

**THE EFFECTIVENESS OF LEXICAL PROCESSING  
STRATEGIES FOR THE TEACHING OF READING  
COMPREHENSION FOR MA YAFALAH STUDENTS**



**A THESIS**  
In Partial Fulfilment of the Requirements  
For master's Degree in Linguistics

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SEMARANG  
2012**

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## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, 31 August 2012

Kholis Mohamad Ridlo

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The writer realizes that this thesis is still far from perfect. He, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about teacher’s feedback and to understand a little bit more about student’s uptake and repair.

Semarang, 31 August 2012

The writer

Dedicated to:  
My Wife, Mother,  
and  
My Families.

## TABLE OF CONTENT

TITLE	I
APPROVAL	Ii
CERTIFICATION OF ORIGINALITY	Iv
ACKNOWLEDGEMENT	v
DEDICATION PAGE	Vi
TABLE OF CONTENT	Vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	Xi
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Reason for Choosing the Topic	3
C. Problems of the Research	4
D. Purposes of the Research	5
E. Significance of the Research	5
F. Scope of the Study	6
G. The Organization of Writing	7
CHAPTER II REVIEW OF THE RELATED LITERATURE	8
A. Previous Studies	8
B. Theoretical Background	13
CHAPTER III RESEARCH METHOD	27
A. Research Design	27
B. Population	27
C. Sample	28
D. Research Data Types and Sources	28
E. Data Collection Procedure	28
F. Research Setting	29
G. Data Analysis	29
H. Test Material	32
CHAPTER IV RESULTS AND DISCUSSION	34
A. Results	34

B. Discussion	41
CHAPTER VI CONCLUSIONS AND SUGGESTIONS	67
A. Conclusions	67
B. Suggestions	72
C. Pedagogical Implications	73
REFERENCES	
APPENDICES	

## LIST OF TABLES

TABLE	TITLE
1	Computational procedures of ANOVA
2	Table of ANOVA
3	The Code History For The Research
4	Normality output for Reading comprehension test for all students
5	Homogeinity output for Reading comprehension test for all students.
6	Descriptive output for Reading comprehension test for All students.
7	Anova output for Reading comprehension test for All students.
8	LSD Output for Reading comