>
<td><strong>Contextual cues</strong></td>
</tr>
<tr>
<td>Temporal cues</td>
<td>Prefix cues</td>
</tr>
<tr>
<td>Spatial cues</td>
<td>Stem cues</td>
</tr>
<tr>
<td>Value cues</td>
<td>Suffix cues</td>
</tr>
<tr>
<td>Stative descriptive cues</td>
<td>Interactive cues (where two or three word parts convey information in combination)</td>
</tr>
<tr>
<td>Functional descriptive cues</td>
<td>Mediating variables</td>
</tr>
<tr>
<td>Causal/enablement cues</td>
<td>The number of occurrences of the unknown word</td>
</tr>
<tr>
<td>Class membership cues</td>
<td>The variability of contexts in which multiple occurrences of the unknown words appear</td>
</tr>
<tr>
<td>Equivalence cues</td>
<td>The density of unknown words</td>
</tr>
</tbody>
</table>

**Mediating Variables**
- The number of occurrences of the unknown word
- The variability of contexts in which multiple occurrences of the unknown words appear
- The density of unknown words
- The importance of the unknown words to understanding the context in which it is embedded
- The perceived helpfulness of the surrounding context in understanding the meaning of the unknown word
- The concreteness of the unknown word and the surrounding context
- The usefulness of prior knowledge in cue utilization

**Figure 2.1 Components of a Theory of Learning Words from Context**
(Sternberg & Powell, 1983 cited in Read, 2000)
2) Relationship between Words

Lewis and Hill (2002) stated that the students were able to infer the meaning of an unknown word by analyzing the relationships between the unknown words and other words. In consequence, by recognizing certain kinds of relationship, it would help the students to acquire the meaning of an unknown word easier. Lewis & Hill (2002: 101) explained kinds of relationship between words as follows.

(a) Synonyms

According to Lewis & Hill (2002), a synonym refers to “the similar denotative meaning.” In other words, it can be said that a synonym presents the same concept of a word. E.g.: ‘enormous’ means the same as ‘very large’.

(b) Antonyms

Lewis and Hill (2002) stated that an antonym refers to the opposite meaning of a word. The easier example is ‘hot’ and ‘cold.’ However, sometimes, the antonym of the word ‘hot’ does not always means ‘cold.’ The students have to be informed about the question of degree, for instances, ‘hot’-‘warm’-‘cool’-‘cold.’ From that example, it is better to introduce the students by asking them to learn the extremes first and later the intermediate words.

(c) Complements

Lewis & Hill (2002) defined a complement as two existing words in which when one appears, it automatically eliminates the other. Thus, the complement can be used to describe that the meaning of a word depends directly on the
meaning of other words; for example, the word ‘single’ is possible said as ‘not married.’

(d) Converses

Lewis & Hill (2002) defined a converse as “each of a pair of words implies the other.” The examples of converse are parent/child and employer/employee.

(e) Hyponyms

Lewis & Hill (2002) proposed that a hyponym can be described by this example; car, van, bus, and lorry are hyponym of vehicle. In learning vocabulary, the meaning of words is difficult to be inferred without translating into L1. However, sometimes, it is very helpful when the hyponyms are to be told in this way, for instances, a carnation is a kind of flower.

The relationship between words was also revealed by Nation (1990), he conveyed that the relationships can be signalled by a conjunction, like but, because, if, when, or by an adverb, such as however and as a result. Nation (1990: 162) also proposed that sometimes the relationships can be seen in the form of rhetorical relationship, such as cause and effect, contrast, inclusion, time, exemplification, and summary. Moreover, the presence of punctuation can also be said as a clue in guessing, for instance, semi colons that often describe a list of inclusion relationship or dashes that often reveal restatements. Furthermore, the availability of reference words, such as this, that, and such can also provide useful information to arrive at the closer meaning of an unknown word.
c. Procedure in Applying Contextual Guessing Strategy

In order to guess the meaning of an unknown word successfully, there are two systematic guessing procedures which can be followed by the students. The first is guessing procedure based on Bruton and Samuda (1981). Nation (1990) commented that their guessing procedure tends to be a trial-and-error approach. In Bruton & Samuda’s guessing procedure, the guessing occurs very early and being followed by justification and elaboration. As a result, in this guessing procedure, the learners will gain less exposure in analyzing the context clues. The second one is Clarke & Nation’s guessing procedure (1980). Nation (1990) reviewed that their guessing procedure provides a simple system of checks to ensure that the guess is closest to the right meaning of an unknown word. Besides, Nation (1990) explained that Clarke and Nation’s guessing procedure was simpler. Hence, in this CAR, the researcher employed that guessing procedure. The steps involved in Clarke and Nation’s guessing procedure will be summarized as follows.

1) Getting Closely at the Unknown Word

In this initial step, the students are asked to decide the part of speech of the unknown word (e.g. noun, verb, adjective, or adverb).

2) Looking at the Immediate Context

This step enables the students to examine the context of the clause or sentence containing the unknown word. For instance, “if the unknown word is a noun, what adjectives describe it? What verb is it near? If the unknown word is a verb, what noun does it go with? Is it modified by an adverb? If the unknown word is an adjective, what noun does it go with?” (Nation, 1990: 162).
3) Looking at the Broader Context

This step is looking at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Nation (1990) listed that sometimes the relationship is indicated by conjunctions, such as but, because, if, and when or by an adverb, like however and as a result. The relationship can also be signalled by rhetorical relationships, like cause and effect, contrast, inclusion, time, exemplification, and summary. Furthermore, punctuation may be also helpful as a clue, since semicolons usually indicate a list or an inclusion relationship and dashes may signal restatement or clarification. Reference words, for example, this, that, and such also provide meaningful information as a clue to guess the unknown word.

4) Reviewing

This step reviews all the previous steps which have been done. Nation (1990) said that in this step, the students will be encouraged to use the knowledge which has been gained from such clues to finally guess the meaning of the unknown word.

5) Checking

This final step includes checking that the guess is correct. Nation (1990) stated that there are two ways to see that the guess is correct. First, the students can see that the part of speech of the unknown word is the same as that of the guess; if so, the students can replace the unknown word with the guessed word. Subsequently, if the sentence makes sense, the guessed word is probably a good paraphrase for the unknown word. Second, as the final checking, the students can
break the unknown word into its prefix, root, and suffix, if possible, to see if the meanings of the prefix, root, and suffix correspond to the guessed word. If the result signals no relationship, the students may recheck the guessed word, but the students do not need to make any changes if it still seems to be the correct choice.

d. Factors Affecting Contextual Guessing

Mondria & Wit-de Boer (1991) in Na (2009) clarified that whether or not a word can be guessed is determined by three factors. First, contextual factors deal with “the redundancy of the context, the occurrence of synonyms and antonyms or words that are typically associated with the word concerned.” In other words, it can be summarized that the more contextual clues or information are available in a context, the unknown words will be much easier to guess.

Second, learner factors are explained as individual knowledge and skills in guessing. A person’s knowledge is related to knowledge of words in his mother tongue as well as in other foreign languages. To support Na’s statement, Drum & Kanopak (1987) cited in Nation (1990) stated “…knowledge that learners already have about particular words through having met them before, knowledge of the subject that they are reading about (this may be knowledge gained through the learner’s first language), and knowledge of the conceptual structure of the topic.”

Third, Na (2009) elaborated that words factors concern with part of speech, the related meaning of the foreign word and that in the first language, and the equivalent word in the learner’s mother tongue. Yang Na also stated that the words like verb, noun, and adjective are much easier to be recognized because those are major word classes in English. Moreover, some high-frequency words
are noticeable to guess because they frequently appear in some texts, so that the students have been familiar with them.

B. Theoretical Framework

Vocabulary is a set of words which are studied when students want to learn a new language. Vocabulary becomes the most important aspect to support students’ ability in understanding the language. Consequently, mastering vocabulary is very crucial for students. The lack of vocabulary mastery sometimes becomes the barrier in learning and mastering English.

In this research, the lack of vocabulary mastery among students of XII IPS 1 of SMA Stella Duce II Yogyakarta is resulted from their strategy in learning vocabulary. The students are accustomed to memorizing many isolated word lists which have no context in which the word occurs. The researcher observes that this strategy does not bring good result for the students. The students will not be able to recall all the words that they have learnt because naturally every person has a limited capacity in memorizing words. Furthermore, the students fail to perform good results when they are asked to use the words in different context in both spoken and written forms. The students just recognize the single meaning of words because they just memorize the meaning of isolated words.

Knowing the vocabulary learning situation in this class, the researcher conducted classroom action research (CAR) in order to improve the students’ vocabulary mastery by applying a strategy in learning vocabulary. In this CAR, there were four stages conducted, which are called as planning, acting, observing,
and reflecting. Because the researcher refers to Kemmis and McTaggart’s model of CAR, the researcher put the stages of acting and observing into one stage. The reason is that action and observation are one activity that cannot be separated from one another.

By employing CAR, it was aimed that the researcher can find the vocabulary learning strategy which can be used to overcome the lack of students’ vocabulary mastery. Based on the preliminary observations’ data, the researcher chooses contextual guessing strategy as the vocabulary strategy to improve vocabulary mastery of the students of XII IPS 1 of SMA Stella Duce II Yogyakarta. This strategy deals with figuring out the meaning of unknown word by examining its context. By doing so, it is expected that the students will not only recognize the meaning of a word, but also they will know how to use it in different context. If the students implement this strategy every time when they are dealing with unknown words, they will master L2 vocabulary unconsciously. In addition, the students do not need to memorize many isolated words because they can guess the meaning of unknown word by looking from its context.

After contextual guessing strategy is implemented through English teaching and learning process, the researcher will see whether the students’ vocabulary mastery improves or not. In this research, the vocabulary mastery being concerned is based on three components of vocabulary mastery offered by Chapelle (1994). Those are (1) the context of vocabulary use, (2) vocabulary knowledge and fundamental processes, and (3) metacognitive strategy for vocabulary use. However, since the second component, after being investigated
deeper, involves many categories of vocabulary mastery, the researcher decides to divide the second component of vocabulary mastery into two aspects. They are vocabulary knowledge and fundamental processes. In accordance with the expansion above, there will be four components of vocabulary mastery being investigated in this research. They are (1) the context of vocabulary use, (2) vocabulary knowledge, (3) fundamental processes, and (4) metacognitive strategy for vocabulary use.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used to conduct the research. This chapter is divided into six sections. They are research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research employed classroom action research (CAR), which is usually conducted to provide practical action strategy, to overcome problematic factors related to teaching and learning process. In addition, Carr & Kemmis (1986) as cited by Burns (1999: 30) stated that:

Action research is simply a form of self-reflective enquiry undertaken by participant in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

From the definition above, it can be concluded that action research will investigate problems within a particular situation. Then, the problems will be reflected so as to bring about solution for improvement. Later, the chosen solution is based on the collection of information or data which provides supporting facts for change.

The reason why the researcher conducted CAR was based on the theory stated by Sprinthall & Schemutte (1991). They said that action research is designed to solve problems that have “direct application” in the research setting. It
means that CAR is used to find solution to improve the situation. In educational setting, it can also be said that CAR is conducted to overcome the problematic factors which occur in the classroom.

In this research, CAR was employed to solve a problem found in English teaching and learning in XII IPS 1 class, namely the lack of students’ vocabulary mastery. After diagnosing the problem, the researcher planned an action to be implemented in the English teaching and learning process. The researcher implemented contextual guessing strategy in learning vocabulary through reading activities. Contextual guessing strategy can be defined as an attempt to arrive at the meaning of an unfamiliar word in the meaningful context by examining the surrounding context (Honeyfield, 1977; cited in Nunan, 1991). During the implementation process, the researcher observed what was going on in the class. After obtaining the data through observations, the researcher analyzed the effects of the implementation process. Then, the researcher reflected whether the given action was able to improve students’ vocabulary mastery.

In this research, the researcher decided to utilize CAR based on Kemmis & McTaggart’s model. According to Kemmis & McTaggart (1988) as cited by Burns (1999: 32), action research occurs through a dynamic and complementary process, which consists of four essential stages. They are planning, acting, observing, and reflecting. However, in this model, Kemmis & McTaggart combined the action and observation into one stage. They considered that action and observation are one activity that cannot be separated from one another. In other words, when the action is implemented in the teaching and learning process,
the observation must also be done as soon as the action happened. Then, the concept of CAR based on Kemmis & McTaggart’s model is presented in Figure 3.1.

![Figure 3.1 Kemmis & McTaggart’s Cycle Model (Burns, 1999)](image)

**Figure 3.1 Kemmis & McTaggart’s Cycle Model (Burns, 1999)**

**B. Research Participants**

The research was conducted in SMA Stella Duce II Yogyakarta. The participants of the research were the students of XII IPS 1 class in 2010/2011 academic year. There were 30 students in that class. When conducting preliminary observations, the researcher found out that most of the students of XII IPS 1 class performed inadequate vocabulary mastery. It could be seen from their responses
when the teacher asked them about the meaning of particular words in their reading passages, for instances, “lend”, “borrow”, “goose”, and “duck.” In fact, the teacher had explained the equivalent meaning in Indonesian directly before they read, but when the words were used in the context, the students faced difficulties to figure out the meaning. Furthermore, the researcher found out that the students of XII IPS 1 class were accustomed to memorizing the vocabulary as well as the equivalent meaning in Indonesian from the word lists. As a result, the students just remembered the meaning of a word without recognizing when and where it occurred.

C. Research Instruments

In this research, the researcher divided the research instruments into two sections. Those are the research instruments utilized before and during the research.

1. Before Implementing the Strategy

Before implementing the strategy, the researcher had carried out preliminary observations. During the preliminary observations, the researcher tried to gain the data through observation form and keep the students’ test scores.

a. Observation Form

The observation form used in the preliminary observations was to see how teacher organized the materials, how teacher delivered the materials, how students responded to the teaching and learning process and what problems emerged during the teaching and learning process. The things to be observed covered the
activities during the teaching and learning process which were done by the teacher and the students. Those were adapted from the classroom observation forms in *Buku Pedoman PPL 2*.

b. **Test Scores**

The test scores in this research referred to the class average score of vocabulary test which had been conducted on August 4th, 2010 by the teacher. According to Bogdan & Biklen (1982), the test scores were considered as one of the official documents which were elaborate and important for particular school. Since the test scores were one of the school’s official documents, in which not every person had access to see the content, so the researcher had to ask for permission first to the teacher.

Before implementing the strategy, the researcher tried to analyze the students’ scores on vocabulary test which conducted before the teacher implemented contextual guessing strategy. The researcher found that the class average score on that test was 48.69. There were only three students reached 76 as the highest score (see Appendix F.11). Even though the researcher collected the test score at the preliminary observations, but that document would be used after the research. It was because the test scores were helpful as a research tool to compare the students’ achievement before and after applying contextual guessing strategy as the learning strategy in English class. Thus, the students’ vocabulary mastery improvement could be seen.
2. During Implementing the Strategy

During implementing the strategy, the researcher used observation form, field notes, journal, questionnaire, and interview guide as the research instruments.

a. Observation Form

Burns (1999: 80) stated that “observation is a mainstay of action research.” It could be said that conducting observation was very crucial in CAR. It was because by observing the teaching and learning process, the researcher would be enabled to identify the most problematic factor which occurs in the class, determine the action to be implemented, observe the effects of the implementation process, and finally reflect the strengths as well as the weaknesses of the implementation.

Furthermore, Burns (1999) added that observation will help the researcher to examine the underlying assumption about the issue being investigated and open some viewpoints to solve them. From this context, it was clear that by recording every single event, the researcher would be enabled to diagnose the problem in the class and choose the action to overcome the problem. The action here would be considered as the solution. It could be in the form of learning approaches, learning strategies, or learning materials.

In this research, the researcher conducted non-participant observation because the researcher observed and recorded the learning and teaching activities in the class without having personal involvement with the research context. Merriam (2009) stated, “participants who know they are being observed will tend
to behave in socially acceptable ways and present themselves in a favorable manner.” From her statement, it could be concluded that it was advantageous to employ non-participant observation in this research. The reason was that by having no direct contact with the students, they would not realize that they were being observed. As a result, the students would act naturally and behave in normal way. Furthermore, by conducting non-participant observation, the researcher would obtain the objectivity of the research.

During the research, in which the implementation of strategy was conducted, the researcher provided observation form consisting of the expected activities during three learning phase namely pre-activities, whilst-activities, and post-activities. Moreover, in the whilst-activities, the researcher provided steps of guessing procedure which were adapted from the theory of Clarke and Nation’s Guessing Procedure (1980). Those steps are: (1) Getting closely at the unknown word, (2) Looking at the immediate context, (3) Looking at the broader context, (4) Reviewing; and (5) Checking.

The purpose of the observation form was to see the general situation during vocabulary teaching and learning as well as to see how teacher implemented the steps in guessing words from their contexts. Moreover, by employing observation form, it would enable the researcher to look closely at how well the students in grasping the theory of guessing procedure, then how good they were in applying the theory in finishing the vocabulary exercises. Besides, the observation checklist was used to examine whether or not every learning activity which was done within three-learning phase met the students’ need.
b. Field Notes

Burns (1999) defined field notes as description and accounts of events in the research context which were written in a relatively factual and objective style. Moreover, field notes were usually employed to report non-verbal information, physical settings, and conversation or interaction between the participants. Then, it could be said that in writing field notes, the researcher wrote what was going on in the classroom, including the conversation and the interaction between teacher-students or student-students. Furthermore, Burns (1999) added that field notes could be drawn on to document any problems that might emerge during the teaching and learning process and how the teacher tried to solve them. By employing field notes, the researcher would be helped in reporting the information objectively because field notes, which would be taken regularly, provided an excellent way of describing every event which was happening in the class. In this CAR, field notes were written to see the students’ general responses towards the implementation of contextual guessing strategy. In addition, by having the notes on the students’ responses, it would enable the researcher to reveal the students’ interest on the implemented strategy.

c. Journal

Journal here meant the feedback responses given by the students. The researcher gave this journal to every student, so that they could express their feelings or opinions towards the situation of the teaching and learning process or the materials which were given by the teacher. Burns (1999: 133) gave advantages of employing journal in CAR. First, it can provide students’ responses to their
learning experiences. Second, it can be used as a tool to compare between
teacher’s perception and students’ perception on the teaching and learning
process. Third, it can be used as information to see the areas of students’
difficulties in learning.

d. Questionnaire

“Questionnaire involves predetermined questions presented in written
form and thus they also assume adequate literacy skills on the part of those
surveyed” (Burns, 1999). In other words, it could be said that questionnaire
includes some prepared questions in which they need to be interpreted by the
respondents. Burns (1999: 130-131) explained that there were three types of
response items which were usually employed in questionnaires. They were closed
items, scale items, and open-ended items. In this research, the researcher used
closed items, in which the students were asked to select from fixed alternatives.
Furthermore, by using closed items questionnaire, it would ease the students
because it required a yes/no or agree/disagree response.

Actually the researcher distributed a questionnaire to thirty students of XII
IPS 1 Class. However, since two of the students were absent, there were only
twenty eight students as the respondents. The purpose of the questionnaire was to
see the students’ opinions about their vocabulary mastery improvement. Then, in
seeing the students’ vocabulary mastery, the researcher provided ten statements
which reflected three components of vocabulary mastery stated by Chapelle
(1994). They are: (1) the context of vocabulary use, (2) vocabulary knowledge
and fundamental process, and (3) metacognitive strategies for vocabulary use.
e. Interview Guide

Interview is one of the non-observational tools in collecting the data in this classroom action research. Wallace (1998) stated that interview can be utilized to obtain many different kinds of data, such as personal perceptions, experiences, opinions, and ideas. Moreover, the results of interview may vary from one interviewee to another because it reveals individual account of events. In terms of the variety of participant combinations, interview can be divided into two forms, namely individual and group interview. In this research, the researcher conducted individual interviews. Burns (1999) conveyed that individual interviews could enable the researcher to follow up in more detail specific cases which have been identified but not really revealed.

In terms of the format used, Wallace (1998:146-147) said, “Interview is divided into three broad categories, namely structured, unstructured, and semi-structured.” In this classroom action research, the researcher employed semi-structured interview. As its name indicates, the semi-structured interview is the combination between structured and unstructured interview. Wallace (1998: 147) added that in semi-structured interview, “there will almost certainly be a prepared interview schedule, but most of the questions will probably be open questions.” Thus, the researcher prepared guiding questions or alternatively had some overall directions in mind. The guidelines of the questions were used to control the underlying focus of the interview, but it was done in no fixed order.

The interview was conducted on August 31st, 2010 after the school. The researcher interviewed four students of XII IPS 1 class as the representatives of
the whole students in that class. Those students were randomly chosen so as to achieve heterogeneous answers from the students. In conducting the interview session for the students, there were ten open questions used to reveal the students’ opinions about their vocabulary mastery improvement after applying the strategy given as well as follow up their responses on the questionnaire. It spent more or less fifteen minutes for each student.

D. Data Gathering Technique

In gathering data for the research, the researcher did several steps prior to and after the research. First, before conducting the research, the researcher utilized observation form in the preliminary observations. Things to be observed were how teacher organized the materials, how teacher delivered the materials, how students responded to the teaching and learning process, and what problems emerged during the teaching and learning process. From the preliminary observations, the researcher identified that the students were accustomed to memorizing vocabulary from word lists which had no context. As a result, they failed to infer the meaning of a new vocabulary appearing in a context. From that description, the researcher could conclude that since the students had less experience in encountering vocabulary within a context, they would not be familiar with the contexts in which some particular words might occur. Consequently, it was difficult for the students to both remember and apply the vocabulary in their daily communication.
Second, the researcher kept the students’ score of the previous vocabulary test. The test score was used as a comparing tool between the students’ achievement before and after the implementation of contextual guessing strategy. Third, after identifying the problems happening in the class, the researcher decided the most problematic one and prepared an action to solve it. Fourth, after obtaining the agreed action, the teacher implemented the action in the teaching and learning activities. Meanwhile, the researcher used observation form and field notes to gather the data, including students’ interaction, students’ interest, and students’ improvement during the implementation process.

Fifth, the researcher distributed a questionnaire to twenty eight students of XII IPS 1 class. The questionnaire was employed to know the students’ opinion toward their vocabulary mastery improvement after applying contextual guessing strategy in vocabulary learning. The questionnaire consisted of ten statements which reflected three components of vocabulary mastery based on Chapelle (1994) definition. Those are: (1) the context of vocabulary use, (2) vocabulary knowledge and fundamental process, and (3) metacognitive strategies for vocabulary use. Subsequently, the researcher conducted follow-up interview with the students. Interview in this research aimed at seeing the students’ opinions towards the implementation of contextual guessing strategy in vocabulary learning.

Sixth, the researcher came to the next step namely reflection stage. At this step, the researcher made a reflection based on the data which were obtained from observation form, field notes, questionnaire, and interview guide. Moreover, so as
to make the data more reliable, the researcher read the journal to investigate students’ actual feelings and experiences during the implementation. In this reflection step also, the researcher held a small discussion with the teacher to see his opinions about the implementation of contextual guessing strategy as well as to confirm the students’ progress after this strategy had been implemented during the English teaching and learning process.

Seventh, in order to see the improvement of each cycle, the researcher tried to compare the class average score between the first and second worksheets. Meanwhile, to ensure the students’ vocabulary mastery improvement, the researcher conducted a final test. Then, the class average score in the final test would be compared to that in the previous test. If the result of the final test was higher it indicated any improvement on the students’ vocabulary mastery.

E. Data Analysis Technique

Data analysis in CAR involves describing and explaining (Burns, 1999: 153). In other words, in the data analysis, the researcher would show a complete description of the data which would be found in the research context and the explanation why the data could emerge during the process of CAR. Furthermore, in the data analysis, the researcher was challenged to evaluate all actions in every cycle which had been carried out during the implementation. It aimed at seeing what went well and what needed to be improved during the implementation of contextual guessing strategy.
In addition, the researcher analyzed the data gathered in the research in order to gain the answer to the question which was formulated in the problem formulation. In analyzing the data from the instruments, the researcher used triangulation technique. This data analysis technique is aimed at gathering multiple perspectives on the situation being studied (Burns, 1999: 163). Campbell & Fiske (1959) as cited in Cohen, Manion, & Morrison (2000) stated, “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour.” Thus, by employing the triangulation technique, there was more than a collecting data method carried out in this research. Cohen et al. (2000) added that by using triangulation technique, the researcher’s confidence towards the findings would be increased. It was because the confidence would be achieved if the different methods of data collection performed considerably the same result.

Furthermore, in this research, the researcher used two forms of triangulation technique. They are:

1. **Time Triangulation**

   Denzin (1978) as cited by Burns (1999) said that time triangulation was used to analyze the data which are collected at one point in time or over period of time. This technique would be used to see what factors were involved in change process, in this case is the improvement of students’ vocabulary mastery.

2. **Methodological Triangulation**

   Denzin (1970) in Cohen et al. (2000) stated that methodological triangulation was defined as the use of different methods on the same object of
research. He elaborated that there were two categories in methodological triangulation, which were called as ‘within’ methods’ triangulation and ‘between’ methods’ triangulation. Smith (1975) as cited in Cohen et al. (2000) explained that triangulation ‘within’ methods dealt with “the replication of a study as a check on reliability and theory confirmation.” On the other hand, ‘between’ methods’ triangulation concerned on the use of more than one method in order to fulfill the aim of the research. In this research, the researcher decided to employ ‘between’ methods’ triangulation. The major techniques used in gathering the research data were observing the implementation of contextual guessing strategy, distributing a questionnaire to the students, and interviewing the students.

The first technique was observing the implementation of contextual guessing strategy. Since the implementation was conducted into two cycles of CAR, the researcher did the observation twice during the implementation. The observation was done to see the general situation in the classroom. Then, in order to gain more reliable data, the researcher also wrote field notes to clarify the real situation happening during the implementation as well as to see the teacher-students or student-student interaction. Moreover, so as to describe the general situation in the classroom, the researcher examined the students’ actual feelings towards the implemented strategy. If the data obtained from observation and field notes described that the teacher acted out the activities based on the planned action and the data gained from journal showed that the students showed positive responses towards the implemented strategy, it could be concluded that the implementation of contextual guessing strategy was successfully done.
After describing the implementation of the strategy, the researcher was going to see how the implemented strategy was able to improve the students’ vocabulary mastery. Then, the researcher employed the second technique by distributing a questionnaire to the whole students in XII IPS 1. The questionnaire was distributed after the second vocabulary test with the expectation that the students had been already involved in the implementation and had had enough experience in applying the strategy inside or outside class. There were ten statements in the questionnaire which reflected three aspects of vocabulary mastery stated by Chapelle (1994). They are: (1) the context of vocabulary use, (2) vocabulary knowledge and fundamental process, and (3) metacognitive strategies for vocabulary use.

The third technique was interviewing the students. The purpose of the interview was to clarify the students’ responses in the questionnaire. Afterwards, if the data gained from the questionnaire and the interview showed that the students had positive opinion in seeing their vocabulary mastery improvement, it meant that contextual guessing strategy was able to improve their vocabulary mastery. Furthermore, in an attempt to obtain more convincing data, the researcher used the students scores in vocabulary tests conducted before and after the implementation as a comparing tool in seeing the improvement. If the result of the second test was higher than in the previous one, it indicated any improvement on the students’ vocabulary mastery.
F. Research Procedures

There were nine main steps in conducting this classroom action research. The steps were asking for the school’s consent, conducting preliminary observation, finding the problem and deciding the action to solve the problem, planning, acting and observing, testing, collecting the data, reflecting, and planning for the next cycle.

1. Asking for the School’s Consent

The researcher asked for permission to the institution to conduct the research. In this step, the researcher explained to the headmaster of SMA Stella Duce II Yogyakarta about the background of the research and the purpose why the researcher conducted the research in SMA Stella Duce II Yogyakarta.

2. Conducting Preliminary Observations

After obtaining the consent, the researcher started doing preliminary observations to see the general situation of XII IPS 1 class, including how teacher organized the materials, how teacher delivered the materials, and how students responded to the teaching and learning process. In the preliminary observations, the researcher identified the problematic factors occurring in the class related to teaching and learning process.

3. Finding the Problem and Deciding the Action to Solve the Problem

After having a list of the problematic factors occurring in the class, the researcher chose the most problematic one and discussed it with the teacher. Then, the researcher tried to identify the causes of the problem and found the most appropriate action to solve it. At this stage, the chosen action, contextual guessing
strategy, must be carefully defined because it was employed as a solution to overcome the lack of students’ vocabulary mastery.

4. Planning

The researcher planned a series of learning activity in which contextual guessing strategy was implemented in learning vocabulary through reading activities. At this stage, the researcher also prepared the materials to be used in the teaching and learning process which were adapted from both textbooks and authentic sources. Besides, the researcher arranged the teaching and learning activities in a form of lesson plans which should be acted out by the teacher.

5. Acting and Observing

During the teaching and learning process, the researcher observed what was going on during the implementation. Moreover, the researcher also recorded every single event during the teaching and learning process in the class by writing field notes. Besides, in order to see how well the students in applying the contextual guessing strategy into practice, the researcher provided worksheets as the teaching and learning materials which were used as the vehicle in implementing the strategy as well as the assessment in order to see the students’ vocabulary improvement in every cycle. In addition, before the end of the meeting, the teacher distributed journal to the students and asked them to write about their feelings and opinions during the class. Later, the journal would be one of the tools in gathering the data.
6. Testing

Assuming that the implementation processes were successfully done, the researcher conducted a test on vocabulary. It was conducted on August 31st, 2010. The test was aimed at seeing how well the students in guessing words from the context as well as knowing the improvement of the students’ vocabulary mastery after having introduced with contextual guessing strategy. The test consisted of twenty four words in context. Those covered the words which had been learnt from the previous test, worksheet, or any examples given. Furthermore, so as to measure the students’ guessing ability, the researcher included some new words adapted from textbooks, such as Creative English Workbook for SMA Year XII 3A and American Vocabulary Builder. Moreover, the researcher also adapted some words from authentic materials, such as from The Jakarta Post and some online news.

7. Collecting the Data

After conducting the test, the researcher distributed a questionnaire to 30 students of XII IPS 1 Class. The aim of the questionnaire was to reveal whether or not contextual guessing strategy was able to improve students’ vocabulary mastery. Moreover, the researcher also conducted follow-up interviews for four students which chosen randomly, as the representatives of the whole class.

8. Reflecting

After the teacher finished the actions and the researcher compiled all the data which were gathered from observation forms, field notes, questionnaire interview, and journal, the researcher together with the teacher shared about what
went well and what needed to be improved during the implementation. From this point, the researcher made a reflection about what was going on during the implementation, including the strength and the weaknesses of the given action. In addition, at this stage the researcher saw whether or not the students’ achievement met with the indicators. Then, the process of planning, acting and observing, and reflecting were considered as one cycle.

9. Planning for the Next Cycle

The next cycle was conducted based on the result of the previous cycle. If the previous cycle showed a good progress, in terms of the students’ vocabulary mastery improvement, the next cycle was carried out in order to ensure that the given action was able to solve the problems. On the other hand, if the previous cycle yielded unsatisfactory results or there was still no improvement in students’ vocabulary mastery, the next cycle was done so as to improve the weaknesses of the given action in the previous cycle. The improvement could be done by enriching learning materials which were taken from many sources or finding more interesting learning activities during the implementation.
CHAPTER IV

RESEARCH RESULTS & DISCUSSION

This chapter presents two major sections of this research which are interrelated. First, the researcher focuses on the description of the implementation of contextual guessing strategy as well as the findings found during its process in the English class in XII IPS 1. The description and findings are reported based on the data gained from observation form, field notes, and journal.

Second, after describing the implementation, the researcher discusses how contextual guessing strategy improves the vocabulary mastery of XII IPS 1 students. The discussion covers the research results that are gained from questionnaire and interview.

A. The Description of the Implementation of Contextual Guessing Strategy

In this research, contextual guessing strategy was employed to overcome the lack of vocabulary mastery of XII IPS 1 students. Then, this strategy was implemented during English teaching and learning process through classroom action research (CAR). Since the researcher referred to the CAR model of Kemmis & McTaggart (1988), there was four stages to do, namely planning, acting, observing, and reflecting. However, in this CAR model, acting and observing were combined into one stage because those are actually one activity which cannot be separated from one another.
In this research, there were two cycles were conducted. The first cycle was conducted on August 18\textsuperscript{th}, 2010 and the second one was conducted on August 24\textsuperscript{th}, 2010. The details of the Teaching Schedule can be seen in Table 4.1.

<table>
<thead>
<tr>
<th>No</th>
<th>Day/Date</th>
<th>Time</th>
<th>Topic/Activities</th>
<th>Cycle</th>
</tr>
</thead>
</table>
| 1. | Wednesday/       | 11.30-12.50 | • Introducing contextual guessing strategy.  
               | August 18\textsuperscript{th}, 2010 |        | • Explaining the steps guessing procedure.  
               |                               |        | • Practicing the guessing strategy individually (Worksheet 1 completion) | 1     |
| 2. | Tuesday/         | 08.20-09.55 | • Learning vocabulary through a game.  
               | August 24\textsuperscript{th}, 2010 |        | • Practicing the guessing strategy in group (Jigsaw).  
               |                               |        | • Practicing the guessing strategy individually (Worksheet 2 completion) | 2     |

As shown in the Teaching Schedule in Table 4.1, the first cycle covered the introduction to the strategy, explanation about the guessing procedure, and time for the students to practice the strategy individually. Meanwhile, the second cycle included learning vocabulary by using a game, practicing the strategy in group by employing jigsaw, and practicing the strategy individually.

Since this research was conducted through two cycles of CAR, the researcher tried to describe the process and showed the findings of each cycle in the following paragraphs.
1. The First Cycle of CAR

The description and the findings of the first cycle would be elaborated into three stages of CAR. Those were planning, acting and observing, and reflecting.

a. Planning of the First Cycle

After obtaining the preliminary observation data which were collected on July 28th and August 4th, 2010, the researcher decided that the most problematic factor occurring during the English teaching and learning process in XII IPS 1 class was the lack of students’ vocabulary mastery. This situation was proven by the students’ scores in the pervious vocabulary test. The average score of XII IPS 1 in the previous vocabulary test was 48.69 (see Appendix F.11). It was lower compared to the average scores of other classes.

Furthermore, after having further discussion with the teacher regarding to the real situation of English teaching and learning process in XII IPS 1 class, the researcher could conclude that the students showed bad results in English because of the limited exposure on using the words which had been learnt. As a result, the students failed to apply the vocabulary in real or new contexts. In accordance with the problem found in English teaching and learning process, the researcher decided to introduce one of the vocabulary learning strategies which seemed appropriate to improve the vocabulary mastery of XII IPS 1 students. Then, the chosen strategy was contextual guessing strategy. After studying the details of contextual guessing strategy which is proposed by Clarke & Nation (1988), the researcher attempted to arrange a set of learning activities in a form of a lesson plan.
To develop the lesson plan, the researcher referred to the standard competence and basic competence stated in the syllabus of English lesson for XII Grade for Science or Social Program of SMA Stella Duce II Yogyakarta (see Appendix C). Afterwards, the researcher determined the learning indicators to be achieved. The first indicator stated that the students were expected to be able to identify the principles of contextual guessing strategy. Then, the second indicator stated that the students were hoped to be able to apply the strategy to determine the meaning of unknown words found in contexts, in this case was in the narrative texts. After deciding the learning indicators, the researcher chose the learning methods which would be used during the teaching and learning process. The learning methods planned were lecturing, pair work, class discussion, and individual work. Those learning methods were aimed to foster the interaction between teacher-students and student-student, so that the class atmosphere would be lively and meaningful.

After determining the learning indicators and choosing the learning methods, the researcher developed a set of learning materials in a form of a handout and a worksheet. The handout contained a brief introduction about the concept of contextual guessing strategy as well as the steps involved in the strategy and the examples on how to do the guessing. By developing a handout which was adapted from the steps of guessing procedure by Clarke & Nation (1988), the students were expected to have a clearer understanding on the basic concept of contextual guessing strategy. As a result, the students would feel easier when applying the strategy in the real context. Furthermore, so as to facilitate the
students in practicing the strategy, the researcher developed a worksheet which consisted of vocabulary exercises in some particular contexts. The vocabulary exercises were adapted from *American Vocabulary Builder 1*.

After fixing the learning materials, the researcher came to the next plan, namely arranging the learning activities. The activities would be divided into pre-activity, whilst-activity, and post-activity. In the pre-activity, the teacher would focus on the introduction of contextual guessing strategy. The learning method used was lecturing. Then, in the whilst-activity or also known as the action phase, the teacher explained the details of the strategy as well as the steps of guessing procedure. In this activity, the teacher was also expected to give the students a brief review on English parts of speech, for instance, Noun, Verb, Adjective, and Adverb. Moreover, the teacher was hoped to give the students some examples on how to apply the guessing procedure. On the other hand, the students were planned to practice on implementing the strategy by answering the worksheet in pairs. This activity was intended to challenge the students to have a discussion session and to foster more interaction between the students.

Still in the whilst-activities, the researcher planned a whole class discussion, which was led by the teacher. In class discussion session, the teacher was supposed to encourage the students to be actively engaged in asking and answering the questions. Moreover, the teacher was expected to accommodate any ideas or answers from all the students and justify the most correct one. The teacher would also not give the answers on the worksheet to the students directly.
The purpose was to challenge the students to be more active and confident in using the vocabulary that had been learnt to express their ideas.

The next planning was determining the learning activities in the post-activity. The post activity also refers to closure phase. It is usually used by the teacher to check students’ understanding and summarize the materials being studied (Bauer & Sapona, 1991). Based on the theory above, the researcher planned that in the post-activity, the teacher together with the students would review what they had learnt during the meeting and repeat parts of the steps involved in doing the guessing.

Those were the summary of the lesson plan which would be implemented in the first cycle. Before implementing the strategy, the researcher and the teacher discussed first the learning materials, the learning activities, and the assessment that would be employed. Firstly, the researcher and the teacher studied the steps of guessing procedure before being introduced to the students.

b. Acting and Observing of the First Cycle

In this CAR, the implementation process in the acting stage was carried out by the teacher. Meanwhile, the researcher observed what was going on during the teacher acted the activities out. In order to have more detailed description towards the process of contextual guessing strategy implementation as well as the findings found during its process, in this stage the researcher was going to examine and elaborate the details of events occurring in the pre-activity, whilst-activity, and post-activity.
1) Pre-Activity

When the teacher came to the class, the researcher found that the students were busy with their own activities, such as chatting with their friends, walking around the class, operating their mobile phone, or even sleeping. Afterwards, the teacher greeted the students and asked them to be quieter and more serious in joining the lesson. However, the students claimed that they were very exhausted and needed more time to take a rest. Then, the teacher agreed to give them several minutes to relax.

Assuming that the break was sufficient, the teacher continued the class by giving some words to encourage the students to be more enthusiastic and serious in learning since English would be one of the subjects which are tested in National Examination. Next, in order to relax the class’ atmosphere, the teacher told an amusing experience that he had in the past. It might be to draw students’ attention as well as to build the class to be livelier. Presuming that the situation had already been conducive enough, the teacher told the students that they would learn a new topic. It was a narrative text.

In accordance with the topic being learnt, the teacher explained that in learning narrative texts, they would deal with many reading passages containing a lot of vocabularies. Some of the vocabularies might be familiar and some of them might be unfamiliar for the students. The teacher also explained that after reading the passage, the students were usually asked to answer comprehension questions. However, the fact showed that the students felt hard to comprehend the idea of the passage because they were unfamiliar with the vocabulary in it. Therefore, the
teacher advised the students to be more serious in learning English. Also, the teacher claimed that mastering vocabulary was very crucial to achieve success in English learning.

When the teacher gave some introduction about the importance of mastering vocabulary in English learning, the researcher found that almost all the students paid attention well and seriously. Even, the researcher saw some of the students nodded their head many times. It might be to express their agreement towards what the teacher said. From what had been done by the teacher in the early learning activity, it could be concluded that in building an apperception, the teacher did not merely rely on finding the connection between the materials being studied with the recent phenomena. Conversely, the apperception could also be built up by telling the real situation about the students’ necessity to master the vocabulary in order to achieve better results in English learning.

After building apperception to gain students’ background knowledge, the teacher said to the students that they would be introduced to a new strategy in learning vocabulary, which was called contextual guessing strategy. When the teacher introduced the name of the strategy, the researcher found that some of the students looked confused. It might be because the term “contextual guessing strategy” seemed unfamiliar to them. Even, a student directly said that the strategy must be complicated. Though, there were many students showed their curiosity about the strategy and were eager to know it deeper.

Those were the activities as well as the interaction observed during the pre-learning activity. After observing the actions did by the teacher, it could be
concluded that the teacher conducted every activity stated in the lesson plan. From the students’ responses, it could also be said that the students gave positive responses towards the strategy given. Moreover, the students performed high enthusiasm to know more about contextual guessing strategy.

2) Whilst-Activity

Whilst-activity was defined as the focused time (Bauer & Sapona, 1999). Thus, the activity included in this learning phase would deal with main activities. In this meeting, the main activities were focused on the implementation of contextual guessing strategy.

After giving a brief introduction about the concept of contextual guessing strategy, the teacher distributed a handout containing the definition of contextual guessing strategy, the steps of guessing procedure, and some examples on applying the strategy to draw the meaning of an unknown word. Then, the teacher asked the students to read the handout first. The content of the handout seemed easy to digest by the students since it had been translated into Indonesian version.

After the students read their handout, the teacher gave an example on how to apply the strategy to figure out the meaning of an unknown word. Firstly, the teacher wrote a sentence on the whiteboard. It was *John said that he was not going to that restaurant anymore. The food was awful. The pizza was black, the vegetables were cold, and the coffee was terrible.* Subsequently, the teacher underlined the word “awful” as the unknown word. Immediately, the teacher asked the students whether they had been familiar with that word or not. Then,
some of them admitted that they had never heard that word since it was rarely used.

The teacher attempted to apply contextual guessing strategy in the example above. Thus, he asked the students to refer to the steps of guessing procedure in their handout. The students seemed very enthusiastic to learn the strategy. It could be seen from their eagerness in reading the guessing steps loudly and seriously. The students read the first step which said that they had to decide the part of speech of the unknown word. However, most of them seemed unfamiliar with the term “part of speech.” They looked confused and asked for further explanation first. Therefore, the teacher directly accounted for the meaning of part of speech and gave some examples of it. The teacher said that part of speech was types of words. Those types of words were distinguished by their functions. They were noun, verb, adjective, and adverb. Additionally, in order to make his explanation clearly and easily to accept, the teacher gave many examples to the students.

After giving sufficient explanation and examples about the part of speech, the teacher continued the discussion on drawing the meaning of the word “awful.” The teacher, then, asked a volunteer to decide its part of speech. Nonetheless, no students raised their hands. Finally, the teacher pointed out a student to answer. At that time, the student answered that the word “awful” was classified as an adjective. Since the student’s answer was correct, the teacher gave her a verbal reinforcement by saying “great.” Then, the teacher gave an elaboration on the
student’s answer. The teacher said that an adjective usually described a noun. Therefore, the word “awful” described the word “food.”

Subsequent to deciding the part of speech of the unknown word, the teacher led the students to do the next step, which was examining the immediate context. The teacher explained first that immediate context was referred to the clause or sentence containing the unknown word. Hence, in drawing the meaning of the unknown word, the teacher asked the students to analyze the sentence containing the word “awful.” After doing what the teacher said, the students drew a conclusion that the word “awful” was dealing with the quality of food.

In implementing the step above, the researcher found that the teacher also gave great encouragement to the students by asking the students to guess the word by themselves first. Later, the teacher justified all the students’ answers. Also, in this step the teacher clarified the term “surrounding context” into simpler language. The teacher explained that surrounding context meant the words which were located before and after the unknown word. After having deeper understanding towards the meaning of surrounding context, a student raised her hand and tried to elaborate the previous answer. A student said that the word “awful” might be dealing with the quality of food; it might be the portion or the taste of food. Then, the teacher accepted her answer and said “very good.”

Afterwards, the teacher continued to the next step. It was examining the broader context. Since this step might be more complicated than the previous one, the teacher explained it slowly and carefully. The teacher started by asking the students about the meaning of “broader context.” Then, the students responded
that broader meant larger. Consequently, the broader context was the larger context. According to the researcher, the students in this class seemed enthusiastic and motivated to learn the strategy deeply. It might be because the students thought that vocabulary was always being the most difficult part in English subject, especially in National Examination.

In this step, the teacher explained to the students that it was important to examine the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. The teacher also added that sometimes any words in other sentences or paragraphs could be used as significant clues to decide the meaning of the unknown word. Then, the teacher turned back to guess the meaning of the word “awful.” Unexpectedly, without any instruction, the students directly applied the step. At that time, the teacher invited the students to discuss the unknown word together. They examined the previous sentence John said that he was not going to that restaurant anymore. They focused on the clause was not going to that restaurant anymore. It indicated the negative attitude towards the restaurant. Then, they also highlighted the next sentence, The pizza was black, the vegetables were cold, and the coffee was terrible. The students concluded that the meal served in that restaurant was bad. From the observation, the researcher could say that the students did not only apply the theory of guessing procedure, but also they used their own interpretation ability in inferring the meaning of the unknown word. Besides, in finding the contextual information, the teacher also explained about external context clues, especially the value clues. Sternberg & Powell (1993) as cited in Read (2000) stated that value clues referred
to somebody’s feeling about something. By doing so, it was expected that the students experienced many ways in finding the context clues.

Actually, in this step, the teacher should give review about the conjunctions which could also be used as clues to see the relationship between sentences or paragraphs. However, not all the steps of guessing procedure were completely explained in this cycle. From the observation, the researcher noticed that the teacher did not give any explanation about kinds of conjunctions, such as *however, because, if, or although*. Moreover, the teacher did not give explanation and example on some types of rhetorical relationship, summary, punctuation, and reference words. In fact, those types of relationships were very important to be utilized as clues to guess the meaning of the unknown word.

After implementing the third step, the teacher and the students came to the fourth step namely reviewing. In this step, the students were hoped to use knowledge which had been gained from all the steps before. Afterwards, the teacher and the students continued to the last step or checking step. In this step, the teacher explained two ways in checking whether the guess was correct or incorrect. First, the teacher told the students to see the part of speech of their guess. If the part of speech between the guess and whose unknown word was different, there might be something wrong with the guess. As a result, the students had to review every step thoroughly. Second, after ensuring that the guess and the unknown word had the same part of speech, the teacher asked the students to replace the unknown word with the guess. If the sentence made sense, it indicated that the students’ guess was probably correct.
When discussing the last step of the guessing procedure, the researcher observed that the students were really eager to learn the new strategy in vocabulary learning. It could be seen from the students’ responses. The researcher perceived that many students were active in answering teacher’s questions. Besides, the researcher observed that the teacher was very good at appreciating students’ effort. The teacher always accommodated all the students’ answers. In addition, the teacher usually praised the students who were active by giving verbal reinforcement. As a result, it would make the active students aware with their own progress and challenge the passive students to be more active in joining the teaching and learning process.

After accommodating all the students’ answers as well as giving them appropriate reinforcement, the teacher made a justification for all possible answers by involving the students in the class discussion. The teacher, for example, asked the students to discuss three possible guess from the word “awful.” They were hambar, tidak enak, or pahit. Then, after giving some elaboration towards every guess, the teacher and the students found that the word tidak enak was close enough to describe the meaning of the word “awful.”

The next learning activity was practicing the strategy to figure out the meaning of the unknown words in some pieces of narrative text by asking the students to accomplish the worksheet. In this activity, the researcher had provided a worksheet containing eight sentences with a bold typed word in each sentence. The students’ task was figuring out the Indonesian meaning of the bold typed words.
During the worksheet completion, the students were allowed to work in pairs. Kemp (1977) claimed that pair work promoted student-student interaction, so that it would increase the greater students’ participation in the teaching and learning process. Moreover, by doing so, it was hoped that the students could share difficulty with their pairs.

In the meantime, the researcher examined the students’ activity. It was found that most of the students were very serious in discussing the worksheet. However, the researcher still saw some students who were discussing something else. They pretended to discuss the worksheet only once the teacher moved around them. Besides, the researcher found seven students who preferred to work alone, although the teacher had told them to find a partner. It might be because those students were individualist learners.

Fifteen minutes later, the teacher opened a class discussion. The teacher invited a volunteer to figure out the meaning of the unknown word in the first question, that was the word “glare.” Nevertheless, no one was willing to do. Then, some of the students said that the unknown words in number one until four were very complicated for them. Those words were “glare”, “tiptoe”, “glance”, and “limping”. The students gave a reason that those words were really new for them. Moreover, the students thought that the surrounding words were difficult to be interpreted. Thus, the students could not find any context clues which could help them.

Knowing the students’ problems, the teacher took an action to help them by giving a brief review about all the steps of guessing procedure. Furthermore,
the teacher tried to accommodate all the students’ guesses. Accordingly, the students could convey their ideas freely without being afraid of making a mistake.

During the class discussion, the students were very eager to ask and answer teacher’s questions. The students, for example, proposed some possible meanings of the word “tiptoed” in the sentence *Roberto couldn’t get to sleep. He didn’t know why. At two o’clock in the morning he decided to go down-stairs and get some food. Everyone in the house was asleep so he tiptoed down the stairs, making as little noise as possible.* Each student had different interpretation about the meaning of that word. The first student said that it was “walking.” The second student conveyed that it was “run away.” Then, the third student said that it was “stole.” From all the possible guesses above, the teacher attempted to justify every answer.

Then, the teacher together with the students saw the part of speech both the guesses and the unknown word. Afterwards, the teacher explained about the noun following the unknown word, it was “stairs.” After having a clear concept about the word “stairs”, the students were asked to imagine the person’s behavior when he went down the stairs. Meanwhile, the students responded together that it should be done in a careful way. From the students’ responses, the teacher gave a follow up explanation that it was a way of walking without making any noise. Afterwards, the students could conclude by themselves that the meaning of the word “tiptoed” was *berjalan mengendap-endap.* Then, the teacher accepted their choice and declared that it had closest meaning to the word “tiptoed.”
Those were the description of the learning activities done in the whilst-activity. It could be concluded that there was very good interaction between the teacher and the students. However, the interaction between student and student was not obviously seen.

3) Post-Activity

After discussing all the questions in the worksheet, the teacher asked the students to count the number of their correct answers. Then, the teacher called the students’ names one by one to record their scores. Subsequently, the teacher asked the students to recall what they had just learnt from today’s class. Then, most of the students conveyed that they had been introduced to contextual guessing strategy. Moreover the students told that the strategy was very helpful to draw the meaning of an unknown word. However, the steps of guessing procedure were complicated for the students. In accordance with the students’ opinions, the teacher invited the students to review the guessing steps together. Nonetheless, the students seemed not really remember the steps well. Hence, the students looked at their handout and read the steps loudly.

Seeing that the student still needed extra time to be more fluent in applying the strategy, the teacher advised the students to learn the guessing steps intensively at home. The teacher added that the students should accustom to practicing the guessing steps everyday, otherwise, the students would always fail to remember them. After giving some advices, the teacher gave the students opportunity to ask everything that might be still confusing. On the other hand, no
students raised their hand. In the researcher’s perspective, the students might be ashamed to ask something or convey their ideas when they had to say in English.

Seeing that no students wanted to say, the teacher closed the meeting. However, before leaving the class, the students were asked to write the journal. It was a piece of paper containing three guiding questions. The journal is used to facilitate the students to share about their own learning experiences, the difficulties faced during the teaching and learning process, and the students’ desire and needs in learning. The journal was also employed to help the teacher in understanding the students better.

The teacher gave the students ten minutes to write the journal. Throughout this activity, the researcher found that the students were really enthusiastic and serious in writing the journal. Also, the teacher allowed the students to write the journal in Indonesian. It was aimed to make the students easier in conveying their points. Afterwards, the teacher asked the students to submit the journal.

c. Reflecting of the First Cycle

The reflection was done to examine what went well and what needed to be improved from this cycle. The reflection of the first cycle was gained based on the data analyzed from observation form and field notes, the results of the discussion with the teacher, and the results of journal.

From the data gained through observation form and field notes, the researcher could conclude that the implementation was done well. The researcher found that the teacher’s preparation was very good. Moreover, during the implementation, the teacher delivered the materials clearly and understandably.
Accordingly, his explanation was easily followed by the students. However, the researcher saw that the teacher had not explained all the steps completely, for example, the teacher did not explain to the students about some possible types of relationship, like cause and effect, contrast, summary, punctuation, and reference words as clues to infer the meaning of the unknown word. When the researcher tried to confirm about that, the teacher had a reason why he skipped that part. It was because the teacher did not want to have long explanation. It would make the students bored. Consequently, the teacher decided to give the students more experience in practicing the steps on to do the guessing. Then, the rest of the theory would be delivered in the next cycle.

In addition, the researcher examined that the students were very active in responding to the teacher’s questions. Yet, the students seemed to be very silent when the teacher gave them opportunity to ask a question or express their own ideas. The researcher only saw one or two students who were active in conveying their ideas. However, they still delivered their ideas in Indonesian. From that fact, the researcher might conclude that the students were unwilling to speak up because they were afraid of making mistakes when they spoke in English.

The researcher also observed the great interaction between the teacher and the students because most of the time was spent on the class discussion. On the other hand, the researcher observed little student-student interaction. It might be caused by the learning methods which did not maximize the students to mingle with each other.
The researcher also considered teacher’s view as a reflection. After implementing the strategy and seeing the results directly, the researcher met the teacher to have a small discussion. The teacher, then, shared that actually the implementation was done successfully. The students always paid attention to the teacher’s explanation and seemed serious to join all the learning activities. However, the teacher conveyed that the students were still confused to apply the strategy directly without looking at their notes. According to the teacher, since the students had not accustomed to practicing the strategy before, they still needed extra time to be more fluent in applying the strategy. To sum up his argument, the teacher expected that the students would carry out the old saying, “learning by doing” in their learning process.

After summarizing the points of the teacher’s view, the researcher examined the journal in order to see the students’ opinions towards the implementation process as well as their experiences in applying the strategy. From the journal, the researcher could say that the students showed positive attitude to the strategy given. Most of them said that the strategy was highly beneficial for them, especially in facing the type of National Examination’s questions.

However, still from the journal, the researcher examined that most of the students faced difficulties in applying the steps of guessing procedure. Some of them confessed that it was difficult to analyze the context clues. Besides, the students hoped that in the next meeting, the teacher still continued to explain about contextual guessing strategy and gave more guessing exercises. Furthermore, the students also wrote their desire to have livelier and more
attractive learning activities which could foster them to be more enthusiastic in joining the class.

Those were the reflection of the implementation of contextual guessing strategy in the first cycle. Those reflections were gained from the data on observation forms and field notes, the results of the discussion with the teacher, and the results of journal. So as to make clearer, the results of the reflection would be summarized into four major points. They were:

1. The students responded positively on the implementation of contextual guessing strategy.
2. The teacher needed to employ other learning methods which could increase the greater interaction between student and student.
3. It was very crucial to enhance the learning activities so as to avoid boredom. It could be done by employing games or conducting discussion group.
4. It was very essential to enrich the variant of target words from many authentic learning sources, for instances, from newspapers or magazines.

Consequently, the students would experience various contexts which might be useful to be applied in daily communication.

Those were the description of all the activities done during the first cycle. In order to provide clearer understanding, the researcher presented the summary of the learning activities done in each stage of the first cycle in Table 4.2.
Table 4.2 The Summary of Learning Activities in the First Cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Stages</th>
<th>Main Activities</th>
</tr>
</thead>
</table>
| 1. | Planning                | ✓ The researcher prepared the lesson plan of the first cycle as well as the learning materials.  
  |             | ✓ The researcher and the teacher planned the actions to be carried out on the implementation process. |
| 2. | Acting and Observing   | ✓ The teacher introduced the concept of contextual guessing strategy at the first time, then explained the steps of guessing procedure.  
  |             | ✓ The students tried to practice the strategy by accomplishing the worksheet.  
  |             | ✓ The teacher and the students discussed the worksheet and reviewed the steps of guessing procedure.  
  |             | ✓ The researcher observed what was going on during the implementation process. |
| 3. | Reflecting              | The researcher reflected upon all the events happening during the implementation process by examining the data gained from observation form and field notes, the results of the discussion with the teacher, and the results of journal. |

2. The Second Cycle of CAR

The second cycle was the continuation of the implementation process which had been conducted in the previous cycle. In this cycle, the learning activities were more focused on practicing the strategy, which theoretically had been learnt in the previous cycle. Same as in the previous cycle, the description and findings of the second cycle would be elaborated into three stages of CAR. Those were planning, acting and observing, and reflecting.

a. Planning of the Second Cycle

The lesson plan of this cycle was made based on the reflection in the first cycle. In this cycle, the researcher planned more variations in terms of learning methods, learning activities, and learning materials. In the beginning, the
researcher planned more variations in the learning methods used. It was planned that group work would be emphasized in this cycle. It was aimed at increasing greater student-student interaction. Hence, the class’ atmosphere would be livelier and more communicative.

After planning a variation in the learning methods, the researcher also tried to enhance the learning activities to be more creative and attractive. Since the teaching and learning process in the first cycle seemed to be too serious and monotonous, then the researcher attempted to find any alternatives to overcome those problems. The researcher planned a game, namely “guessing” game. This game would be employed as a warming up activity before starting the lesson. In this game, the teacher would choose a student to sit in a hot seat. Then, the student in charge had to describe in three until five sentences the detail features of a thing given, for example car, house, table, or broom. In fact, that game was employed to encourage the students to be more confident to speak up. Moreover, it was also used to facilitate the students to apply the vocabularies which had been learnt in daily communication.

Still in planning the learning activities, the researcher planned jigsaw which might attract the students’ attention. This activity would be done in group. Each group consisted of five students. The initial group was called home group. Then, every group would be given a set of cards containing five different colors. Each card contained vocabulary exercise in context. The students’ task was guessing the unknown word in the context.
Subsequently, the students would leave their home group. They would gather with other students whose cards had the same color. Then, the new group would be called expert group. In the expert group, the students should share their knowledge to draw the meaning of the unknown word they faced. After all the expert groups had finished their tasks, the students would move back to their previous group to present the results of their discussion in the expert group. By employing jigsaw, it was hoped that the students could gain knowledge from their peers as well as build a good rapport with each other.

In addition to the enhancement of learning activities, the researcher would enrich the learning materials used in the second cycle. In this cycle, the researcher would utilize narrative text as a reading passage. The text was adapted from a course book, *Stories We Brought with Us: Beginning Reading for ESL*. The title was *Nolbu and Hyungbu: A Story of Two Brothers*. By giving a reading passage, it was hoped that the students could enrich their experiences in analyzing the context clues.

The researcher also prepared a worksheet as the learning material. The worksheet contained twenty questions on vocabulary in context (see Appendix G.7). The contexts which contained the unknown word were taken from the reading passage. However, the students were not only assigned to guess the meaning of the unknown word, but also they had to find the part of speech of the unknown word. By doing so, it was hoped that the students would be accustomed to analyzing the part of speech to draw the meaning of the unknown word. Moreover, in this worksheet, the researcher provided supporting context for each
number. Some of the supporting contexts were adapted from *The Jakarta Post*, and some online news. By experiencing many contexts from the authentic sources, the students were expected to be more familiar with the contexts in which the words usually occurred.

After ensuring the learning methods and the learning materials, the researcher tried to arrange the learning activities. The learning activities in this cycle were carefully planned because there were a lot of materials would be delivered to the students. Moreover, the materials given would be harder and slightly complicated compared to those in the previous cycle. Similar to the previous meeting, the learning activities would be divided into pre-activity, whilst-activity, and post activity.

In the pre-activity, it was planned that the students would be fostered to review the previous materials, especially the steps of guessing procedure. It would be very important to have a review because the last meeting materials were considered as the foundation in continuing to the next implementation of contextual guessing strategy. After reviewing, the teacher would invite the students to have a warming up activity by doing a game. As being explained in the previous, the game employed was “guessing” game.

In the whilst-activity, the students would be led to have jigsaw. This is one of the learning activities which can promote team work and problem solving ability. By doing jigsaw, it was hoped that the students would experience fun learning activities and great interaction with other students.
After having jigsaw, the next activity would be reading narrative text. In this cycle, the researcher provided the students with a reading passage. The students were asked to read the passage individually. Presently, the students were given a worksheet which consisted of twenty questions of vocabulary in context, in which the vocabularies were taken from the reading passage. They were asked to accomplish the worksheet individually. However, since the time allocation was limited, it was planned that in this second meeting, the students would not be assigned to answer all the number of the questions. Then, the rest of the questions would be done at home by the students and would be discussed in the next meeting in the class.

After accomplishing the worksheet, the students would discuss the answer together with the teacher. In the discussion session, it was expected that the teacher would review the steps of guessing procedure. As a result, the students would always remember the steps well. In order to encourage the students’ participation, the discussion would be set like a competition. Thus, every student who was able to answer the questions would be given a point.

In the post activity, the activity would cover reviewing the materials of today’s class. In this activity, the teacher offered an opportunity for those who wanted to ask about the materials as well as share their problems in learning. Afterwards, the students would write the second journal before going home.
b. Acting and Observing of the Second Cycle

In this part, the researcher would describe the actions which had been done by the teacher and the students’ responses during pre-activity, whilst-activity, and post-activity.

1) Pre-Activity

In this meeting, the teacher was late for coming. Then, when the teacher entered the class, the students seemed busy with their own activities, such as completing a note of the previous lesson, preparing the English book, and chatting with their friends. Afterwards, the teacher announced that they would have an outdoor class. The teaching and learning activities would be held in the hall.

After all the students came to the hall, the teacher told them that they would play a game first, namely “guessing” game. Subsequently, the teacher tried to explain the rules of the game. Also, the teacher informed the students that the game aimed at training the students in applying the vocabulary they had already learnt in the real context. After giving some explanation, the teacher started the game by having a lottery. In fact, this game was set based on the theory of strategic competence proposed by Bachman & Palmer (1996) who said that the students were required to not only able to know the meaning of a word in their first language, but also to apply the word in everyday conversation.

During the game, the researcher found that the teacher led the game clearly and creatively. As a result, the students were challenged to participate actively, even though sometimes they switched to Indonesian. Unfortunately, not all the students had a chance to sit in the hot seat because of the limited time.
After having twenty minutes game activity, the teacher stopped the game. Then, the teacher invited the students to make a big circle and sit down. Meanwhile the students took a rest for a moment, the teacher asked them whether the game was easy or difficult to do. Some of the students answered that the game was difficult for them. It was because sometimes the students were not able to find the right terms to describe a particular thing. Actually, the students had an idea in mind, but they failed to explain it in English. From the students’ reasons, it was clearly described that the students’ difficulties in conveying their ideas was based on the lack of vocabulary mastery.

After discussing the difficulties found during the game, the teacher reviewed the previous materials. The teacher and the students reviewed contextual guessing strategy which had been learnt and practiced in the previous meeting. The purpose was to recall the students’ knowledge of the previous materials. However, the students admitted that they did not remember the steps of guessing procedure thoroughly since they did not practice it at home at all. Therefore, the students seemed busy to open their last meeting’s handout and notes when the teacher asked them to mention and explain the steps one by one.

From all the activities done in the pre-learning activity, the researcher observed that the use of game in the early meeting could foster the students’ enthusiasm in joining the teaching and learning process actively. Also, it could avoid the students’ boredom about the materials being studied. Overall, from the observation, it could be seen that pre-learning activity in this meeting was successfully done to be a good starter for the implementation in the second cycle.
2) Whilst-Activity

In this meeting, the big portion of the activities was on practicing the strategy. In other words, it could be said that there was only little teacher’s explanation during this meeting. The activities in this phase were mostly done in a group. Kemp (1977) said that by working together in group, every student had a chance to share knowledge with each other. Moreover, by doing so, it could maximize the greater interaction between the student and other students or the teacher with the students.

After taking a rest for a second, the students were grouped into five different groups. Then, the teacher told them that they would practice guessing as they did in the previous meeting. However, in this meeting, the students would do the task in group. The teacher added that they would use jigsaw in this group activity. Thus, their initial groups were called home group. Afterwards, the teacher gave five different color cards to each group and every member of the group was responsible to accomplish the task in the card she had.

After all the students carried their own cards, they were asked to leave their home group. Then, they had to find the members of the other groups whose cards had the same color and formed a new group. The new groups were named expert groups. In the expert group, each student should contribute in the discussion process in order to complete the task together. In this case, the students were assigned to draw the meaning of the unknown word in context, which had been written in the card. In the expert group, the students were expected to share the knowledge they had in solving the problem.
When the students worked in the expert group, the researcher observed that the teacher attempted to move around to every group to see how the students accomplished the task. While observing, the researcher also tried to see the students’ activities in group closer. The researcher found that most of the students participated actively in the group discussion. It could be said that the students enjoyed the activity. Consequently, the class’ atmosphere was more relaxed compared to that in the previous meeting.

In addition, the researcher saw that the students did the task seriously. Some of the students actively involved in the discussion. The “yellow” group, for example, was very vigorous in guessing the meaning of the word “wink” in the sentence *The two spies talked on the telephone for the last time. ‘Peter, you are not to speak to me at the embassy party, but you must watch my face carefully. I will wink at you. If I close my right eye, you are to kill the man, but if I wink with my left eye, you are to kill the woman. Understand?’* In figuring out the meaning of the word “wink”, the students at that group successfully applied the guessing procedure. One of the students said that the word must be a verb. She also gave the explanation why it was a verb because the word “wink” was preceded by a modal. From her analysis, the researcher might conclude that the students actually had great knowledge in analyzing the word using their grammar knowledge.

After analyzing the unknown word’s part of speech, the students seemed confused to do the next step. Later, they looked at their handout. Then, one of them said that they had to analyze the surrounding words. The students found the word “eye”, so they conclude that it was dealing with the movement of human’s
eyes. Coming to the next step, the students observed the clues from the broader context. They focused on the preceding clause *If I close my right eye, you are to kill the man*, from that context, the students of this group picked the word “close” and “right” as the clues. Next, some of them said that its meaning was *mengedipkan mata* and the other thought that it was *menutup sebelah mata*. Having two slightly different answers, the students reviewed again all the steps that had been carried out and checked whether the sentence made sense or not after being replaced with the guess. Finally, this group decided that the word “wink” meant *mengedipkan mata*.

From the students’ discussion, the researcher could say that in this cycle, the students’ performed better results compared to the previous one. It might be because they had some friends to share with. Additionally, the students showed a good progress in practicing the strategy. Even though the students sometimes forgot the steps to do the guessing, but in any case they were able to apply every step of the strategy.

After discussing the task in the expert group, the students were asked to return to their initial group which was named home group. During this activity, the hall’s atmosphere was chaotic and noisy. Some of the students walked around to find their home group by calling their friends’ names loudly.

After gathering together with their home group, the teacher asked the students to present the results of their discussion in the expert group. In the researcher’s point of view, the presentation in the home group was conducted more serious and faster. When each of the students presented the result of her
discussion, the other group member fully paid attention and took a note of some important points. Moreover, sometimes the researcher found that some students felt unsatisfactory with their friends’ explanations. Consequently, some of the students gave follow up questions to their peers quite often.

During the home group’s discussion, the teacher moved around to the students. Sometimes the teacher stopped for a minute to listen to the students’ presentations. Assuming that all the students had a chance to present their own task, the teacher invited the students to have a class discussion. It was aimed at checking how well the students in guessing the meaning of the unknown word from a context. From the observation, the researcher observed that the most difficult word to guess was the word “strolled” in the sentence *Jim and Sandy had met on vacation and they were very much in love. This was their last day together. As the sun went down over the sea, they stroll hand in hand along the beach, looking into each other’s eyes, saying nothing.* The students successfully decided its part of speech. However, the students met a difficulty in interpreting the phrase *hand in hand*. Most of them recognized that it was dealing with somebody’s hand, but they were not able to see the relationship between the clues and the unknown word.

Knowing the students’ difficulty, the teacher asked the students to review the steps of guessing procedure together. After deciding that the word was a verb, the teacher asked the students to focus on the immediate context by analyzing the phrase *hand in hand*. The teacher, then, explained that the phrase meant holding each other’s hand. Afterwards, the teacher pointed a student to continue the
guessing. That student said that it was walking by handling each other’s hand. Then, the teacher asked her why she guessed that it was “walk.” The student looked confused and tried to give her reason in Indonesian that the clause *along the beach* meant *sepanjang pantai*, so, the verb which seemed closer to describe that situation was “walk.” From the student’s interpretation the researcher could say that the students actually understood the concept of guessing procedure well. However, they could not perform well in guessing because they had less practice the strategy in the real context.

Responding to that student’s idea, the teacher agreed with the student’s elaboration and added that the students might observe another context, such as “went down over the sea”, which inferred to the place when the activity happened. Afterwards, the teacher continued the discussion on the other unknown words. From the researcher’s observation, the students performed high correctness from the task given.

After finishing the jigsaw, the teacher asked the students to make a big circle. Then, the teacher distributed a passage, whose title was *Nolbu and Hyungbu: A Story of Two Brothers*. Subsequently, the teacher asked the students to read the passage individually. Then, during the individual task, the researcher saw that most of the students did not read the passage seriously. It was seen that the situation was boring and silent. Recognizing the bad condition of the class, the teacher moved around to the students. Moreover, sometimes the teacher moved around and asked the students to tell the main idea of the passage. Most of the students said that they did not really understand the main ideas of the passage.
because they were not able to draw the meaning of all the unknown words in the passage.

After fifteen minutes, the teacher stopped the activity. The teacher did not directly talk over the unknown words in the passage. On the other hand, the teacher distributed a worksheet to all the students. After having the worksheet, some of the students directly read the questions and accomplished the worksheet, even though the teacher had not asked them yet.

Subsequently, the teacher asked the students to take a look at their worksheet which consisted of twenty vocabulary exercises in context (see Appendix G.7). The teacher explained what the students had to do. Since the first question one had been done as an example, the teacher asked the students to answer the second until eleventh question individually. Then, the rest of the questions were assigned as homework and would be discussed in the next meeting.

Throughout the worksheet completion, the researcher found that the students were serious in accomplishing the worksheet. It might be because they learnt from the previous experience that the teacher recorded their scores without telling them before. As a result of that situation, in this meeting the students strove to beat a good score in this opportunity. This fact had really shown that the students’ motivation in learning was higher than in the previous meeting. Later, within less than thirty minutes, the students had accomplished the worksheet. The students said that the questions in the second worksheet were easier compared to those in the previous one. Consequently, the students could finish them all faster.
The next activity was discussing the worksheet. In this discussion class, the students participated actively in both asking and answering the questions. There were two vocabularies that their meanings were not successfully inferred by the students. Those were “turn” and “beg.” Similar to the previous reason, the students met difficulties in finding the clues. Hence, it influenced their interpretation about the meaning of those words.

After discussing all the questions in the worksheet, the teacher gave a brief review on deciding the clues. The teacher gave information to the students that conjunctions could be used as important clues. The teacher also presented some examples of conjunctions, especially those which mostly used, for instances, *but*, *and*, *if*, and *when*. Then, so as to check the students’ understanding, the teacher gave a word to guess for the whole class to guess, it was *The driver of the car was killed in the accident, but both passengers were not; they escaped unhurt*. After writing the sentence on the whiteboard, the teacher asked the students to guess the meaning of the word “escaped.” This word was really new for the students, but they try to apply the steps of guessing procedure to seek the meaning. In an attempt to see the students’ responses, the teacher then called on different students to do each steps. Finally, by focusing on the word “killed” in the initial clause, recognizing the availability of conjunction “but”, and describing the meaning of the word “unhurt”, the students successfully guessed that “escaped” meant *menyelamatkan diri*.

After demonstrating how conjunction could be used as very important clues, the teacher opened for asking and answering session. However, there were
no students who took this chance for asking or just conveying the ideas. Thus, the teacher continued the activity by asking the students to count their own correct number on the exercises given and report their scores to him. The researcher observed that the students had really shown good progress. It could be seen from their scores. In this meeting, there were four students who were able to achieve more than 70. Even, one of them had 80. Those results were much better compared to those in the previous ones, in which just one student who was able to reach 60. The progress could also be seen from the class average score. In this meeting, the class average score was 54.80 (see Appendix F.10), while in the previous cycle it just reached 38.21 (see Appendix F.9).

3) Post-Activity

By the end of the class, the teacher told the students that there was progress on their class average score. It was enhancing compared to that in the previous meeting. Then, the teacher ensured that the students might reach better results in the next exercises if they were willing to always practice the guessing strategy every time they met unknown words. The teacher added that they needed more practice in order to acquire the skill of guessing.

Before closing the meeting, the teacher distributed a journal to the students. It was used to facilitate the students to share about their own learning experiences, the difficulties faced during the teaching and learning process, and the students’ desire and needs in learning. The students were given ten minutes to write the journal.
c. Reflecting of the Second Cycle

In this stage, the researcher also tried to reflect upon what had been done during this meeting. The reflection in this cycle was also obtained from the data on observation form and field notes, the results of the discussion with the teacher, and the results of journal.

Throughout all the activities conducted in the second cycle, the researcher could state that the implementation of contextual guessing strategy was satisfactorily done. The second cycle became very good continuation as well as improvement of the previous one. In the second cycle, the researcher saw that most of the students were able to apply the concept of the strategy in the real context. It could be seen when the students did the “guessing” game. In this game, the researcher found that some students utilized some vocabulary which had been learnt before, for instances the word “peculiar” (adj) and “pleased” (adj). It was shown that contextual guessing strategy might help the students in understanding the meaning of words, instead of just memorizing them.

Moreover, the students performed high correctness in drawing the meaning of the unknown words when they did jigsaw. It was pointed out that the students had grasped the concept of contextual guessing strategy which had been given formerly well. The students’ progress was also seen from the class average score which was increasing than that in the previous cycle.

In gaining the reflection, the researcher also strove to find out the teacher’s opinions on the class activities that had been conducted by him. First, the teacher saw the progress not only on the students’ scores but also on the interaction
pattern during the class. As explained formerly, there was almost no interaction between the student and other students in the first cycle. Consequently, the class’ atmosphere seemed passive. However, in the second cycle, the student-student interaction was obviously seen through group work or games. That was one of the good points which could be reflected from the teacher’s view.

Second, the next thing was seen from the contrast scores from the worksheet given. The researcher found that there were four students who were able to reach more than 70. However, the rest of the students did not obtain the satisfactory results yet. This phenomenon could be used as reflection that the students’ own experience might influence their ability in guessing as well as in yielding any clues. The four students who reached higher points might be accustomed to reading English newspapers or magazines which could support their experiences about particular words or contexts. This finding could approve Drum & Kanopak’s theory (1987) as cited in Nation (1990) who conveyed “…knowledge that learners already have about particular words through having met them before, knowledge of the subject that they are reading about (this may be knowledge gained through the learner’s first language), and knowledge of the conceptual structure of the topic.”

Third, nonetheless, far from the progress above, the teacher pointed out that the students still needed more experiences on practicing the strategy, especially in inferring the meaning of new words in a reading passage. This exercise seemed praiseworthy given because by doing so, the students would
experience richer clues. Later, they trained to seek the relationships among some clues so as to interpret the meaning of the unknown words.

To gain the reflection objectively, the researcher attempted to read the journal that was directly written by the students. After reading all the journals in the second cycle, there were three major points which were emphasized by the students. First, most of the students commented on the use of “guessing” game in the pre-activity. Almost all the students conveyed that having a game in the early meeting could arouse their enthusiasm in learning.

Still focusing on the game employed, some of the students admitted that when they were sitting in hot seat, they were forced to speak English well. This event unconsciously encouraged the students to recall vocabulary which had been learnt and try to connect word by word in order to produce a meaningful phrases, clauses, and sentences. However, not all the students highlighted this experience because just half of the students having a chance to try the hot seat.

Second, still from the journal, the researcher found that almost all the students were satisfied with their results in accomplishing the worksheet. The students expressed that even if they had not been able to reach high score yet, but they felt that there was significant progress in understanding the guessing procedure. On the other hand, it was found that five students complained about their difficulties in finding the clues. In fact, those students said that they were eager to master the strategy thoroughly because they considered that the strategy was absolutely necessary to overcome some types of question found in National
Examination. From the students’ opinions above, it was reflected that the students themselves had internal motivation to master the strategy given.

Third, from the journal, the researcher saw that many students admitted that they just learn the strategy when they had the English class. They confessed that they seldom practiced the strategy at home. As a result, they faced many difficulties in doing the vocabulary exercises. Then, considering the students’ situation, it was very crucial for the teacher to always provide the students with any worksheets which could be used as homework. Hence, the students had responsibility towards their learning.

Those were the results of the reflection towards the learning activities done in the second cycle. In brief, the results of reflection would be summarized as follows.

1. The students had really shown good progress in understanding the concept of contextual guessing strategy and applying it while doing the vocabulary exercises.

2. By employing “guessing” game and jigsaw as the learning activities, the student-student interaction pattern was clearly seen. As a result, it built a very good class’ atmosphere.

3. The students successfully applied the learnt vocabulary in their daily communication.

4. The students still needed more time to practice the strategy outside the class by reading some authentic sources, such as from English newspapers or magazines or by being provided with some worksheets as homework.
Those were the description of all the activities done during the second cycle of CAR. With the intention of providing clearer understanding, the researcher would present the summary of the learning activities done in every stage in Table 4.3.

### Table 4.3 The Summary of Learning Activities in the Second Cycle

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<th>No</th>
<th>Stages</th>
<th>Main Activities</th>
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| 1. | **Planning**            | ✓ The researcher prepared a lesson plan of the second cycle by referring to the results of the first cycle’s reflection.  
   |                          | ✓ The researcher prepared a narrative passage which was suitable for the students.  
   |                          | ✓ The researcher adapted some target words from the authentic sources which were used as the exercise.  
   |                          | ✓ The researcher and the teacher planned and arranged the actions to be carried out on the implementation. |
| 2. | **Acting and Observing**| ✓ The teacher opened the meeting by employing “guessing” game to raise the students’ enthusiasm.  
   |                          | ✓ The students practiced to apply contextual guessing strategy through jigsaw.  
   |                          | ✓ The students were assigned to read a narrative text containing many unknown words, then they were asked to accomplish the worksheet.  
   |                          | ✓ The teacher and the students had a class discussion to check the students’ results in doing the task.  
   |                          | ✓ The researcher observed what was going on during the implementation.  
   |                          | ✓ The teacher explained about conjunctions as well as gave some additional exercises for the students.  
   |                          | ✓ The students wrote the journal. |
| 3. | **Reflecting**          | The researcher reflected upon all the events happening during the strategy implementation by examining the data gained from observation form and field notes, the results of the discussion with the teacher, and the results of journal. |
To sum up this section, the researcher would highlight the significant progress happening during the implementation of contextual guessing strategy in the second cycle. First, the students were more fluent in applying the strategy when they met the unknown words. Second, the students were able to apply the vocabularies which had been learnt in their daily communication. As a note, this phenomenon did not appear in the previous cycle. Third, seeing from the class average score of the first and second worksheet, it increased from 38.21 (see Appendix F.9) to 54.80 (see Appendix F.10). The increasing class average score could be used as one of indications in seeing the students’ vocabulary mastery improvement.

B. Contextual Guessing Strategy Improves the Vocabulary Mastery of XII IPS 1 Students

To answer the research question, it was not sufficient to only describe the process of contextual guessing strategy implementation. Accordingly, after describing what was happening during the implementation in the first and second cycle, the researcher tried to examine the students’ opinions on their vocabulary mastery improvement.

To examine the students’ opinions on their vocabulary mastery improvement, the researcher distributed questionnaire to 28 students of XII IPS 1. The statements in the questionnaire were based on the aspects of vocabulary mastery which are proposed by Chapelle (1994). Those aspects are (1) the context of vocabulary use, (2) vocabulary knowledge, (3) fundamental process, and (4)
metacognitive strategies for vocabulary use. Moreover, so as to ensure the students’ responses in each statement, the researcher conducted interview with four students of XII IPS 1 as the representatives of the whole students.

1. The Context of Vocabulary Use

The first two statements were about the context of vocabulary use. The first statement asked whether contextual guessing strategy helped the students in drawing the meaning of an unknown word. Responding to the statement, twenty six students (92.85%) agreed that the strategy helped them a lot in guessing the unknown words’ meanings, even though just came to the closest ones.

“menganalisis konteks sangat membantu ya, kita tidak sepenuhnya betul dalam menebak, tapi mendekati arti yang dimaksud, misalnya, kita cari dulu kata kunci dari kalimat sebelumnya, trus dari kalimat sesudahnya. Nanti dihubung-hubungin semuanya.” (R#1)

(Analyzing the context was very helpful. Although we might not be able to guess the exact meaning of a word, but we might be close enough to attain the meaning of it. It could be done, for example, by finding the clues from the previous and the next sentences. Afterwards, they were connected each other).

On the contrary, two students (7.15%) disagreed with the statement. There was no reason from the students being interviewed. However, from the observation form, field notes and journal the researcher could conclude that those students might assume that the steps of guessing procedure were complicated to learn. Consequently, they had no motivation from the first time. Besides, those two students might consider that memorization was still powerful strategy in learning vocabulary, instead of guessing.
The second statement confirmed about the students’ ability in recognizing a word with multiple meanings. Twenty students (71.43%) agreed that by having a clear context, they were able to decide the particular meaning of a word which has multiple meanings. From the interview, the researcher found that a student stated that she was able to guess the meaning of the word “swallow” as menelan, after analyzing the context, finding as many clues as possible, and drawing a red line from each clue. At first, she just recognized that “swallow” meant burung layang-layang. However, after applying the steps of guessing procedure, in which they had to decide the part of speech first, she found that “swallow” in its context was a verb, not a noun. From that experience, she learnt that a word could have several meanings and could be used as a verb as well as a noun depending on the context in which a word occurred (Ali, 2000).

“At first, I thought that “swallow” meant “burung.” It was because when discussing the previous narrative text, I found it as “burung.” However, when I did the worksheet, I found that its part of speech was a verb. So, this word could be as a noun and a verb; it might indicate the different meaning from a single word. From that moment, I understood that the word “swallow” had multiple meanings; it could also be interpreted as “menelan.” To sum up, we could distinguish several meanings of a word, if there was a clear context.”
In contrast, eight students (28.75%) showed their disagreement towards the statement. When being interviewed, one of them stated that in fact she did not know that some words might have multiple meanings since she was accustomed to memorizing vocabulary list which had no context. Consequently, she found difficulty to infer the meaning of the word concerned, even though the context was provided.

“kebanyakan ga tahu, soalnya dari awal ya belajar vocabulary yang keluar di pelajaran aja. Biasanya kata-kata yang sering keluar diapalain, tapi cuman ada satu arti. Jadi sekarang baru tahu.” (R#4)
(Mostly, I did not know [the words which have multiple meanings]. It was because I just memorized the vocabulary which occurred in the lesson, but there was only a single meaning for each vocabulary. So, I have just known right now).

Overall, 82.14% students agreed that there was improvement on the aspect of the context of vocabulary use. Most of the students agreed that the strategy given helped them a lot in inferring the meaning of a new word. However, many students felt difficult in recognizing a word which has multiple meanings, even though the context was provided.

2. Vocabulary Knowledge

The third and fourth statements were about vocabulary knowledge. The third statement asked whether the students’ vocabulary size was increasing or not. Surprisingly, all of the students or twenty eight students (100%) agreed with that statement. From the interview, it could be concluded that the students of XII IPS 1 class felt that their vocabulary size was increasing after applying contextual guessing strategy when they met unknown words. Two of them confirmed that
when they analyzed the surrounding context, indirectly they also learnt some other words in addition to the unknown words.

“It was true that my vocabulary size was increasing, although it was just one or two words. After being introduced to contextual guessing strategy, I was accustomed to practicing the guessing at home, for example while reading “Harry Potter” novel. At that time, I attempted to guess some unknown words. Afterwards, I checked my guesses in the dictionary and they were correct. Then, until now, I still remembered them. They were ‘escape’ meant ‘melarikan diri’ and ‘throw’ meant ‘melempar’.” (R#2)

“My vocabulary size was increasing surely. When we guessed the meaning of the unknown words, automatically we also analyzed other surrounding words. Therefore, from a vocabulary exercise, we could learn more than a word).” (R#3)

Referring to the fourth statement which was about the similar features of words, nineteen students (67.85%) confirmed their agreement that the context clues helped them a lot in distinguishing the words which shared certain common features. The agreement to the statement was clarified by a student. She said that actually she was confused in inferring the meaning of the word “quite.” Firstly, she thought that its meaning was *diam*, since her teacher usually said that word. However, when she replaced the unknown word with her guess, the sentence did
not make good sense. After finding as many clues as possible, she could draw the meaning of “quite.” It meant agak, while “quiet” meant diam.


(At that time, we were asked to do an exercise, which was like a National Examination questions. Then, there was a question with a very long context. We were asked to draw the meaning of the word ‘quite.’ Assuming that I often heard my teacher said that word in ‘quite please’, I thought that its meaning was ‘diam.’ However, after seeing the context; I found that my guess was incorrect. Actually, that word described a fair condition, for example ‘quite beautiful’, ‘quite long’, etc).

Opposing to the fourth statement, nine students (32.15%) stated negative. From the interview, a student gave her reason that sometimes a context did not provide enough related information about the meaning of the new words.

“kalo bedain kata-kata yang tulisanya mirip, kaya ‘affect’ sama ‘effect’ gitu sebenarnya bisa. Namun terkadang konteksnya ga bantu. Saya sering ga nemuin keterangan yang langsung berhubungan. Itu kendalanya sih, paling susah.” (R#4)

(Actually, it was not really difficult to decide the meanings of words which shared the common features, such as ‘affect’ and ‘effect.’ However, sometimes the context given did not support. It was difficult to find the related information about the words concerned, so I was not able to infer those meanings. I thought that it was the most difficult part).

In general, 83.92% of the students were in agreement that there was improvement on the aspect of vocabulary knowledge. All of the students absolutely agreed that contextual guessing strategy could facilitate them in
increasing the number of their vocabulary size. On the other hand, some of the students still found obstacles in distinguishing some words which shared the common features, such as quite vs quiet, effect vs affect, and stimulate vs simulate.

3. Fundamental Processes

The following four statements – the fifth to eighth statements revealed the students’ opinion about the fundamental processes which had achieved through the implementation of contextual guessing strategy. Starting from the fifth statement which verified the students’ ability to recognize the spoken words, twenty one students (75%) agreed that they were able to grasp the idea of someone’s speaking or recordings by analyzing at least some words that they had been familiar with. Then, they tried to relate all the clues they obtained.

“biasanya kalo guru ngomong pake bahasa Inggris, ya dikit-dikit mudeng. Tapi ga semua sih, paling cuma intinya apa gitu. Paling yang tahu cuma satu atau dua kata, tar digabung-gabungin biar tahu maksudnya apa.” (R#3)
(When the teacher said in English, I was able to grasp the idea, even though I did not fully understand it. I just recognized one or two words. Then, I tried to relate each other to see the connection).

“At first, I often did guessing [when listened to recorded conversation] to know the meaning. Since I did not do it in serious way, sometimes I made incorrect guesses. However, now I had learnt more about contextual guessing strategy that helped me a lot in finding the clues. Moreover, last time the teacher explained to us about the conjunctions [which were usually used as clues]. Surely, it helped us indeed).
Contrasting to the statement, seven students (25%) showed their disagreement. A student elaborated that it was hard to catch the ideas of someone’s speaking or recorded conversations since she was not able to recognize the pronunciation of particular words. From her explanation, it could be highlighted that the word sounds like or its pronunciation accurately presented and learnt during the teaching and learning process.

“When listening to someone’s speaking or recorded conversations, it was difficult to digest. I often did not grasp the ideas since I just knew the spelling of the words, but was not familiar with their pronunciation. Moreover, I was not accustomed to applying the words in the communication.” (R#4)

The sixth statement asked about the students’ ability in grasping the main idea of a reading text. Twenty three students (82.14%) showed their agreement. A student being interviewed explained that by applying this strategy, she could comprehend the text better. She added that it was easier to find clues within a text, instead of in a single sentence. The more context clues were available, the process of guessing was also easier. Thus, contextual guessing strategy was best applied when encountering new words in a reading text

“Strategi ini mbantu banget buatku terutama kalo pas nemuin kata-kata susah di bacaan. Menurut saya, kalo nebak kata dalam bacaan lebih mudah daripada dalam kalimat kayak yang di worksheet kemarin. Soalnya kata-kata yang membantu lebih banyak, hint nya lebih banyak.” (R#2)
This strategy assisted me very much, especially to infer the meaning of new words within a reading text. In my opinion, it was easier to guess the unknown words’ meanings within a text, instead of in a sentence, like what we had in the last worksheets. It was because a reading text offered richer clues or hints.

On the contrary, five students (17.86%) disagreed with that statement. According to the student being interviewed, she said that sometimes she ignored some new words in the reading text. She admitted that the strategy was quite complicated for her. Therefore, she usually consulted a dictionary every time she encountered a new word.

“Jujur ya sampe sekarang strategi menebak itu masih susah, ya mungkin karena jarang latihan sih. Jadi kalo ada kata-kata baru dalam bacaan, biasanya langsung buka kamus, kan lebih pasti gitu.” (R#4)

(Truthfully, until now I did not really understand about the contextual guessing strategy. It might be because I seldom practiced it. So, when encountering a new word, I usually opened my dictionary because it was quiet sure).

The seventh statement examined whether the students were able to apply the learnt vocabulary in speaking. Twenty students (71.43%) affirmed that statement. A student being interviewed stated that she started to be confident in expressing her own idea orally in the class. She said that it was easier to remember the words’ meanings when they were within contexts. If she remembered the words as well as their meanings better, it would make her easier to apply them in speaking.
In contrast, seven students (28.75%) stated their disagreement. From the observation, the researcher observed that the students habitually learnt isolated words and memorized them without knowing the contexts in which some words might occur within. As a result, it was difficult to them to apply the learnt words in real context.

The eighth statement dealt with whether the students were able to apply the learnt vocabulary in writing. Nineteen students (67.85%) were in agreement to the statement. A student gave reason that by analyzing the context clues, she learnt more than a single word. Consequently, her vocabulary was extended. By having a wide range of vocabulary, the student felt easier to convey her ideas in writing since she had much more choices of words.

Reversing the statement, seven students (25%) claimed their disagreement. In the interview, a student admitted that it was difficult to apply the learnt words
in writing because she could not arrange the words into a good order. Hence, sometimes each sentence in her composition did not make sense.

“In fact, I understood what would I say, but it was difficult to arrange the words into a good order. Then, sometimes each sentence in my composition seemed strange and did not relate each other.” (R#4)

On the whole, 78.57% of the students confirmed that there was significant improvement on the fundamental processes aspect. As explained before, this aspect involved two major skills in English, receptive and productive skills. From the questionnaire, it was revealed that contextual guessing strategy was more helpful in acquiring the receptive skills - listening skill (the fifth statement) and reading skill (the sixth statement), instead of the productive ones – speaking skill (the seventh statement) and writing skill (the eighth statement). This phenomenon happened because in reality, receptive skills deal with the ability to recognize a word and recall its meaning when it is met. On the contrary, productive skills require what is acquired for receptive skills, then it is added by the ability to choose and use proper words to speak or write at the appropriate occasion (Nation, 1990). Thus, it was clear that productive skills demanded more ability and were more complicated to master compared to the receptive ones.

4. Metacognitive Strategy for Vocabulary Use

The last two statements in the questionnaire were about metacognitive strategy for vocabulary use. The ninth statement examined whether the students were able to apply the mastered words in their daily communication or not.
Twenty five students (89.30%) confirmed their agreement to that statement. The students conveyed that learning words from context made them experiencing many words. Moreover, they became more familiar with the contexts in which the words usually occurred. A student also explained that she usually applied the learnt vocabulary outside the English class, for instance when they were chatting with their friends on the internet.

“ya dikit-dikit sering digunakan, misalnya tanya ke temen, ‘why you are so pleased?’ kan kemarin baru aja bahas artinya’ pleased’, dulunya ga tau sih mbak. Biasanya kata-kata yang mudah di apalin sama gampang ngucapannya.” (R#1)
(I often applied the learnt words, although just few of them, for example I asked my friends ‘why you are so pleased?’ (since that word had just been discussed). At first, I was not familiar with that word. I usually applied the words which were easier to memorize and pronounce).

“iya jadi sok Inggris gitu sih, tapi jujur malah jadi cepet hapal. Trus jadi bisa chattingan sama temen-temen bule, padahal dulu cuma bisa’ yes/no’ aja. Sekarang lumayan bisa tanya balik. (R#3)
(I applied the mastered words in the daily communication, even though it made me as if I was a foreigner. However, it helped me to memorize the words faster. Now, I could chat with my foreign friends on the internet better. At the previous I just could say “yes/no”, but now I even could ask them back).

On the contrary, just three students (10.7%) stated their disagreement. There was no further explanation from the students being interviewed. Consequently, the researcher tried to reveal the information gained from the teacher’s perspective. According to the teacher, the students’ own background knowledge played a big role to their success in mastering the vocabulary. He gave an example that the students who usually showed good progress were those who
had more vocabulary exposure from the daily newspapers, magazines, internet, or other sources might have larger number of vocabulary. The tenth statement revealed whether the students were able to achieve the level of (in)formality or not. Twelve students (42.85%) agreed with the statement. They told that the surrounding context helped them a lot to decide the formal or informal word would be used.

“It depended on the context. We usually met the word ‘guys’ in teen magazines, but it was stated as ‘people’ in the news or Jakarta Post.” (R#3)

“It had been explained by the teacher. However, in the real context, I did not notice it. The most important thing was that my words were understandable.” (R#2)

“When talking with my friends, I usually said “what’s up, girls?”, but when met the English teacher I said “How are you, Sir?” just those words I know.” (R#1)

Sixteen students (57.15%) disagreed with the statement. The students conveyed that they did not pay attention on the level of (in)formality. In the students’ opinions, as long as their words were acceptable and understandable, there was no need to classify them into informal or formal terms.

“It isn’t…i ya sih emang dijelasin. Yang penting paham artinya dan orang lain juga tahu.” (R#2)

“ga bisa. Yang penting pake vocab yang paling sering dipake aja, biar semua tahu” (R#4)
(I could not [differentiate the level of formality and informality]. The most important was by using the familiar words. Consequently, others would understand what I said).

All in all, 66.07% of the students agreed that there was improvement on metacognitive strategy for vocabulary use aspect. Almost all of the students confirmed that by applying the strategy, they could memorize the learnt words thoroughly and apply them in their daily communication. Conversely, more than half of the students could not reach the level of in(formality) since they confessed that classifying the words into the formal or informal ones was not really demanded. They considered that conveying acceptable and understandable words were more important in the daily communication.

The analyzed data from the questionnaire showed that the students had opinion that contextual guessing strategy helped them in improving their vocabulary mastery. It was found that 82.14% of the students claimed the improvement on the context of vocabulary use aspect. Besides, 83.92% of the students thought that there was improvement on the vocabulary knowledge aspect. Then, 78.57% of the students conveyed that the improvement also happened in the fundamental processes aspect. In addition to this aspect, the students claimed that contextual guessing strategy helps more in acquiring the receptive skills than in the productive ones. Also, 66.07% of the students declared that there was improvement on the metacognitive strategies for vocabulary use aspect.

In addition, in order to ensure the students’ vocabulary improvement, the researcher tried to compare the class average score from two vocabulary tests which had conducted prior to and after the implementation process of contextual
guessing strategy. Before the strategy was carried out, the average score of XII IPS 1 students in vocabulary test was 48.69 (see Appendix F.11). Nonetheless, for the present, it could reach 64.86 (see Appendix F.12). From that increasing class average score, it was seen that there was a significant improvement on the students’ vocabulary mastery.

From all the analyzed data, it could be concluded that the implementation of contextual guessing strategy in the English teaching and learning process is able to improve the vocabulary mastery of XII IPS 1 students of SMA Stella Duce II Yogyakarta in 2010/2011 academic year.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, conclusions and suggestions are presented. From analyzing data and discussing research results, the researcher concluded two points and proposed suggestions for English teachers, students, and future researchers who are interested in the similar research.

A. Conclusions

This research was conducted to investigate how contextual guessing strategy improves vocabulary mastery of XII IPS 1 students of SMA Stella Duce II Yogyakarta. In this research, the strategy was implemented through CAR based on Kemmis and McTaggart’s model, which consisted of planning, acting and observing, and reflecting. Meanwhile, the vocabulary mastery in this research refers to the aspects of vocabulary mastery stated by Chapelle (1994). Hence, the conclusions cover the description of the strategy implementation process and the students’ vocabulary mastery improvement.

Contextual guessing strategy was implemented during the English teaching and learning process in XII IPS 1 class. The implementation process was conducted into two cycles. Each cycle of this CAR covered three stages. (1) Planning, the researcher prepared for the lesson plan, developed the learning materials, and arranged the learning activities. In this stage, the researcher also discussed the planned action to be implemented in the class with the English
teacher. (2) Acting and observing, the teacher implemented the strategy through several learning materials and activities. At the same time, the researcher observed what was happening during the process of implementation, including the teacher’s actions and the students’ general responses. (3) Reflecting, the researcher reflected upon the conducted actions as well as analyzed the students’ general responses. Besides, the researcher saw what went well and what needed to be improved during the process of planning and implementation. The results of reflection were used as a foundation for deciding the actions done in the next cycle.

From the whole data gathered through observation forms and field notes, it was seen that the students of XII IPS 1 showed good responses on the implementation of contextual guessing strategy. Besides, they often apply the learnt vocabulary in their communication and became more confident in conveying their ideas in English. From the journals, it could be summarized that according to the students, contextual guessing strategy was best applied in their English class to prepare National Examination, since there will be many new words found in the National Examination. The students’ vocabulary mastery improvement was also indicated by the increasing class average score on the two vocabulary tests. In the first test, the class average score reached 48.69. Meanwhile, in the second test or final test, it increased to 64.86.

Questionnaire and interview guide were used to see the students’ opinions on their vocabulary mastery improvement. The vocabulary mastery examined in this research was based on several aspects stated by Chapelle (1994). (1) The
context of vocabulary use, by applying contextual guessing strategy, the students were enabled to draw the meaning of a new word, although only came to the closest one. (2) Vocabulary knowledge, by analyzing context clues, the students’ vocabulary size was expanding. It is because from a context, the students experience several words indirectly. (3) Fundamental process, having adequate ability in guessing the meaning of unknown words helped the students in gaining knowledge from both listening and reading and conveying their ideas in both speaking and writing. (4) Metacognitive strategy for vocabulary use, the students were able to apply the mastered words in the daily communication.

From those four aspects, it was found that 82.14% of the students claimed the improvement on the context of vocabulary use aspect. Also, 83.92% of the students thought that there was improvement on the vocabulary knowledge aspect. Then, 78.57% of the students conveyed that the improvement also happened in the fundamental processes aspect. In addition to this aspect, the students claimed that contextual guessing strategy helps more in acquiring the receptive skills than in the productive ones. Besides, 66.07% of the students declared that there was also improvement on the metacognitive strategies for vocabulary use aspect.

B. Suggestions

Since this is classroom action research (CAR), the suggestions are addressed specifically to the English teacher and the students of XII IPS 1 of SMA Stella Duce II Yogyakarta and generally to future researchers.
1. For the English Teacher of XII IPS 1 of SMA Stella Duce II Yogyakarta

There are three points suggested for the teacher. First, since contextual guessing strategy aims at helping the students to improve their vocabulary mastery by being able to guess the meaning of a word from its context, it is suggested to the teacher that he should enrich the learning materials from authentic sources. It is because authentic sources, such as daily newspapers, magazines, song lyrics, TV news, or articles provide richer context clues and present the real context in which the word usually occurs within. As a result, the students will experience many words and their contexts.

Second, since the strategy can only be acquired by a lot of practice, it is much better if the teacher provides any worksheets on guessing exercises for the students. By doing so, it is hoped that worksheets can facilitate the students in practicing guessing strategy outside the class. Thus, the students will be more skillful in using the strategy.

Third, since the students are expected to be able to apply the mastered words in the real context for both understanding and expressing ideas, it is a lot better that the teacher facilitates the students’ needs by providing learning activities which can support their ability in guessing as well as create a fun learning activity. It can be done by asking the students to guess some words from a song’s lyric or an adapted text from a teen magazine, so they can apply their knowledge of guessing. Another idea, the teacher can employ some particular games which lead the students to speak up. Hence, they are fostered to apply the learnt vocabulary in the real communication.
2. For the Students of XII IPS 1 of SMA Stella Duce II Yogyakarta

There are two suggestions recommended for those students. First, since this strategy requires a lot of practice, it is hoped that the students attempt to practice the steps of guessing procedure not only when accomplishing the tasks, but also when encountering a new word in their daily life, such as when reading the novel, when listening to English songs, or when watching English movies. Second, in this globalization era, the students are expected to be able to communicate English well. Accordingly, the students should accustom themselves to applying the mastered words in their daily communication.

3. For Future Researchers

This research has limitation on seeing how contextual guessing strategy improves students’ vocabulary mastery. To answer the question of this research, the researcher tried to describe the process of strategy implementation in the first and second cycle as well as to elaborate why the strategy given is able to improve students’ vocabulary mastery. From the research’ results, it should be further investigated to what extent contextual guessing strategy improves students’ achievement in four English skills. Those are listening, speaking, reading, and writing. Therefore, the future researchers who are interested in contextual guessing strategy can carry out further research about the implication of contextual guessing strategy in enhancing students’ achievement in one of the four English skills. As a result, there will be more thorough investigation about the implementation of contextual guessing strategy in every English skill.
REFERENCES


APPENDICES
APPENDIX A

Covering Letter for the Mayor of Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

Permission Letter from the Mayor of Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX C

Syllabus of English Lesson for Grade XII IPA/IPS

Senior High School of SMA Stella Duce II

Yogyakarta
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu (Menit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membaca 5. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, explanation, dan discussion dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</td>
<td>5.1 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: narrative, explanation, dan discussion</td>
<td>• Teks tulis berbentuk narrative</td>
<td>• Membaca nyaring bermakna teks narrative secara individu</td>
<td>• Mengidentifikasi makna kata dalam teks yang dibaca</td>
<td>Tugas</td>
<td>4 x 40’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX D

Blueprints:

1. Observation Form
2. Questionnaire
3. Interview Guide
## Observation Form Blueprint

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Things to be Observed</th>
<th>Items Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Pre-activities</td>
<td>Teacher presents clear objectives of the lesson.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher presents clear steps of what students must do.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher makes apperception to build students’ background knowledge of the material being studied.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Whilst-activities</td>
<td>Students read pieces of passage or a passage, then find out the unknown words.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students decide part of speech of the unknown words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students focus on the clause or sentence containing the unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students analyze the relationship between the unknown word and other words within a clause or sentence.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students analyze the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students use some possible types of relationship, like cause and effect, contrast, summary, punctuation, and reference words as clues to guess the meaning of the unknown word.</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>Aspects</td>
<td>Things to be Observed</td>
<td>Items Number</td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4</td>
<td>Reviewing</td>
<td>Students review all guessing steps that have been carried out to draw the closer meaning of the unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students present some probable meaning of the unknown word.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher makes a justification for all possible guesses.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Checking</td>
<td>Students check whether or not the part of speech of students’ guess is the same as the part of speech of the unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students replace the unknown word with their guess. If the sentence makes sense, students’ guess is probably correct.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher makes elaboration on students’ guess.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Activities</td>
<td>Teacher reviews the today’s materials to check students’ understanding of new information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students make reflection towards their own learning progress.</td>
<td>2</td>
</tr>
</tbody>
</table>
### Questionnaire Blueprint

<table>
<thead>
<tr>
<th>Aspect of Vocabulary Mastery</th>
<th>No</th>
<th>Statements</th>
<th>Items Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The context of vocabulary use</td>
<td>1.</td>
<td>Saya dapat menebak arti dari sebuah kata dengan bantuan kata-kata atau kalimat-kalimat lain yang ada di sekitarnya.</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Saya mengetahui bahwa sebuah kata bisa memiliki dua arti yang berbeda tergantung konteksnya. Sebagai contoh: <em>swallow</em> (n) artinya burung layang-layang dan <em>swallow</em> (v) artinya menelan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Vocabulary knowledge</td>
<td>1.</td>
<td>Saya merasa bahwa jumlah <em>vocabulary</em> yang saya ketahui meningkat.</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Dengan memperhatikan konteks kalimat, saya tidak mengalami kesulitan dalam mengartikan <em>vocabulary</em> didalamnya yang memiliki kemiripan dalam hal penulisan, contoh: <em>quite</em> (cukup) vs <em>quiet</em> (tenang).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Fundamental processes</td>
<td>1.</td>
<td>Saya dapat menangkap ide pokok dari sebuah percakapan (listening) yang di dalamnya terdapat banyak <em>vocabulary</em> baru.</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Saya dapat menangkap inti dari sebuah bacaan (reading) yang di dalamnya terdapat banyak <em>vocabulary</em> baru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya dapat mengungkapkan ide dalam berbicara (speaking) karena saya memahami arti dari <em>vocabulary</em> yang saya ungkapkan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya dapat mengungkapkan ide dalam menulis (writing) karena saya memahami arti dari <em>vocabulary</em> yang saya ungkapkan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Metacognitive strategies for vocabulary use</td>
<td>1.</td>
<td>Saya dapat menggunakan <em>vocabulary</em> yang sudah dipelajari untuk berkomunikasi sehari-hari dalam bahasa Inggris.</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Saya dapat memilih <em>vocabulary</em> yang tepat (diksi) sesuai dengan konteks dalam berkomunikasi. Sebagai contoh: <em>a man</em> (formal) vs <em>a dude</em> (informal) dan <em>obtain</em> (formal) vs <em>get</em> (informal).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Interview Guide Blueprint

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Items Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The context of vocabulary use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Dengan belajar menggunakan contextual guessing strategy, apakah mempermudah Anda dalam menebak arti kata-kata yang masih baru? Jika IYA, mengapa? Jika TIDAK, mengapa?</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Dengan menganalisis konteks, apakah Anda mengetahui bahwa sebuah kata bisa memiliki dua arti yang berbeda, misalnya kata swallow? Jika IYA, mengapa dan sebutkan satu contoh lain? Jika TIDAK, mengapa?</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Dengan menganalisis konteks, apakah membantu Anda dalam membedakan arti dari vocabulary yang memiliki kemiripan penulisan, misalnya quite dan quiet? Jika IYA, mengapa dan beri contoh kata yang pernah Anda temui? Jika TIDAK, mengapa?</td>
<td></td>
</tr>
<tr>
<td><strong>Fundamental process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Dengan memperhatikan konteks, apakah Anda dapat menangkap ide pokok dari sebuah percakapan atau rekaman? Jika IYA, mengapa? Jika TIDAK, mengapa?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Apakah contextual guessing strategy mempermudah Anda dalam memahami isi dari bacaan yang mengandung banyak kosakata baru? Jika IYA, mengapa? Jika TIDAK, mengapa?</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Apakah contextual guessing strategy mempermudah Anda dalam mengungkapkan ide dalam berbicara? Jika IYA, mengapa? Jika TIDAK, mengapa?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apakah contextual guessing strategy membantu Anda dalam mengungkapkan ide dalam menulis? Jika IYA, mengapa? Jika TIDAK, mengapa?</td>
<td></td>
</tr>
<tr>
<td><strong>Metacognitive strategies for vocabulary use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Apakah Anda sering menggunakan vocabulary yang sudah dipelajari dalam percakapan sehari-hari di kelas? Jika IYA, mengapa dan beri contoh kata tersebut? Jika TIDAK, mengapa?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Research Instruments:

1. Observation Form
2. Field Notes
3. Sample of Questionnaire
4. Interview Guide
5. Journal
Observation Form

Day / Date :
Meeting :
Cycle :

Put a thick (√) to observed or unobserved to represent your evaluation on the items observed.

<table>
<thead>
<tr>
<th>No</th>
<th>Things to be Observed</th>
<th>Observed</th>
<th>Unobserved</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Pre-activities

<table>
<thead>
<tr>
<th>No</th>
<th>Things to be Observed</th>
<th>Observed</th>
<th>Unobserved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher presents clear objectives of the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher presents clear steps of what students must do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher makes apperception to build students’ background knowledge of the material being studied.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Whilst-activities

<table>
<thead>
<tr>
<th>A. Getting Closely at the Unknown Word</th>
<th>Observed</th>
<th>Unobserved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students read pieces of passage or a passage, then find out the unknown words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students decide part of speech of the unknown words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Looking at the Immediate Context</td>
<td>Observed</td>
<td>Unobserved</td>
<td>Comments</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>1. Students focus on the clause or sentence containing the unknown word.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students analyze the relationship between the unknown word and other words within a clause or sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Looking at the broader context</td>
<td>Observed</td>
<td>Unobserved</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>1. Students analyze the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
No | Things to be Observed | Observed | Unobserved | Comments
--- | --- | --- | --- | ---
C. **Looking at the broader context** *(continued from previous page…)*
2. Students use some possible types of relationship, like cause and effect, contrast, summary, punctuation, and reference words as clues to guess the meaning of the unknown word.

---

D. **Reviewing**
1. Students review all guessing steps that have been carried out to draw the closer meaning of the unknown word.
2. Students present some probable meaning of the unknown word.
3. Teacher makes a justification for all possible guesses.

---

E. **Checking**
1. Students check whether or not the part of speech of students’ guess is the same as the part of speech of the unknown word.
2. Students replace the unknown word with their guess. If the sentence makes sense, students’ guess is probably correct.
3. Teacher makes elaboration on students’ guess.

---

**Post-Activities**
1. Teacher reviews the today’s materials to check students’ understanding of new information.
2. Students make reflection towards their own learning progress.
Field Notes

Guiding Questions to Obtain Information:

1. Do the students seem prepared to join the class?
2. Does the teacher seem well prepared with the learning materials and activities?
3. Do the students create conducive atmosphere during the class?
4. Do the students pay attention to the teacher’s explanation well?
5. Do the students actively ask question(s) related to the material being studied?
6. Do the students actively answer teacher’s question(s) related to the material being studied?
7. Do the students actively try to guess the meaning from the context, when the teacher gives an example?
8. Do the students seriously try to do the vocabulary exercises using contextual guessing strategy individually?
9. Do the students actively discuss the vocabulary exercises in pairs?
10. Do the students actively discuss the vocabulary exercises in group?
11. Do the students perform high correctness from the vocabulary exercises given?
12. Do the students find difficulties during the teaching and learning process?
13. Does the teacher find difficulties in the implementation process?
14. How does teacher overcome the problems happening during the teaching and learning process?
**KUESIONER**

Pernyataan-pernyataan dibawah ini adalah mengenai peningkatan kemampuan **vocabulary** Anda setelah belajar **vocabulary** menggunakan **contextual guessing strategy**. Berilah tanda check (✓) pada peryataan yang sesuai dengan apa yang Anda rasakan.

<table>
<thead>
<tr>
<th>No</th>
<th>Peryataan</th>
<th>Setuju</th>
<th>Tidak Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya dapat menebak arti dari sebuah kata dengan bantuan kata-kata atau kalimat-kalimat lain yang ada di sekitarnya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya mengetahui bahwa sebuah kata bisa memiliki dua arti yang berbeda tergantung konteksnya. Sebagai contoh: <em>swallow</em> (n) artinya burung layang-layang dan <em>swallow</em> (v) artinya menelan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya merasa bahwa jumlah <strong>vocabulary</strong> yang saya ketahui meningkat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dengan memperhatikan konteks kalimat, saya tidak mengalami kesulitan dalam mengartikan <strong>vocabulary</strong> didalamnya yang memiliki kemiripan dalam hal penulisan, contoh: <em>quite</em> (cukup) vs <em>quiet</em> (tenang).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya dapat menangkap ide pokok dari sebuah percakapan (<strong>listening</strong>) yang di dalamnya terdapat banyak <strong>vocabulary</strong> baru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya dapat menangkap inti dari sebuah bacaan (<strong>reading</strong>) yang di dalamnya terdapat banyak <strong>vocabulary</strong> baru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya dapat mengungkapkan ide dalam berbicara (<strong>speaking</strong>) karena saya memahami arti dari <strong>vocabulary</strong> yang saya ungkapkan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya dapat mengungkapkan ide dalam menulis (<strong>writing</strong>) karena saya memahami arti dari <strong>vocabulary</strong> yang saya ungkapkan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Saya dapat menggunakan <strong>vocabulary</strong> yang sudah dipelajari untuk berkomunikasi sehari-hari dalam bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya dapat memilih <strong>vocabulary</strong> yang tepat (diksi) sesuai dengan konteks dalam berkomunikasi. Sebagai contoh: <em>a man</em> (formal) vs <em>a dude</em> (informal) dan <em>obtain</em> (formal) vs <em>get</em> (informal).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***Thank You***
## Interview Guide

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The context of vocabulary use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Dengan belajar menggunakan <em>contextual guessing strategy</em>, apakah mempermudah Anda dalam menebak arti kata-kata yang masih baru?</td>
<td>Mengapa?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td>2.</td>
<td>Dengan menganalisis konteks, apakah Anda mengetahui bahwa sebuah kata bisa memiliki dua arti yang berbeda, misalnya kata <em>swallow</em>?</td>
<td>Mengapa dan sebutkan satu contoh lain?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dengan menganalisis konteks, apakah membantu Anda dalam membedakan arti dari vocabulary yang memiliki kemiripan penulisan, misalnya <em>quite</em> dan <em>quiet</em>?</td>
<td>Mengapa dan beri contoh kata yang pernah Anda temukan?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td></td>
<td><strong>Fundamental process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Dengan memperhatikan konteks, apakah Anda dapat menangkap ide pokok dari sebuah percakapan atau rekaman?</td>
<td>Mengapa?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td>6.</td>
<td>Apakah contextual guessing strategy mempermudah Anda dalam memahami isi dari bacaan yang mengandung banyak kosakata baru?</td>
<td>Mengapa?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td>7.</td>
<td>Apakah contextual guessing strategy mempermudah Anda dalam mengungkapkan ide dalam berbicara?</td>
<td>Mengapa?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
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</tr>
<tr>
<td>8.</td>
<td>Apakah contextual guessing strategy membantu Anda dalam mengungkapkan ide dalam menulis?</td>
<td>Mengapa?</td>
<td>Mengapa?</td>
</tr>
<tr>
<td></td>
<td><strong>Metacognitive strategies for vocabulary use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Setelah menerapkan contextual guessing strategy, apakah Anda dapat memilih vocabulary atau diksi yang tepat dalam berkomunikasi? Misalnya memilih kata yang formal dan tidak formal sesuai dengan konteksnya.</td>
<td>Mengapa dan beri contoh kata tersebut?</td>
<td>Mengapa?</td>
</tr>
</tbody>
</table>
Journal

1. Tuliskan dengan singkat pengalaman Anda dalam belajar bahasa Inggris hari ini!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Sebutkan kesulitan yang Anda temui dalam belajar bahasa Inggris hari ini!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Apa harapan Anda untuk pelajaran bahasa Inggris berikutnya?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX F

Raw Data:

1. First Cycle Observation
2. Second Cycle Observation
3. First Cycle Field Notes
4. First Cycle Field Notes
5. Questionnaire
6. Interview Transcript
7. Journal of the First Cycle
8. Journal of the Second Cycle
9. The Result of Worksheet 1
10. The Result of Worksheet 2
11. The Result of Vocabulary Test 1
12. The Result of Vocabulary Test 2
# First Cycle Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Steps</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Activities</td>
<td>1. Teacher presents clear objectives of the lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Teacher presents clear steps of what students must do.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Teacher makes apperception to build students’ background knowledge of the material being studied, by telling them that vocabulary mastery was very important to learn.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Whilst-Activities</td>
<td>4. The teacher did not give a passage or exercises directly, but he asked the students to pay attention on the examples given.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Getting closely at the unknown word</td>
<td>5. The teacher and the students reviewed English part of speech.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Looking at the immediate context</td>
<td>6. The teacher explained about how to find a clue from the clause or sentence containing the unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Looking at the broader context</td>
<td>7. The teacher did not explain about the relationship between the unknown word and other words within a clause or sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reviewing</td>
<td>8. The teacher did not explain the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. The teacher did not inform the students about some possible types of relationship, like cause and effect, contrast, summary, punctuation, and reference words as clues to guess the meaning of the unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checking</td>
<td>10. The teacher and the students reviewed all the steps done before deciding their guess.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. The teacher encouraged the students to be more active in conveying their own guess.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. The teacher always made justification on every student’s guess.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. The teacher and the students checked whether or not the part of speech of students’ guess is the same as the part of speech of the unknown word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. The teacher asked the students to replace the unknown word with their guess. If the sentence makes sense, students’ guess is probably correct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Teacher made elaboration on students’ guess.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Activities</td>
<td>Steps</td>
<td>Implementation</td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Post-Activities</td>
<td></td>
<td>16. Teacher reviewed the today’s materials to check students’ understanding of new information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17. The teacher asked the students to make reflection towards their own learning progress.</td>
</tr>
</tbody>
</table>
### Second Cycle Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Steps</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Activities</td>
<td></td>
<td>1. Teacher presents clear objectives of the lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Teacher presents clear steps of what students must do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Teacher makes apperception to build students’ background knowledge of the material being studied, by introducing a game, namely “guessing” game.</td>
</tr>
<tr>
<td>2.</td>
<td>Whilst-Activities</td>
<td>Getting closely at the unknown word</td>
<td>4. The teacher led the students to guess the unknown words from a narrative passage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looking at the immediate context</td>
<td>5. The teacher and the students did not review English part of speech.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. The teacher did not explain anymore about how to find a clue from the clause or sentence containing the unknown word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. The teacher explained about the relationship between the unknown word and other words within a clause or sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looking at the broader context</td>
<td>8. The teacher explained the relationship between the clauses or sentences containing the unknown word and other sentences or paragraphs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. The teacher informed the students about how to analyze conjunctions and cause-effect and contrast relationship as clues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reviewing</td>
<td>10. The teacher and the students reviewed all the steps done before deciding their guess.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. The teacher always made justification on every student’s guess.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checking</td>
<td>12. The teacher and the students checked whether or not the part of speech of students’ guess is the same as the part of speech of the unknown word.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13. The teacher asked the students to replace the unknown word with their guess. If the sentence makes sense, students’ guess is probably correct.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14. Teacher made elaboration on students’ guess.</td>
</tr>
<tr>
<td>3.</td>
<td>Post-Activities</td>
<td></td>
<td>15. Teacher reviewed the today’s materials to check students’ understanding of new information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16. The teacher asked the students to make reflection towards their own learning progress.</td>
</tr>
</tbody>
</table>
First Cycle Field Notes

<table>
<thead>
<tr>
<th>Class</th>
<th>XII IPS 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>28</td>
</tr>
<tr>
<td>Day/date</td>
<td>Wednesday / August 18, 2010</td>
</tr>
<tr>
<td>Meeting</td>
<td>1</td>
</tr>
<tr>
<td>Cycle</td>
<td>1</td>
</tr>
<tr>
<td>Time began</td>
<td>11.30</td>
</tr>
<tr>
<td>Time ended</td>
<td>12.50</td>
</tr>
<tr>
<td>Topic</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

Today, as I arrived at the school, it was still 11 a.m. As a result, I had to wait for 30 minutes. As I had planned, I would conduct my first cycle in Classroom Action Research (CAR). Afterwards, as the bell was ringing, I followed the English teacher, Mr. Otniel, to XII IPS 1 class. Before entering the class, I saw that the students were so busy with their own activities, like chatting with their friends, walking around the class, playing their cell phone, sending and receiving messages, opening facebook, etc. It might be all of the students looked relieved after the history class. When the teacher came to the class, he did not open the class directly. So, some of the students still ignored him and continue their fun activities. I could conclude that the students were not ready to join the class.

A minute later, the teacher was ready with the materials. He greeted the class and tried to move around the class to make the students calm. Then, the students started to stop talking and prepared their exercise books. Afterwards, the teacher reviewed the materials of the last meeting. Today’s English class dealt with narrative. The teacher had planned that the class was going to have reading, but the major focus was on the vocabulary learning.

To begin the class, the teacher told the students that they would learn a new topic, namely, narrative. However, for the two or three meetings to go, the students would train more on the vocabulary. Then, they would come to the generic structure. The teacher also explained first that the students would be introduced to one of the strategies in learning vocabulary, namely contextual guessing strategy. In fact, this strategy seemed new for the students because they were accustomed to have word lists and memorized the Indonesian meaning directly. When the teacher explained the students about the strategy, most of the
students paid attention seriously. It seemed to me that the students were curious to know more about the strategy. Moreover, the teacher said that the strategy might be very helpful in answering some types of question in National Examination (UAN). The students directly asked the teacher to explain more. From their responses, I could say that the students were really eager to know more about contextual guessing strategy.

After introducing the concept of contextual guessing strategy, the teacher explained the steps to do a guessing one by one. He gave an example how to guess the meaning of the word “awful” in this sentence; *John said that he was not going to that restaurant anymore. The food was awful. The pizza was black, the vegetables were cold, and the coffee was terrible.* He said that the first step was deciding the part of speech, the students actively answer that the part of speech of the unknown word is an adjective. When the teacher said that their answer was correct, all of them yelled very loudly and cheerfully. The next step, the teacher asked the students to look at the surrounding words. A student raised her hand and asked for more explanation. The teacher then told the students that the surrounding words meant the words which were located before and after the unknown word or the sentence containing the unknown word. Then, the students said “food” together. The teacher agreed with the student. He said that the meaning had something to do with “makanan.” Surprisingly, a student said “terusnya apa, Pak? Jadi tambah penasaran nih.” Of course, the teacher and I laughed heartily. The teacher continued the third step by asking the students to see the broader context. He said “Now, look at the broader context or lihat kalimat sebelum dan sesudah kata awful.” Within a second, a student answered, “it is dealing with the restaurant, Sir…and…maybe with the taste of pizza was not delicious.” Her friends gave applause to her because she was able to answer in English successfully. The teacher appreciated her effort very much, and reinforced her by saying “Great” and he elaborated the student’s answer with more complete explanation. Coming to the fourth step, the teacher asked all the students to see all the clues that they had. He assisted the students and said “first, we have an adjective atau kata sifat; second, we have the word “food”, so it is related with
“food”; third, we have the word “restaurant” and “black pizza”, it is clear that the unknown word has something to do with the taste of food.” Then, the teacher gave the students an opportunity to guess the meaning of the unknown word.

After giving enough examples, the teacher asked the students to do the guessing exercises in worksheet 1 individually. It was aimed to check their understanding one by one. During the exercise time, I observed that some of the students, especially those who sat in front, seriously did the exercise. My assumption, it was because they sat near the teacher. However, those who sat at the back and at the corner just kept silent without doing anything. Some of them had chatted with their pairs by using a piece of paper. They talked about something else.

Seeing that some of the students got confused and needed partners to share with, the teacher asked them to work in pairs. It was aimed that the students could share the difficulties and solve the problem together. In pairs, the students seemed to be more focused in doing the exercise. The class’ atmosphere changed to be livelier because all of the students actively discussed the exercises. The teacher moved around the class, sometimes sat for a while in some desks to make sure that his students walked in the right track.

Afterwards, the teacher asked the students to stop doing the exercises. Since the students said that they got stuck with some numbers, such as, “tiptoe”, “glance”, “peculiar” and “limp”. Knowing that situation, the teacher opened for a class discussion. However, the teacher asked the students to change their works with others because the teacher would record their real ability. During class discussion, the students were so active. There were 5 up to 7 students who always raised their hands, trying to answer. They looked enthusiastic although sometimes their answers were totally wrong. The most difficult word to be guessed was the word “peculiar” in the sentence; “Galileo was a professor of mathematics. He always dressed in strange clothes and used to walk around the town talking to himself. The people of Pisa were never quite sure whether Galileo was totally crazy or an amazing genius. He certainly had some very peculiar ideas.” The students thought that the meaning of “peculiar” was “gila” or “brilliant”. I myself
admitted that the context actually didn’t help them so much. It was because the relationship of the unknown word with other words was not really obvious. Yet, the teacher found an alternative by providing a new sentence; *Before my grandma dead, I've been having very peculiar dreams the past few weeks.* Since the context was familiar with the students, some of them answered quickly. They said it was “menyeramkan”, “aneh”, and “tidak biasa”. Then, the teacher elaborated their answers that it dealt with something which was unfamiliar and strange.

After class, I met the teacher and had a small discussion with him. He said that the students were active during the discussion class. However, they were so silent when they were asked to answer the questions individually. They were also unwilling to ask a question or express their ideas. The teacher gave reason that the students were afraid of making mistakes when they had to say something in English. That’s why, the teacher said that actually he should give the students big encouragement to speak up. Mr. Otniel also stated that most of the students still looked confused in applying the steps of guessing procedure. He admitted that the students were not accustomed to practicing this strategy before. As a result, they faced many difficulties in guessing the words using contextual guessing strategy.

Besides, since this was the last period class, most of the students were exhausted. Actually, that factor influenced the success of material being studied. Then, the teacher admitted that he couldn’t overcome that problem in this meeting. Thus, he asked me to discuss the next activities which were considered to be more interesting and challenging. Also, it was worthy needed to employ learning methods which could foster student-student interaction.
Second Cycle Field Notes

<table>
<thead>
<tr>
<th>Class</th>
<th>XII IPS 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>29</td>
</tr>
<tr>
<td>Day/date</td>
<td>Tuesday / August 24, 2010</td>
</tr>
<tr>
<td>Meeting</td>
<td>2 Cycle 2</td>
</tr>
<tr>
<td>Time began</td>
<td>08.20 Time ended 09.55</td>
</tr>
<tr>
<td>Topic</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

In this second cycle, I came to the class earlier more or less at 8 a.m. After waiting for a moment, the English class was started at 08.20. I followed the teacher to the class. Actually, today’s class would be conducted in a different way. In order to improve the lack of teaching and learning process in the first cycle, the teacher and I planned a series of activities which might draw students’ interest in learning vocabulary.

After greeting the students who seemed busy with their activities like completing a note of the previous lesson, preparing the English book, and chatting with their friends. Afterwards, the teacher asked them to move from the class. The teaching and learning process would be taken place in school hall. It aimed at avoiding students’ boredom and gave them a little refreshing. In the hall, the students were asked to make a big circle, then the teacher said that they would play a game, namely “guessing” game. In this game, every student would have a turn to sit in the hot seat. Somebody in charge should describe a thing using her own word. I found a student who faced difficulties in describing the word “broom.” Actually, she had an idea in mind, but she failed to convey it. She was confused in finding the right term of *terbuat dari kayu*. On the other hand, I found a student who seemed very clever in finding a simple and right term to convey her ideas. When she described the word “toilet”, she applied the word “peculiar” which had been learnt previously. She said “it was an area which is peculiar for all the students.” After class, when I asked her why she called the toilet as a peculiar area, she answered that sometimes their school’s toilet was so scary. That’s why, some people considered it as a peculiar area.

From my observation, I could say that when the students did the “guessing” game. In this game, the researcher found that some students utilized
some vocabulary which had been learnt before, for instances the word “peculiar” (adj) and “pleased” (adj). It was shown that contextual guessing strategy might help the students in understanding the meaning of words, instead of just memorizing them.

To begin the study, the teacher conducted jigsaw. The teacher asked the students to count one to five and make a group based on the same number. Every group would be given a set of paper consisting five different colours. Each student was responsible for each paper. In every paper, there was an unknown word which should be guessed based on its context. That early group was called home group. Then, the teacher asked the students to gather with other students which had the same paper’s colour. Since they had the same colour, they had the same questions. In their groups, they would find the clues and decide the meaning of the unknown word together. This group was called expert group. During the activities in the expert group, I saw that the class was very conducive. I myself really felt a fun learning and I hoped the students as well.

When discussing in the expert group, sometimes the students asked the teacher when they were not really sure with the clues that they had found. I also heard a student asking the part of speech of the word “plenty” because they were not allowed to consult to the dictionary directly. The dictionary would be used just for checking their guess. Moreover, I found that the “yellow” group seemed confused in deciding the meaning of the word “wink” in *The two spies talked on the telephone for the last time*. “Peter, you are not to speak to me at the embassy party, but you must watch my face carefully. I will *wink* at you. If I close my right eye, you are to kill the man, but if I *wink* with my left eye, you are to kill the woman. Understand? However, this group was lead by Brigitta who is very smart in grammar. She explained to her group that they could use a modal “will” as a clue. So, they could decide that the unknown word was a verb since it was preceded by a modal. I thought that it was a very good and reasonable explanation. Then, that group worked together, Vera said that *ada kata* “right” artinya kanan, “close” itu menutup, berarti menutup satu mata atau mengedipkan,
yang mana? Finally, after reviewing all the steps together, the “yellow” group decided that “wink” meant mengedipkan mata.

After more or less 10 minutes, the students were asked to come to their home group. In the home group, the students tried to share the knowledge that they had discussed from the expert group. They did it in turns. In group, I saw that most of the students still used Bahasa Indonesia to ask, answer, or convey something. Yet, it seemed that the students were very eager to learn and discuss the exercises in group.

During the home group’s discussion, the teacher moved around to the students. Sometimes the teacher stopped for a minute to listen to the students’ presentations. Assuming that all the students had a chance to present their own task, the teacher invited the students to have a class discussion. It aimed to check how well the students in guessing the meaning of the unknown word from a context. Based on the observation, the most difficult word to guess was the word “strolled” in the sentence Jim and Sandy had met on vacation and they were very much in love. This was their last day together. As the sun went down over the sea, they stroll hand in hand along the beach, looking into each other’s eyes, saying nothing. The students could decide its part of speech. However, they found difficulty in interpreting the phrase “hand in hand.” They said pokoknya pegang-pegangan tangan. The students were not able to see the relationship between the clues and the unknown word.

After discussing all the answers, the teacher distributed a worksheet containing 20 numbers. However, before distributing the worksheet, the teacher gave the students a piece of narrative text, A story of “Nolbu and Hyungbu: A Story of Two Brothers”, then asked them to guess the meaning of words typed in bold. The students did it individually, and the class was so silent. It seemed to me that the students did not read the text seriously. Afterwards, they did worksheet 2 individually. In that worksheet, the unknown words appeared in two different contexts and the students had to guess their meaning. One of the example was (1) Since his children were starving, Hyungbu asked his brother for rice to feed them. (2) The Ethiopians are starving now, and they need food supplies from other
countries. If there were two context, it would enable the students to determine the meaning surely.

Since there were a lot of questions, the teacher just asked the students to answers the question number two until eleven. The students told that worksheet 2 was much easier because they had the story first as the reference. In this meeting, the students also had more explanation on how to see the relationship between the clause and sentence containing the unknown word with other sentences or paragraphs. The teacher always told and repeated his explanation so as to make sure that the students fully understood the concept of contextual guessing strategy. The teacher also gave additional information about other ways in finding the clues. He said that conjunctions could help the students in drawing the meaning of a new word. He explained some general conjunctions, like but, and, if, and when. Then, he wrote an example The driver of the car was killed in the accident, but both passengers were not; they escaped unhurt. After writing the sentence on the whiteboard, the teacher asked the students to guess the meaning of the word “escaped.” It was a new word for the students, but they try to apply the steps of guessing procedure to seek the meaning. The teacher then called on different students to do each steps. First, the teacher asked the students to focus on the word “killed.” Since there was a conjunction, the teacher highlighted the word “but.” The teacher and the students also concerned on the word “hurt.” After doing all the steps, the students successfully guessed that “escaped” meant menyelamatan diri.

From the discussion session, I could say that this meeting was much livelier than that in the previous one. The students also performed high correctness in doing worksheet 2. I found that the some of the students got more than 70. After class, I met the teacher and asked him about the improvement. He said that the class average score was increasing from 38.2 to 54.8. Then, the teacher said that it was wonderful. He saw that there was vocabulary mastery improvement in this cycle. He also said that it was sufficient to gain the data since the improvement had been clearly seen. Therefore, I decided that two cycles were enough to see whether contextual guessing strategy is able to improve the
vocabulary mastery of the students in this class. Then, I plan that I will give the second test or the final test to ensure the students’ vocabulary mastery improvement on the next meeting.

Before going home, the students were given a journal (similar to the previous journal). They were asked to convey their own learning experiences, the difficulties faced during the teaching and learning process, and the students’ desire and needs in learning. The students were given ten minutes to write the journal.
### Raw Data of Questionnaire

**Students’ Opinion about Their Vocabulary Mastery Improvement**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Vocabulary Mastery</th>
<th>∑ Response (n People of 28 Respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td><strong>The context of vocabulary use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Context helps me in guessing the unknown words’ meanings.</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>I am able to recognize a word which has multiple meanings by looking from its context.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Vocabulary knowledge</strong></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>My vocabulary size is increasing.</td>
<td>28</td>
</tr>
<tr>
<td>4.</td>
<td>I am able to recognize two words which share similar features.</td>
<td>19</td>
</tr>
<tr>
<td><strong>Fundamental processes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>By analyzing context, I am able to grasp idea from listening passage or someone’s speaking.</td>
<td>21</td>
</tr>
<tr>
<td>6.</td>
<td>By analyzing context, I am able to get idea from a reading text.</td>
<td>23</td>
</tr>
<tr>
<td>7.</td>
<td>I am able to apply the learned words in expressing the ideas orally.</td>
<td>20</td>
</tr>
<tr>
<td>8.</td>
<td>I am able apply the learned words in expressing the ideas in writing.</td>
<td>19</td>
</tr>
<tr>
<td><strong>Metacognitive strategies for vocabulary use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I am able to convey the ideas in the daily communication.</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>I am able to recognize the level of in (formality) in applying the daily communication.</td>
<td>12</td>
</tr>
</tbody>
</table>
Interview with Respondent #1
I : Good afternoon.
R#1 : Good afternoon, Miss.
I : gimana nilai tes nya?
R#1 : he..he…lumayan mbak.
R#1 : iya membantu sekali, aku jadi tahu kalo menganalisis konteks itu sangat berguna.
I : berguna dalam hal apa?
R#1 : menganalisis konteks sangat membantu ya, kita tidak sepenuhnya betul dalam menebak, tapi mendekati arti yang dimaksud, misalnya, kita cari dulu kata kunci dari kalimat sebelumnya, trus dari kalimat sesudahnya. Nanti dihubung-hubungin semuanya.
I : wah sepertinya sudah sangat terampil nih he...he
R#1 : ah ga juga mbak…asal sering latihan aja.
I : trus dengan menganalisis konteks, apakah Brigit dapat mengetahui bahwa sebuah kata bisa memiliki dua arti yang berbeda? misalnya kata “swallow” yang kemarin dibahas.
R#1 : iya, soalnya kalau kita merhatiin konteks pasti bisa dilihat bedanya.
I : ada contoh lain selain “swallow”?
R#1 : ehm…apa ya…ga tahu.
I : oke… kemudian setelah mengaplikasikan *contextual guessing strategy* dalam menebak arti kata, apakah jumlah kosakata yang dimiliki jadi meningkat?
R#1 : pastinya.
I : kenapa?
R#1 : karena dalam menebak kita kan juga harus mengartikan kata-kata sekitarnya. Jadi mau ga mau ya harus tahu dan hapal.
I : bisa ga bedain arti dari vocabulary yang memiliki kemiripan penulisan?
R#1 : yang kaya apa ya mbak?
I : misalnya quite dan quiet gitu.
I : berarti sekarang udah ga bingung lagi kan?
R#1 : ya tergantung…kalo paham konteks ya bisa.
I : trus kalo dalam listening nih,
R#1 : jarang listening mbak.
R#1 : kadang bisa sih, tapi kalo kata-kata yang umum aja. Kalo apply contextual guessing strategy di listening agak susah, ga ada yang dibaca. Mungkin kalo dengerin lagu bisa, kan reff nya di ulang-ulang.
I : jadi intinya Brigit dapat menerapkan strategi dengan mudah kalo liat teks nya dan ada pengulangan?
R#1 : iya seperti itu kira-kira hehehe.
I: nah sekarang kalo dalam reading, pernah ga nemuin teks bacaan yang vocabnya susah semua.
R#1 : lah yang kemarin itu yang Nolbu itu susah kok.
I : trus gimana cara mengatasi.
R#1 : nah kalo dalam bacaan, penerapan strategi bisa lebih baik, karena kan kita tahu kata-kata di sekitarnya itu apa. Ga ngarang-ngarang kaya pas listening gitu.
I : maksudnya tahu spelling sama grammarnya gimana gitu ya?
R#1 : iya, kadang grammar juga membantu mbak. Apalagi buat nentuin part of speech.
I : bisa kasih contoh?
R#1 : aku hapalnya setelah modal itu verb.
I : wah grammarnya pasti dapat nilai bagus tuh hehe
R#1 : iya dong mbak.
I : oke, sekarang kalo dalam speaking...sering ga speaking in English di kelas?
R#1 : kalo diminta aja, kalo ga wajib ya males.
I : kenapa?
R#1 : ya susah mbak. Aku tahu mau ngomong apa, tapi gat au vocab nya apa.
I : oke, sekarang kalo dalam speaking...sering ga speaking in English di kelas?
R#1 : kalo diminta aja, kalo ga wajib ya males.
I : kenapa?
R#1 : ya susah mbak. Aku tahu mau ngomong apa, tapi ga tau vocab nya apa.
I : setelah bisa menganalisis konteks, apakah masih bingung?
R#1 : ya masih sih, tapi setidaknya saya paham kata-kata tertentu muncul dalam konteks apa, jadi lebih membantu.
I : jadi lebih familiar dengan konteks dari vocab tertentu?
I : wonderful...
R#1 : thank you.
I : then, talking about writing. Kalo dalam menulis apakah strategi ini membantu?
R#1 : iya mbak.
I : dalam hal apa?
R#1 : dalam mengarang kan kita harus dapat menggunakan vocabulary yang tepat, sehingga kalimat yang ditulis juga dapat dimengerti.
I : jadi cenderung membantu dalam pemilihan kata ya?
R#1 : betul mbak.
I : nah kalo dalm komunikasi sehari-hari, sering dipake ga sih kata-kata yang udah dipelajari?
R#1 : iya, dikit hehe.
I : contohnya?
R#1 : ya dikit-dikit sering digunakan, misalnya tanya ke temen, ‘why you are so pleased?’ kan kemarin baru aja bahas artinya’ pleased’, dulunya ga tau sih mbak. Biasanya kata-kata yang mudah di apalin sama gampang ngucapinnya.
I : oke deh…kalo dalam komunikasi sering memperhatikan mana kata yang formal dan informal ga? Mana yang tepat buat ngobrol sama temen, mana yang pas buat nyapa guru atau orang yang dihormati?
R#1 : biasanya kalo ngomong sama temen sendiri pake ‘what’s up, girls?’ Tapi kalo ketemu guru bahasa Inggris ya bilang ‘how are you, Sir?’ Cuma itu yang tahu.
I : great..
R#1 : hihi
I : all right, I think that’s all, thank you, Briggita.
R#1 : you’re welcome, Miss.
Interview with Respondent #2

I : Good afternoon, De.
R#2 : hello Miss Susan, good afternoon.
I : kita akan ngobrol bentar ya.
R#2 : oke, Miss. Basketnya masih ntar jam 4 kok.
I : oke. Menurut kamu, gimana pelajaran bahasa Inggris 2 minggu terakhir ini?
R#2 : lebih bermanfaat kyaknya.
I : kenapa?
R#2 : kita diajari strategi vocab yang sebenarnya sangat kita butuhkan.
I : kenapa kok strategi itu sangat dibutuhkan?
R#2 : gini loh, 6 bulan lagi kita kan udah mau ujian nasional, nah kendala kita selama ini itu bahasa Inggris. Mana dalam ujian banyak bacaan lagi, trus bacaan tersebut pasti yang belum pernah dipelajari, sehingga kata-katanya pun baru buat kita.
I : trus peran strategi ini apa?
I : hehe..kamus berjalan pa? berarti Dede menerapkan strategi ini dalam menebak kata-kata baru yang mungkin muncul di ujian nas?
R#2 : iya, makanya saya kemarin semangat banget kan, karena saya udah menghapal pun, hasilnya ga pernah maksimal. Saya rasa, Mister perlu banyakin latihan menebak deh.
I : oke syukur deh kalo jadi lebih semangat. Trus saya mau tanya, dari pengalaman Dede, kenapa kok contextual guessing strategy bisa mempermudah dalam mengartikan vocabulary baru dan asing di telinga Dede?
R#2 : yah…karena setelah diperkenalkan dengan strategi ini, saya lebih paham ternyata kita ga selalu harus memakai kamus. Kita bisa mengandalkan
kemampuan interpretasi, tapi juga harus sesuai langkah yang ada di guessing procedure. Setidaknya kalo ga 100% betul artinya, tapi intinya sama.

I : trus pernahkah menemukan suatu kata yang ternyata bisa punya arti lebih dari satu?

R#2 : ehm...lupa mbak. Kemarin dibahas siih...apa ya?

I : iya contohnya “swallow” kan?

R#2 : iya. Oh yang kaya itu...aduh lupa beneran. Tapi ada, ada.

I : never mind. Setelah mengaplikasikan contextual guessing strategy dalam menebak arti kata, apakah Dede merasa bahwa jumlah vocabulary nya meningkat?

R#2 : iya lah mbak. Dari yang cuman tau 1 atau 2 kata sekarang jadi bertambah tanpa sadar aja.

I : loh kok bisa tanpa sadar gimana?


I : oh jadi tanpa menghapal, udah otomatis hapal sendiri ya?

R#2 : iya mbak, tapi ya belum maksimal, karena jujur aja ga begitu sering dipraktekin.

I : kemudian ada kesulitan ga dalam menebak kata yang punya kemiripan penulisan? Seperti affect sama effect atau quiet sama quite?

R#2 : iya itu yang kemarin paling susah dilakuin mbak.

I : kendalanya apa kira-kira?

R#2 : menurut saya sih kadang-kadang cuman karena kurang teliti, sebenarnya dari konteksnya udah tau intinya apa, trus kira-kira artinya apa, tapi karena kadang tulisannya sama jadi bingung.
I : jadi yang bikin bingung tulisannya bukan konteksnya?
R#2 : iya mbak, ga terbiasa soalnya.
I : ketika guru ngomong pake bahasa Inggris atau dengerin rekaman, bisa nangkap ga intinya apa?
R#2 : Awalnya sih sering kira-kira ini artinya apa ya, kan dengerin percakapan dari kaset susah, trus ya asal nebak aja jadi sering salah. Tapi sekarang setelah belajar ini..ya apa…nebak contextual, aku jadi mudeng gimana cara nyari kata kunci. Apalagi kemarin diajarin yang conjunction itu, mbantu banget tuh.
I : membantu dalam hal apa?
I : wah jelas sekali…pasti selalu merhatiin pak guru ya? Sekarang apakah strategi ini juga membantu saat Dede menemukan bacaan dengan banyak kosakata baru dan asing?
R#2 : iya mbak menurutku dan mungkin teman-teman yang lain juga, Strategi ini mbantu banget buatku terutama kalo pas nemuin kata-kata susah di bacaan. Menurut saya, kalo nebak kata dalam bacaan lebih mudah daripada dalam kalimat kayak yang di worksheet kemarin. Soalnya kata-kata yang membantu lebih banyak, hint nya lebih banyak.
I : trus apakah setelah menggunakan strategi ini, Dede jadi lebih gampang dalam menyampaikan pendapat secara lisan? Pas kegiatan speaking atau diskusi kelas mungkin.
R#2 : iya, kebanyakan jadi hapal kata-kata yang pernah ditebak, kan prosesnya detail banget tuh, jadi otomatis hapal gitu. Kalo kita hapal vocab dan artinya, akan lebih mudah buat digunakan saat ngomong, kan ga perlu ehm…ehm….mikir bahasa Inggrisnya ini apa ya, itu apa ya. Kelamaan.
I : emang dulu sering bingung ga nemuin vocab nya apa gitu ya?
R#2 : sering banget mbak, kan kita cuman apal dari daftar kosakata, ulangan ingat, tapi habis ulangan ke laut deh…alias lupa.
I : sekarang gimana?
R#2 : membantu saya jadi lebih pede dalam bicara atau menyampaikan pendapat, soalnya secara ga langsung jadi lebih cepet hapal daripada ngapalin dari buku

I : very good. Kalo dalam membuat karangan gimana?

R#2 : oh iya kemarin ada PR bikin cerita rakyat…hehe.

I : jadi inget kan?


I : kira-kira contextual guessing strategi ini membantu ga?

R#2 : tentu lah mbak, saya merasa vocab nya bertambah luas, banyak pilihan kata yang saya tahu, seperti ‘sufficient’ dengan ‘enough.’ sehingga saya lebih mudah mengungkapkan ide dalam karangan.

I : jadi banyak referensi kata ya?

R#2 : iya jadi lebih enak ya, mau ngomong ini bisa, itu juga bisa. Ga cuman-cuman itu-itu terus.

I : tadi kan berhubungan sama pelajaran, sekarang kalo lagi di kelas atau diskusi, sering ga pake kata-kata yang udah dipelajari saat ngomong?

R#2 : maksudnya pake bahasa Inggris?

I : iya.

R#2 : kalo dikelas jarang si, tapi sejak tahu banyak kosakata, saya jadi sering ngobrol sama bule.

I : via internet.

R#2 : iyalah mbak, kalo ketemu ya malu, ngomongnya aja belepotan hehehe.

I : kalo boleh tahu, pengalamanmu gimana?

R#2 : iya jadi sok Inggris gitu sih, tapi jujur malah jadi cepet hapal. Trus jadi bisa chattingan sama temen-temen bule, padahal dulu cuma bisa’ yes/no’ aja. Sekarang lumayan bisa tanya balik.
I: wow…jadi banyak temen gara-gara bisa komunikasi dengan baik ya?
R#2: iya, maka dari itu saya merasa startegi ini ga cuman mbantu dalam hal pelajaran aja, tapi juga bantu komunikasi sehari-hari kita.
I: great. Trus ketika menggunakan vocabulary tersebut, sering merhatiin kata-kata yang formal mana, yang informal mana?
I: oke Dede, saya rasa udah cukup. Makasih banyak ya, sukses buat basketnya.
R#2: sama-sama Miss.
Interview with Respondent #3

I : Hi Vera.
R#3 : iya Miss.
I : bisa ngobrol bentar kan?
R#3 : oke bisa banget.
I : gimana test nya susah ga?
R#3 : lebih susah yang dulu Miss.
I : kenapa?
R#3 : sekarang ada konteksnya, jadi bisa kira-kira. Ga salah-salah banget hehe.
I : trus apakah startegi ini membantu dalam menebak vocab yang baru atau susah?
R#3 : iya mbak, karena dengan tau arti dari konteks, ga perlu buka kamus.
I : pernah menemukan sebuah kata yang punya dua arti?
R#3 : kemarin itu…”swallow”
I : kok dari dati pada jawab “swallow” terus?
R#3 : habis inget banget sih gara-gara kemarin.
I : kenapa Ver?
R#3 : lucu-lucuan ajg kemarin.
I : boleh disharingkan?
I : oh I see. Trus sekarang jumlah vocabulary nya jadi meningkat apa tidak?
R#3 : iya.
I : alasannya?
R#3 : Ya pastinya bertambah, soalnya kan kalo nebak kata asing itu, kita juga harus nglihat kata-kata yang lain. Jadi secara otomatis, dari sebuah pertanyaan, kita belajar lebih dari satu kata.

I : jadi nebak satu kata, tapi belajar kata-kata yang lain juga?

R#3 : iya.

I : Dengan menganalisis konteks, apakah membantu Anda dalam membedakan arti dari vocabulary yang memiliki kemiripan penulisan, misalnya quite dan quiet?

R#3 : iya.

I : bisa kasih contoh?

R#3 : effect sama affect…itu susah banget.

I : oke, now in listening, kalo pas denger rekaman atau simpelnya saat guru menjelaskan dalam bahasa Inggris, kira-kira dapat menangkap maksudnya ga?

R#3 : biasanya kalo guru ngomong pake bahasa Inggris, ya dikit-dikit mudeng. Tapi semua sih, paling cuma intinya apa gitu. Paling yang tahu cuma satu atau dua kata, tar digabung-gabungin biar tahu maksudnya apa.

I : kalo dalam reading, pernahkah menemukan teks yang vocabulary nya asing?


I : trus apa yang Vera lakukan untuk dapat memahami teksnya?

R#3 : sebisa mungkin menebak arti kata yang sulit, tapi terkadang saya sendiri ga menemukan clue nya. Jadi yang ga bisa ya dilewatin. Tanya temen aja.

I : kalo pas speaking, kan sering diadakan diskusi dalam grup, tar presentasi gitu kan?

R#3 : iya, tapi biasanya saya cuman diem.

I : loh kenapa?

R#3 : ya…bingung aja.

I : apakah setelah mempelajari contextual guessing jadi sedikit terbantu?
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R#3 : menurut saya iya, karena menurut saya lebih mudah menghapal melalui
step-step kemarin, daripada belajar semalam suntuk.
I : trus hubungannya sama speaking?
R#3 : jadi cepet inget, misal mau ngomong “dia seorang pemberani” tadinya
kan harus mikir loading lama gitu karena lupa, tapi karena secara ga
langsung hapal jadi tau, oh ini “courageous.”
I : awesome... tadi kan dalam speaking. Nah sekarang sama-sama
menguugkapkan ide, kalo dalam writing atau mengarang, apakah
strategi ini membantu?
R#3 : ya saat ngrangkai kalimat jadi lebih nyambung aja, kan kemarin juga
diajarin conjunction. Biasanya sering dipake pas bikin tugas mengarang.
I : lalu untuk percakapan sehari-hari nih, misalnya diluar pelajaran
bahasa Inggris, sering pake kata-kata yang udah dipelajari ga sih?
R#3 : di kelas?
I : ya bisa, di luar juga bisa.
R#3 : kadang-kadang smsan pake bahasa Inggris. Tapi ya selalu.
I : contohnya?
R#3 : hehe apa ya? Yang hapal ya itu “courageous.”
I : oke. Nah selama ini sering ga perhatiin kapan harus pake kata
formal kapan ga harus formal?
R#3 : yang mana mbak?
I : misalnya kalo sama temen dekat, “what’s up, dude?”, sama guru
misalnya “how are you, Sir?”
R#3 : kalo dalam ngomong ga pernah, tapi saya sering perhatiin kalo pas baca
“Cosmo Girls” sama kemarin koran yang dibawain guru itu.
I : emang bedanya apa?
R#3 : tergantung konteksnya, kalo biasanya dalam majalah remaja sering ada
cara ‘guys’, tapi kalo dalam berita atau Jakarta Post gitu biasanya ‘people.’
I : jadi merhatiin pemakaianya kapan dan dimana?
R#3 : iya Miss.
I : oke, makasih atas waktunya Vera. Sukses selalu ya.
Interview with Respondent #4

I : hello, Elen.
R#4 : hello, Miss.
I : how’s your test?
R#4 : ehm…good. Pake Indonesia aja Miss. hehe
I : hehe…oke. By the way, apa yang Elen rasakan selama pelajaran bahasa Inggris 2 minggu terakhir ini?
R#4 : pastinya lebih fun, karena kemaren ada games tebak-tebakan, trus diajarin strategi baru yang berguna banget buat kita-kita yang mau ujian nasional.
I : membantu dalam hal apa?
R#4 : karena di ujian nanti pasti banyak vocab baru, kan ga boleh bawa kamus, untung diajarin menebak dari konteks.
I : bagaimana kok strategi ini bisa membantu?
R#4 : dari melihat kata-kata yang satu kalimat, kan bisa di kira-kira artinya. Trus juga tau itu verb atau kata benda.
I : oh begitu. Trus kalo misalnya ada sebuah kata yang ternyata punya arti lebih dari satu gimana?
R#4 : oh yang apa itu..hehe…ehm…burung itu ya Miss?
I : iya, apa hayo?
R#4 : lupa beneran, tapi aku inget artinya burung sama apa ya…?
I : menelan?
R#4 : iya. Oh ini “swallow.”
I : kalo nemuin kata lain yang punya arti lebih dari satu gimana?
R#4 : kebanyakan ga tahu, soalnya dari awal ya belajar vocabulary yang keluar di pelajaran aja. Biasanya kata-kata yang sering keluar diapalain, tapi cuman ada satu arti. Jadi sekarang baru tahu.
I : trus Elen merasa vocab nya bertambah banyak atau tidak?
R#4 : iya mbak.
I : kenapa?
R#4 : karena dari menebak, kita belajar lebih banyak kata, dari clue-clue nya itu.

I : pernah nemuin kata yang tulisannya mirip gitu?
R#4 : pernah mbak

I : Dengan menganalisis konteks, apakah membantu Elen dalam membedakan arti dari vocabulary yang memiliki kemiripan penulisan, misalnya quite dan quiet atau affect sama effect?


I : trus yang dilakuin apa kalo udah ga nemuin clue?
R#4 : buka kamus mbak…hehe.

I : wah langsung give up ni. Kalau dalam listening, misalnya dengerin rekaman atau pak guru ngomong, bisa nagkep dengan mudah ga intinya apa?

R#4 : kalo dengerin orang ngomong atau rekaman gitu susah banget nangkap, kata-katanya ga tau. Sering ga dong intinya apa soalnya terkadang saya cuma tau tulisannya, pronunciation nya jarang denger. Lagian ga biasa ini ya ngomong pake Inggris.

I : pernah mengalami kesulitan dalam memahami bacaan?
R#4 : iya sering.

I : sebab terbesar kenapa?
R#4 : banyak kata-kata sulit mbak.

I : trus apakah contextual guessing strategi bisa membantu?
R#4 : Jujur ya sampe sekarang strategi menebak itu masih susah, ya mungkin karena jarang latihan sih. Jadi kalo ada kata-kata baru dalam bacaan, biasanya langsung buka kamus, kan lebih pasti gitu.

I : buka kamus terus donk? Hehe
R#4 : iya sih mbak.
I : kalo dalam diskusi misalnya, harus mengungkapkan ide dalam bahasa Inggris. Susah ga dilakuin?
R#4 : susah juga sih, tapi kemarin saya merasa agak mending bisa pas di hot seat itu.
I : kenapa?
R#4 : menurutku belajar dari konteks lebih membantu kita cepat hapal, tapi ya prosesnya lama, kan harus apa namanya…stepnya banyak, harus cari verb noun nya. Tapi jadi mudeng apa yang mau saya katakan.
I : nah tadi kan dalam speaking, kalo dalm writing atau saat mengarang, apakah strategi ini bisa membantu?
R#4 : kalo dalam pelajaran mengarang itu, tau mau nulis apa, tapi susah buat kalimatnya. Jadi kadang kalimatnya aneh dan ga nyambung.
I : jadi walaupun tau arti vocab nya apa, tapi menyusunnya masih susah?
R#4 : iya, ga cuman itu si mbak, ga make sense banget deh hehe. Susah.
R#4 : kalo diluar jam bahasa Inggris, sering pake kata-kata yang pernah dipelajari?
R#4 : iya, pernah tuh…tapi salah-salah.
I : contohnya apa?
R#4 : ah…apa ya…dude, pleased…udah.
I : ada lagi?
R#4 : tapi di pelajaran laen.
I : iya ga pa pa, apa?
R#4 : pelajaran ekonomi, ada kata soft loan. Awalnya gat au tuh, tapi perasaan pas itu pernah diartiin bareng-bareng, jadi udah tahu kalo itu artinnya “pinjaman.”
I : jadi membantu dalam pelajaran lain ya?
R#4 : dari situ saya tau oh ternyata bermanfaat ya belajar strategi konteks.
I : nah kalo dalam pemakaian kata sehari-hari atau dalam pelajaran katakanlah. Sering bedain mana yang formal dan ga formal?
R#4 : ga bisa. Yang penting pake vocab yang paling sering dipake aja, biar semua tahu.

I : all right. Thank You Len...see you.

R#4 : yes, Miss.
<table>
<thead>
<tr>
<th>Student #</th>
<th>Opinions about Their Learning Experiences</th>
<th>The Problem(s) Found</th>
<th>What Needs to be Improved on the Next Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seneng belajar cara baru, tapi soalnya susah.</td>
<td>ngantuk, gak ngedengerin gurunya ngomong...</td>
<td>Sersan = serius tapi santai, bermain sambil belajar.</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Ternyata sangat membantu buat ngerjain soal UN.</td>
<td>vocabulary</td>
<td>Lebih menarik lagi dari hari ini, menambah vocab.</td>
</tr>
<tr>
<td>4</td>
<td>Agak susah, cz step2nya panjang2. tapi berguna, eniwe.</td>
<td>Belum bias fokus...</td>
<td>Cara pengajarannya seperti ini aja, lebih seru, lebih ng’dong.</td>
</tr>
<tr>
<td>5</td>
<td>Banyak penjelasan, boring.</td>
<td>Vocabularynya kurang hafal.</td>
<td>Lebih menarik dari hari ini.</td>
</tr>
<tr>
<td>6</td>
<td>Penasaran sama strategy ini, tp ngantuk.</td>
<td>Masih susah lepas dari kamus</td>
<td>Jangan ngerjain tugas terus.</td>
</tr>
<tr>
<td>8</td>
<td>Pengalaman yang biasa-bisa saja.. ga begini menarik.</td>
<td>Menentukan maksud atau arti kosakata</td>
<td>Lebih sering game jika pelajaran</td>
</tr>
<tr>
<td>9</td>
<td>Kok susah ya?</td>
<td>Vocab tidak begitu bagus.</td>
<td>Lebih sering mengadakan games.</td>
</tr>
<tr>
<td>10</td>
<td>Enakan kalo pake diskusi, kan jam terakhir.</td>
<td>Ngartiin konteksnya aja belum bisa.</td>
<td>Lebih banyak kerja kelompok, kan asyik gt...</td>
</tr>
<tr>
<td>12</td>
<td>Kreatif, jadi dapat vocab baru yg sulit2</td>
<td>Memahami suatu teks/bacaan dengan kosakata yang belum kita mengerti</td>
<td>Pak strategi ini terus, bikin belajar lebih gampang.</td>
</tr>
<tr>
<td>14</td>
<td>Agak bosen dikit.</td>
<td>Kurang vocab</td>
<td>Lebih bervariatif.</td>
</tr>
<tr>
<td>15</td>
<td>Asyik karena ada cara baru buat bljr vocab.</td>
<td>Sulit konsentrasi... cari tahu vocab yang belum tahu agak sulit soalnya.</td>
<td>Vocabulary lebih banyak....</td>
</tr>
<tr>
<td>16</td>
<td>Lumayan...</td>
<td>Saya masih kesulitan dalam kosakata.</td>
<td>Soalnya yg lucu2 hehe</td>
</tr>
<tr>
<td>17</td>
<td>Seru men...</td>
<td>Ada vocab yang tidak tahu artinya.</td>
<td>Dibikin lebih menarik.</td>
</tr>
<tr>
<td>18</td>
<td>Soalnya kok panjang2,</td>
<td>Kadang bnr2 ga tahu arti</td>
<td>Dapat memberikan</td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Seru...</td>
<td>Nyari kontek clue susah.</td>
<td>Bermain sambil belajar.</td>
</tr>
<tr>
<td>21</td>
<td>Materinya penting, tapi suasannya ga asyik.</td>
<td>Tadi, tidak ada yang menulitan.</td>
<td>Tetap santai. Sebelumnya games dulu... hahaha</td>
</tr>
<tr>
<td>22</td>
<td>Soalnya susah banget.</td>
<td>Apa ya ?? bingung??</td>
<td>Games dibanyakin biar gak ngebosenin.....</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Ada worksheet jadi ga perlu catet.</td>
<td>Kurang kosakata, jadi agak sulit memahami arti dari kata bahasa inggris.</td>
<td>Mengerti kalau guru berbicara bahasa inggris dan kosakata. Lebih jelas ngajarnya....</td>
</tr>
<tr>
<td>25</td>
<td>Individual tugas bikin males, ga semangat.</td>
<td>Kurang asyik... jadi kurang memperhatikan.</td>
<td>Games dibanyakin biar gak ngebosenin.</td>
</tr>
<tr>
<td>26</td>
<td>Menyenangkan.</td>
<td>Vocab tidak begitu hafal.</td>
<td>Lebih sering mengajar dengan cara seperti ini.</td>
</tr>
<tr>
<td>27</td>
<td>Jam terakhir =...</td>
<td>Menebak arti kata yang diminta.</td>
<td>Ada games tapi tetep materi.</td>
</tr>
<tr>
<td>29</td>
<td>Kurang life...;o</td>
<td>Harusnya butuh diskusi.</td>
<td>Harapannya pelajarannya enjoy tapi pelajaran yang didapat masuk...</td>
</tr>
<tr>
<td>30</td>
<td>Ternyata selama ini banyak kata yg belum saya tahu.</td>
<td>Sulit mengerti artinya, sulit memahami kalimat, jd ga bisa nebaknya.</td>
<td>Semoga pembimbing dapat memberikan motivasi , pembangkit bagi kami agar lebih mencintai English.</td>
</tr>
</tbody>
</table>
## Journal of the Second Cycle

<table>
<thead>
<tr>
<th>Student #</th>
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<th>What Needs to be Improved on the Next Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seneng bermain sambil belajar</td>
<td>Not all student work in group.</td>
<td>Sersan = serius tapi santai, bermain sambil belajar.</td>
</tr>
<tr>
<td>2</td>
<td>Asyik</td>
<td>Pas di hot seat, semuanya lupa.</td>
<td>Aku harap lebih seing diajarin soal2 menebak, krm enting buat ujian.</td>
</tr>
<tr>
<td>3</td>
<td>Games nya menyenangkan</td>
<td>Blm hapal step prosedur, jadi sering lupa2.</td>
<td>Soalnya disesuaikan sama waktunya, jgn terlalu banyak.</td>
</tr>
<tr>
<td>4</td>
<td>Lucu</td>
<td>Di group seneng, pas ngerjain worksheet susah.</td>
<td>Kalo nilainya mau dimasukin diberitahu dulu, kan bisa persiapan belajar dulu hehe</td>
</tr>
<tr>
<td>5</td>
<td>Ga bosen, tapi tetep masih susah huf...</td>
<td>Waktunya kurang.</td>
<td>Waktu untuk games.</td>
</tr>
<tr>
<td>6</td>
<td>Lebih gampang nyerap pelajaran.</td>
<td>Ga ada...everything is fun.</td>
<td>Dipertahankan, saya suka belajar dg strategi ini</td>
</tr>
<tr>
<td>7</td>
<td>Asyik, lari2an jd ga takut ma bahasa inggris.</td>
<td>Bacaannya susah.</td>
<td>Lebih banyak latihan soal, yang ada pilihan gandanya kaya di UN</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Kok blm paham ya?</td>
<td>Ga bisa nemuin clue soalnya ga tau semua artinya? So?hehe</td>
<td>Jangan membaca terus, coba contextual strategy diterapkan dalam listening music, pasti asyik dan brmanfaat.</td>
</tr>
<tr>
<td>10</td>
<td>Seru bgt</td>
<td>Tau apa yg akan saya ungkapkan tapi lupa Ingrisnya.</td>
<td>Udah bagus</td>
</tr>
<tr>
<td>11</td>
<td>As usual...</td>
<td>-</td>
<td>Seneng ada journal, bisa curhat2, smg tiap akhir kelas ada</td>
</tr>
<tr>
<td>12</td>
<td>Pas games seneng, pas tugas individu lupa cara jawabnya.</td>
<td>Jigsaw menyenangkan, tp ga semua siswa ikut kerja.</td>
<td>Perbanyak diskusi</td>
</tr>
<tr>
<td>13</td>
<td>Jadi bljr banyak kata baru.</td>
<td>Kurangnya pengetahuan vocab</td>
<td>Kalo topik teksnya yg up to date, jadi lebih semangat.</td>
</tr>
<tr>
<td>14</td>
<td>Saat di hot seat, aku</td>
<td>Dalam berbicara saya tdk</td>
<td>Vocabnya</td>
</tr>
<tr>
<td>No.</td>
<td>statement</td>
<td>translation</td>
<td>feedback</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>baru paham tak selamanya menghapal vocab itu berguna hehe</td>
<td>tahu bahasa inggrisnya padahal tau maksudnya</td>
<td>diperbanyak.</td>
</tr>
<tr>
<td>16</td>
<td>Ada games baru, jigsaw, thx sir...</td>
<td>Group work enak saling membantu, tapi cm beberapa anak aja yg serius, yg lain cm pelengkap.</td>
<td>Maybe, the teacher should review every meeting.</td>
</tr>
<tr>
<td>17</td>
<td>Seneng krn nilainya bagus, lebih baek</td>
<td>Jarang belajar jadi saya lupa...</td>
<td>Semoga nilainya bisa terus meningkat</td>
</tr>
<tr>
<td>18</td>
<td>Ga bosen</td>
<td>Motivasi diri sendiri mungkin</td>
<td>Gamesnya oke, ditambah juga boleh</td>
</tr>
<tr>
<td>19</td>
<td>OMG, susah bgt</td>
<td>Banyak Pak...</td>
<td>Dijelaskan lg bagian part of speech</td>
</tr>
<tr>
<td>20</td>
<td>Lebih bagus dari kemaren</td>
<td>Ngerjain worksheet di aula ga ada mejanya</td>
<td>Perlu refreshing kaya hari ini, tapi tetep belajar</td>
</tr>
<tr>
<td>21</td>
<td>Games bikin semangat</td>
<td>Pas games semua ga dapat giliran cz waktunya kurang banyak.</td>
<td>Waktunya ditambah, biar semua anak dapat giliran</td>
</tr>
<tr>
<td>22</td>
<td>Bermanfaat</td>
<td>vocab</td>
<td>Soal-soalnya variatif</td>
</tr>
<tr>
<td>24</td>
<td>Beda dr pelajaran sebelumnya</td>
<td>Belum terbiasa menebak, jadi lama bgt ngerjainnya.</td>
<td>Banyakin latihan dengan teks yg pendek2 seperti soal UN</td>
</tr>
<tr>
<td>25</td>
<td>Lumayan...</td>
<td>-</td>
<td>Perlu drill soal2</td>
</tr>
<tr>
<td>26</td>
<td>Dengan diskusi jadi slg membantu</td>
<td>Masih banyak vocab yg belum tahu.</td>
<td>Pak guru mengajari cntoh2 yg lebih banyak.</td>
</tr>
<tr>
<td>27</td>
<td>Kaya gini terus jg mau.</td>
<td>Saya terbiasa langsung menghapal, jadi untuk menganalisis konteks masih utuh banyak lathan</td>
<td>Buat pertemuan berikutnya, teori guessing tetep dipakai.</td>
</tr>
<tr>
<td>28</td>
<td>Soalnya lebih gampang</td>
<td>Ga ada yg susah, belum mxudnya...</td>
<td>PR nya jangan banyak2</td>
</tr>
<tr>
<td>29</td>
<td>Biasa aja</td>
<td>Mungkin waktunya kurang</td>
<td>Ditambah waktu belajar kelompok, jadi semua dapat gilirang bekerja.</td>
</tr>
<tr>
<td>30</td>
<td>Lebih mudeng n ngedonk..</td>
<td>Masih bryk yang blm diketahui, jd susah mengartikan cluency.</td>
<td>That's good.</td>
</tr>
<tr>
<td>31</td>
<td>Dengan jigsaw jd lebih paham</td>
<td>Blm paham kalo ada kata2 yg bener2 baru, contohnya awful, wink dll</td>
<td>Semoga pembimbing selalu mengulang materi yg pernah diberikan.</td>
</tr>
<tr>
<td>Student No</td>
<td>Name</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Anita Mariska</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Maria Magdalena Asiani H</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Agatha Fera Nastiti</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Anastasia Marina Purnamasari</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Angela Reni Dwi Astuti</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Angela Yohana Mentari Adistin</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Anggela Rizti Putri Puspitasari</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Anggie Yunita Cipta</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Anis Setianingsih</td>
<td>35</td>
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<tr>
<td>10</td>
<td>Anisa Nur Hidayah</td>
<td>45</td>
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</tr>
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<td>11</td>
<td>Arum Sulistiani</td>
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</tr>
<tr>
<td>12</td>
<td>Bernadeta Yulia Purnaningsih</td>
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<tr>
<td>13</td>
<td>Bernadeta Anggun Puspita Dewi</td>
<td>45</td>
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</tr>
<tr>
<td>14</td>
<td>Bica Loviana Citra</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Bintari Damanin Sani</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Brigitta Dian Kurniawati</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Brigitta Wanodya Dwi P</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Christina Arery Ambarita</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Christina Novi Setyaningtyas</td>
<td>30</td>
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</tr>
<tr>
<td>20</td>
<td>Christina Susi Rahayu</td>
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</tr>
<tr>
<td>21</td>
<td>Claudia Vera Sakil</td>
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</tr>
<tr>
<td>22</td>
<td>Curtina Melati Kasih</td>
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</tr>
<tr>
<td>23</td>
<td>Delima Ayu Yohana</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Delly Astrya</td>
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<tr>
<td>25</td>
<td>Desi Oktafia</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Dyah Laras Palupi</td>
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</tr>
<tr>
<td>27</td>
<td>Elisabeth Listyana Utami</td>
<td>50</td>
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</tr>
<tr>
<td>28</td>
<td>Elisabeth Novita Bektis Kusumasari</td>
<td>45</td>
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</tr>
<tr>
<td>29</td>
<td>Ellen Yuliani Saul</td>
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<tr>
<td>30</td>
<td>Elvera Meliana Fodju</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Median**: 38.21
The Results of Worksheet 2

<table>
<thead>
<tr>
<th>Student No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
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<td>58</td>
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<td>6</td>
<td>Angela Yohana Mentari Adistin</td>
<td>75</td>
</tr>
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<td>7</td>
<td>Anggela Rizti Putri Puspitasari</td>
<td>53</td>
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<td>Anggie Yunita Cipta</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
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The Results of Vocabulary Test 2

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**APPENDIX G**

Learning Materials

1. Lesson Plan of the First Cycle
2. Lesson Plan of the Second Cycle
3. Student’s Handout on Contextual Guessing Strategy
4. Worksheet 1
5. Vocabulary Exercise in Jigsaw
6. Reading Passage
7. Worksheet 2
Lesson Plan of the First Cycle

Name of School: Stella Duce II Senior High School
Subject: English
Class: XII
Program: Social
Semester: 1
Time allotment: 2 x 45 minutes
Topic: Narrative
Skill: Reading (Vocabulary)
Cycle: 1

Competence Standard:
5. Understand the meaning of short functional texts and simple essays in a form of narrative, explanation, and discussion in the daily context in order to access the knowledge.

Basic Competence:
5.2. Respond to the meaning and rhetoric steps in essays which use written language accurately, fluently, and acceptably in the daily context in order to access the knowledge in a form of narrative text.

Indicators:
1. The students are able to identify the principles of contextual guessing strategy.
2. The students are able to apply contextual guessing strategy in determining unknown words’ meanings in narrative texts.

Learning Materials:
(All the materials are attached)

Learning Methods:
1. Lecturing
2. Pair work
3. Class discussion
4. Individual work

Learning Activities:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time allotment</th>
<th>Method</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Activities</td>
<td>(15’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The students are given a short introduction about</td>
<td>5’</td>
<td>Lecturing</td>
<td>Whiteboard, Viewer</td>
</tr>
</tbody>
</table>
materials being studied.

2. The students are introduced to contextual guessing strategy. | 10’ | Lecturing | ▪ Whiteboard
▪ Viewer
▪ Handout |

**Whilst-Activities (60’)**

1. The students are introduced to contextual guessing. | 10’ | Lecturing | ▪ Whiteboard
▪ Viewer
▪ Handout |

2. The students review the English part of speech, like; Noun, Verb, Adjective, and Adverb. | 5’ | Class discussion | ▪ Whiteboard
▪ Viewer
▪ Handout |

3. The students are given some examples of the implementation of contextual guessing strategy from the narrative text. | 5’ | Lecturing | ▪ Whiteboard
▪ Viewer |

4. The students are asked to practice guessing unknown words in narrative texts using contextual guessing strategy. | 5’ | Class discussion | ▪ Viewer
▪ Handout |

5. The students do worksheet 1. | 15’ | Pair work | Worksheet 1 |

6. The students participate in answering worksheet 1 in the discussion session. Then, the teacher accommodates all students’ guesses and justifies the most correct answer for each number. | 20’ | Class discussion | ▪ Worksheet
▪ Whiteboard |

**Post-Activities (15’)**

1. The students review the steps used in guessing meaning from the context. | 5’ | Class discussion | - |

2. The students are given an opportunity to ask about which part(s) of the steps that are still confusing. | 5’ | Class discussion | - |

3. The students write the journal. | 5 | Individual work | Journal |
Sources:
2. Narrative Texts adapted from American Vocabulary Builder 1
3. A story of “Nolbu and Hyungbu: A Story of Two Brothers” The story is adapted from *Stories We Brought with Us: Beginning Reading for ESL*.

Assessments:
2. Written assessment: vocabulary exercises *(attached)*.
Lesson Plan of the Second Cycle

Name of School: Stella Duce II Senior High School
Subject: English
Class: XII
Program: Social
Semester: 1
Time allotment: 2 x 40 minutes
Topic: Narrative
Skill: Reading (Vocabulary)
Cycle: 2

Competence Standard:
5. Understand the meaning of short functional texts and simple essays in a form of narrative, explanation, and discussion in the daily context in order to access the knowledge.

Basic Competence:
5.2 Respond to the meaning and rhetoric steps in essays which use written language accurately, fluently, and acceptably in the daily context in order to access the knowledge in a form of narrative text.

Indicators:
1. The students are able to apply contextual guessing strategy in determining unknown words’ meanings in narrative texts.
2. The students are able to evaluate their own learning on finding the meaning of unknown words by guessing from the context.

Learning Materials:
(All the materials are attached)

Learning Methods:
5. Lecturing
6. Pair work
7. Class discussion
8. Individual work
9. Group work

Learning Activities:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allotment</th>
<th>Method</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Activities</td>
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<td></td>
</tr>
<tr>
<td>The students review the material of the previous lesson.</td>
<td>5’</td>
<td>Class discussion</td>
<td>Whiteboard</td>
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### Whilst-Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Activity Type</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students practice guessing unknown words by conducting jigsaw games.</td>
<td>15'</td>
<td>Group work</td>
<td>Color cards</td>
</tr>
<tr>
<td>2. The students together with the teacher discuss the unknown words in the games together.</td>
<td>10'</td>
<td>Class discussion</td>
<td>Color cards</td>
</tr>
<tr>
<td>3. The students are asked to read a narrative story.</td>
<td>10'</td>
<td>Individual work</td>
<td>A story of “Nolbu and Hyungbu: A Story of Two Brothers”</td>
</tr>
<tr>
<td>4. The students are assigned to guess the meanings of some unknown words in the narrative text given (worksheet 2)</td>
<td>15'</td>
<td>Pair work</td>
<td>Worksheet 2</td>
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<tr>
<td>5. The students participate on answering worksheet 2 in the discussion session. Then, the teacher accommodates all students’ guesses and justifies the most correct answer for each number.</td>
<td>10'</td>
<td>Class discussion</td>
<td>Worksheet 2</td>
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### Post-Activities

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<th>Activity Type</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. The students review what had been learnt from today’s class.</td>
<td>5'</td>
<td>Class discussion</td>
<td>-</td>
</tr>
<tr>
<td>2. The students write the journal.</td>
<td>10'</td>
<td>Individual work</td>
<td>Journal</td>
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</table>

### Sources:
1. Narrative Texts adapted from American Vocabulary Builder 1
2. A story of “Nolbu and Hyungbu: A Story of Two Brothers” The story is adapted from *Stories We Brought with Us: Beginning Reading for ESL*.

### Assessments:
2. Written assessment: vocabulary exercises *(attached)*.
Apa Itu Contextual Guessing Strategy?

Ini adalah salah satu strategi dalam belajar vocabulary yang dapat dilakukan dengan cara menebak. Untuk dapat menebak dengan tepat arti dari sebuah kata baru, kita harus menganalisis kata-kata lain yang ada dalam konteks dimana kata baru tersebut muncul. Kita bisa menganalisis kata-kata yang muncul sebelum atau sesudah kata yang kita maksud.

Langkah-langkah dalam Menebak (Steps of Guessing Procedure)

Berikut ini adalah langkah-langkah yang harus dilakukan untuk dapat menebak arti dari kata baru dengan tepat.

1. Perhatikan kata baru yang belum Anda ketahui artinya, kemudian tentukan kategori katanya (Parts of Speech), apakah itu kata benda (Noun), kata kerja (Verb), kata sifat (Adjective), atau kata keterangan (Adverb).
2. Perhatikan klausa atau kalimat dimana kata tersebut muncul. Anda dapat mengintepretasikan hubungan antara kata baru dengan kata-kata lain yang ada dalam kalimat tersebut.
3. Perhatikan konteks yang lebih luas. Anda dapat melihat bagaimana hubungan antara kalimat dimana kata baru tersebut muncul dengan kalimat-kalimat yang lain atau paragraf-paragraf yang lain yang berada disekitarnya.
4. Cobalah menebak arti dari kata baru tersebut berdasarkan informasi yang diperoleh dari langkah 1-3.
5. Periksalah apakah arti kata yang ditebak sudah tepat. Hal ini dapat dilakukan dengan 2 cara sebagai berikut:
   - Teliti kategori kata (Parts of Speech) antara kata baru yang belum diketahui dengan hasil tebakan Anda. Jika hasilnya sama, berarti hasil tebakan Anda kemungkinan adalah benar. Namun, jika hasilnya berbeda, mungkin ada kesalahan dalam menebak. Silakan ulangi langkah-langkah sebelumnya.
   - Tempatkan tebakan Anda pada kata baru yang belum diketahui artinya. Jika kalimatnya dirasa tepat, kemungkinan hasil tebakan Anda sudah tepat.

Diadaptasi dari Nation (1990:160-164): Teaching and Learning Vocabulary
1. I had booked my flight over the telephone, so when we finally arrived, I had to rush to the reservations desk to pay for my ticket. The woman at the desk told me that my name was not on the passenger list. It took fifteen minutes for her to realize that she had spelled my name incorrectly. She gave me my ticket and told me I would better check my luggage quickly or I would miss my flight.

What does passenger mean?

* Taken from Seal (1990): American Vocabulary Builder 1

Step 1. passenger is a noun.
Step 2. my name was not on the passenger list. It is indicated something written in the list.
Step 3. I had booked my flight over the telephone indicates that the person is going to travel by plane. Then, my ticket indicates that the person has to buy a ticket to travel on a plane.
Step 4. passenger is someone who travels by public transportation because he/she needs to buy ticket. So, passenger probably means someone who is traveling (penumpang).
Step 5. passenger is a noun (penumpang adalah kata benda).

2. “Five minutes? I don’t have that much time,” said the lady, who resides in the apartment block while quickly shaking her head. The officer later gave her an envelope containing a questionnaire and asked her to return it as soon as possible. Many apartment tenants in the city seem reluctant to participate in the first week of the nationwide census, which has been conducted every decade since independence.

* Taken from The Jakarta Post Wed, 05/05/2010 10:03 AM online edition. http://www.thejakartapost.com

What does reluctant mean?

* analisis langkah ke-5 bersifat tidak wajib dilakukan, hanya untuk checking apakah tebakan Anda sesuai dengan konteks kalimat atau paragraf.
Worksheet 1

Target Words:

1. Glare at
2. Tiptoe
3. Glance at
4. Limp
5. Pleased
6. Upset
7. Delighted
8. Peculiar
9. Reasonable
10. Cruel

Read the following pieces of narrative text, then try to apply contextual guessing strategy to determine the Indonesian meanings of the words in bold type.

1. The teacher **glared** at the two students sitting at the back of the class. She was very angry and shouted at them. “Hey, you two. Stop that immediately or I’ll give you extra work to do after class.”

   **What does glare at mean?**

2. Roberto couldn’t get to sleep. He didn’t know why. At two o’clock in the morning he decided to go down-stairs and get some food. Everyone in the house was asleep so he **tiptoed** down the stairs, making as little noise as possible.

   **What does tiptoe mean?**

3. Detective Chang held a photograph in his hand. “Well, he said, was this the man you saw?” “I’m not sure,” said the young man. “I only **glanced** at him for a second.”

   **What does glance at mean?**

4. In the village, most people were happily getting ready to go skiing. There were only a few people who looked unhappy. They could not go skiing. They had each injured a leg, a knee or an ankle, and were now **limping** around the village with nothing to do.

   **What does limp mean?**

5. “There’s nothing wrong with me,” said Mr. Simms, “but tell me, why are you in such a good mood?” You look very cheerful and **pleased** with life.

   **What does pleased mean?**

6. Mr. Simms went to the bank where the bank manager, Mr. Freebody, gave him a large friendly smile. “Did you lose some money, Mr. Simms? You look so **upset.”

   **What does upset mean?**
7. There was a noise at the window and Mr. John looked out. He couldn’t believe it. He was absolutely delighted and a big smile appeared on his face.  
*What does delighted mean?__________*

8. Galileo was a professor of mathematics. He always dressed in strange clothes and used to walk around the town talking to himself. The people of Pisa were never quite sure whether Galileo was totally crazy or an amazing genius. He certainly had some very peculiar ideas.  
*What does peculiar mean?__________*

9. The sun was in the east every morning and in the west every evening. Every reasonable people knew that the sun therefore be going around the earth.  
*What does reasonable mean?__________*

10. He was a cruel man, who enjoyed hurting people. He was a selfish and greedy man, who would take the money from a blind man’s plate. He was a dishonest man, who would lie to his own mother.  
*What does cruel mean?__________*

The exercises were adapted from *American Vocabulary Builder l*
Vocabulary Exercises in Jigsaw

The exercises are written in colour cards.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Sentence</th>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim and Sandy had met on vacation and they were very much in love.</td>
<td>This was their last day together. As the sun went down over the sea, they <strong>strolled</strong> hand in hand along the beach, looking into each other’s eyes, saying nothing.</td>
<td><strong>strolled</strong> (V1=stroll)</td>
<td>What does <strong>strolled</strong> (V1=stroll) mean?</td>
</tr>
<tr>
<td>My friends are getting ready for a party. They have <strong>plenty of</strong> drinks and food, so they don’t have to go to the supermarket. They have fruit juice, spring water, coffee, and tea to drink. Also, they have sandwich meat, good bread, potato chips, beans, and pudding.</td>
<td></td>
<td><strong>plenty of</strong></td>
<td>What does <strong>plenty of</strong> mean?</td>
</tr>
<tr>
<td>My sister and I want to buy a new motorcycle, but we don’t have much money. We cannot ask my father for help. He doesn’t have much money too. We have to go to the bank. It can give us a <strong>loan</strong>.</td>
<td></td>
<td><strong>loan</strong></td>
<td>What is a <strong>loan</strong>?</td>
</tr>
<tr>
<td>Spiderman was very <strong>courageous</strong>. He jumped into the river, swam to the old woman, and kept her head above the water.</td>
<td></td>
<td><strong>courageous</strong></td>
<td>What does <strong>courageous</strong> mean?</td>
</tr>
<tr>
<td>Vera’s house was <strong>huge</strong>. It had 25 large rooms. There was also a large and beautiful garden. Some people wanted to buy her house. However, Vera said “no”. She liked her house and she didn’t want to move.</td>
<td></td>
<td><strong>huge</strong></td>
<td>What does <strong>huge</strong> mean?</td>
</tr>
<tr>
<td>The two spies talked on the telephone for the last time. “Peter, you are not to speak to me at the embassy party, but you must watch my face carefully. I will wink at you. If I close my right eye, you are to kill the man, but if I <strong>wink</strong> with my left eye, you are to kill the woman. Understand?”</td>
<td></td>
<td><strong>wink</strong></td>
<td>What does <strong>wink</strong> mean?</td>
</tr>
</tbody>
</table>
Reading Passage

Nolbu and Hyungbu: The Story of Two Brothers

Once there were two brothers. Although Nolbu, the older one, was rich and greedy, Hyungbu, the younger brother, was poor and generous.

One day, when Hyungbu’s children were starving, he went to ask his brother for rice to feed them, but when his sister-in-law saw Hyungbu, she did not want to give him any rice. Instead she hit him on the cheek with her rice scoop. Hyungbu was so hungry that he ate a little bit rice in his face. Then he turned the other cheek and told her to hit him again. This time she hit him with a clean scoop.

On his way home, Hyungbu found a swallow whose leg was broken. He took care of it until it was well, and then let it fly away.

When spring came, the swallow brought Hyungbu a gourd seed to plant. In the fall, after he harvested the gourds, Hyungbu opened one of them. Gold coins poured out. Then he became a rich man.

Nolbu was jealous because his younger brother now had a big house with a beautiful garden. He wanted to know how Hyungbu became so rich. So Hyungbu told him exactly what had happened.

On the way home from Hyungbu’s house, Nolbu found a swallow. He broke its leg, and cared for it. After it got better, he let it fly away. The following year, the swallow brought him a gourd seed. Nolbu did just what Hyungbu had done.

But when Nolbu opened his gourds, there was no gold. Instead, dirty water poured out of it. The water flooded his house and farm. Suddenly, he was poor man with no food and no roof!

He begged Hyungbu for help, and of course his kind brother said yes.

Then Nolbu understood his own faults. He made up his mind to be a better person. He, his brother, and the families lived together happily for the rest of their lives.

Adapted from: Stories We Brought with Us: Beginning Reading for ESL
Worksheet 2

Target Words:
6. Turn 13. Fall 20. Beg
7. Hit 14. Harvest

Read the following sentences and apply contextual guessing strategy to guess the Indonesian meaning of words in bold type. Don’t forget to write their part of speech, they can be Noun, Verb, Adjective, or Adverb. No one had been done for you.

1. Nolbu was rich and greedy.
   Don’t be so greedy! Leave some cake for everyone else.
   Greedy
   Part of speech : adjective
   Meaning : serakah / tamak

2. Although he was a poor man, but he was generous.
   My sister is really generous. She always buys things for her friends.
   Generous
   Part of speech : __________________________
   Meaning : _____________________________

3. Since his children were starving, Hyungbu asked his brother for rice to feed them.
   The Ethiopians are starving now, and they need food supplies from other countries.
   Starving
   Part of speech : __________________________
   Meaning : _____________________________

4. Since his children were starving, Hyungbu asked his brother for rice to feed them.
   My mother usually feeds the cat with fish frames.
   Feed
   Part of speech : __________________________
   Meaning : _____________________________

5. He turned the other cheek and told her to hit him again.
   Ann asked me to turn my head on the left to see who was coming.
   Turn
   Part of speech : __________________________
   Meaning : _____________________________
6. He turned the other cheek and told her to hit him again. He raised the hammer and hit the belt.
   **Hit**
   Part of speech: __________________________
   Meaning: _____________________________

7. Suddenly, he was a poor man with no food and no roof. We all were shocked because Mbah Surip died very suddenly.
   **Suddenly**
   Part of speech: __________________________
   Meaning: _____________________________

8. Hyungbu found a swallow whose leg was broken. A swallow is a small black and white bird that comes to northern countries in the summer.
   **Swallow**
   Part of speech: __________________________
   Meaning: _____________________________

9. He begged Hyungbu for help, and of course his kind brother said yes. The old man went from door to door begging for food.
   **Beg**
   Part of speech: __________________________
   Meaning: _____________________________

10. When Hyungbu opened the ground, gold coins poured out. After the accident, blood poured out of his nose.
    **Pour**
    Part of speech: __________________________
    Meaning: _____________________________

11. Then, Nolbu understood his own faults. After having arrested for a month, Ariel realized of his own faults.
    **Fault**
    Part of speech: __________________________
    Meaning: _____________________________

12. He took care the swallow until it was well. A mother should take care of her newborn baby carefully.
    **Take care**
    Part of speech: __________________________
    Meaning: _____________________________

13. Then, Hyungbu let the swallow fly away. At that moment, I saw a hawk flew away on the sky.
    **Fly away**
14. The swallow brought a gourd seed to plant. “Kwaci” is made of sunflower seeds.

**Seed**
Part of speech: __________________________
Meaning: _____________________________

15. In the fall, Hyungbu harvested the gourds. The fall comes between summer and winter.

**Fall**
Part of speech: __________________________
Meaning: _____________________________

16. In the fall, Hyungbu harvested the gourds. Farmers in Bantul harvest crops every year.

**Harvest**
Part of speech: __________________________
Meaning: _____________________________

17. Hyungbu found a swallow whose leg was broken. A spider has 8 legs.

**Leg**
Part of speech: __________________________
Meaning: _____________________________

18. Nolbu was jealous because his younger brother now had a big house with a beautiful garden. Maybe he is jealous because I got the job and he didn’t.

**Jealous**
Part of speech: __________________________
Meaning: _____________________________

19. So, Hyongbu told him exactly what had happened. I cannot remember exactly Afgan’s address, but I just remember the color of his house.

**Exactly**
Part of speech: __________________________
Meaning: _____________________________

20. The water flooded Nolbu’s house and farm. Some areas all over Jakarta have been flooded by Ciliwung river.

**Flood**
Part of speech: __________________________
Meaning: _____________________________
21. She hit him on the cheek with a rice scoop.
   Alice bought two scoops of ice cream.

**Scoop**

- Part of speech: ________________
- Meaning: ________________

The exercise was based on the story of “Nolbu and Hyungbu: The Story of Two Brothers”
Adapted from: *Stories We Brought with Us: Beginning Reading for ESL*

The supporting sentences were adapted from online news: [www.metronews.com](http://www.metronews.com), [www.tvone.co.id](http://www.tvone.co.id), and [www.vivanews.com](http://www.vivanews.com)
APPENDIX H

Vocabulary Tests:

1. Vocabulary Test 1 (The Teacher’s Document)

2. Vocabulary Test 2
Vocabulary Test 1 (The Teacher’s Document)

Vocabulary Test

XII IPA / IPS

*Read the following sentences and guess the meaning of the underlined words!*

1. Once upon a time, there was a [hawker](http://example.com) who sold mangoes in the big market.
2. The old man went from door to door [begging](http://example.com) for food. (V1 = beg)
3. It was very touching when seeing the [beggars](http://example.com) along the street.
4. One day, an old dirty beggar wearing [scruffy](http://example.com) and smelly clothing stood in front of the mango stall.
5. As the beggar stood right in front of his stall, other people had to move away to avoid the beggar, and that [affected](http://example.com) the hawker’s business. (V1 = affect)
6. Once, Jack attended an international conference at Kenya, then his secretary had to make a hotel [reservation](http://example.com) for him.
7. Because the boy was [injured](http://example.com), an ambulance had to be called.
8. Though he comes from a very [wealthy](http://example.com) family, he is a humble person.
9. Since she was [lonely](http://example.com) in the city, she moved back to her town.
10. Although she was [innocent](http://example.com), the judges declared him guilty.
11. The operator said that the flight to Surabaya had been delayed because the weather was [foggy](http://example.com).
12. My mother continued to carry out her work although she was in [poor](http://example.com) health.
13. The Independence Day ceremony was conducted [formally](http://example.com).
14. A [careless](http://example.com) person is easy to lose his job.
15. The rabbits explained that the wanted to sew the two pieces of blanket together, but they didn’t have a needle and thread.
16. At night, it got very cold and the wind [blew](http://example.com) hard. (V1 = blow)
17. Then, the fox [lay down](http://example.com) on the ground.
18. But there wasn’t enough blanket to cover the poor rabbits, so they [shivered](http://example.com) all night. (V1 = shiver)
19. Every morning, the brothers [crossed](http://example.com) a bridge over a small river to go to work. (V1 = cross)
20. One morning when John crossed the bridge, his ax fell into the river. He was very sad because he dropped his ax into water and he could not work. (VI = drop)

21. In order to win the competition, Vera ran off as fast as she could.

22. Angel was a humble girl who never pushed herself forward.

23. Although he was drunk, he still talked reasonably.

24. My grandma’s old house was in bad shape and needed renovation. But, she decided to knock down the whole house instead of renovating it because it was cheaper to build a new one.

25. Michael Jackson died very suddenly, that’s why many fans cried bitterly.

Mengetahui,
Guru Mata Pelajaran Bahasa Inggris

Otniel Nugroho Jonathan, S.Pd., M. Hum.
Read the following sentences and guess the meaning of words in bold type!

1. Thirst and hunger are not the biggest challenges for Muslim police officers who are striving to fulfill religious obligations during Ramadan. It’s anger management.
   What does obligation mean?

2. On the day of the math quiz, every student in class had prepared for it except Tommy. He hadn’t prepared anything for the quiz. In fact, he always cheated by looking at other students’ answers. He wanted to copy from Roger because Roger usually won math competitions.
   What does cheated mean?

3. Tom and Jerry chose their TV program wisely. They only watched programs that were suitable for their age.
   What does wisely mean?

4. Jack and Jill were best friends. They lived in a village and went to the same kindergarten, which was close to their houses.
   What does close mean?

5. The doctor advised the patient to have adequate rest or he would suffer a relapse.
   What does adequate mean?

6. Jim wanted make a simple dish called “Japanese fried rice”, but he did not have the complete materials and ingredients. He, therefore, substituted crab meat for fish meat and roast chicken for duck meat.
   What does substituted mean?

7. Jim over-measured salt and sesame oil because he did not use a teaspoon. Instead, he used a tablespoon. When he tasted the food, he said, “This is so awful!”
   What does awful mean?

8. Bernard was a student at the University of Indonesia, where he was studying law. Like many other students, he did not have much money because his grant from the government was just enough to live on.
   What does grant mean?
9. Last year, during the Christmas holiday, he decided to go to Surabaya to visit some friends. He could not afford a bus ticket, and even the train was too expensive. Therefore, he decided to hitchhike. What does afford mean?

10. Suddenly, as Bernard and the truck driver were driving along the highway, a police car raced past them and made them stop. They were taken to the police because the police suspected that the truck was carrying stolen goods. What does suspected mean?

11. Bernard was interrogated by a detective for two hours, and he even had to spend the night in a cell. Bernard was eventually released the next day because he was proved that he was not wrong. What does released mean?

12. Ann was relieved to learn that her mother's illness was not a serious one. What does relieved mean?

13. There were two little boys who loved horror movies very much. They said, "Scary movies give us a lot of excitement and pleasure." What does excitement mean?

14. After a courageous struggle against cancer, Garcia died at the age of thirty. What does courageous mean?

15. Killing animals just for their skins seems cruel. What does cruel mean?

16. They strolled around the beautiful garden, enjoying the morning sun. What does strolled mean?

17. Sue glared angrily at her rival across the dinner table. What does glared mean?

18. One of the cats gets greedy and eats the other one's food. What does greedy mean?

19. Mr. Habibie started acting peculiar after his wife's funeral. What does peculiar mean?

20. If you need more money, we can arrange a loan. What does loan mean?
21. After having a long holiday together, Jane suddenly realized that she was falling in love with him.
   What does suddenly mean? ________________________________

22. If you drink some water, it will make the pills easier to swallow.
   What does swallow mean? ________________________________

23. The father tiptoed out of the room, trying not to wake the baby.
   What does tiptoed mean? ________________________________

24. He winked an eye at his girlfriend mysteriously.
   What does winked mean? ________________________________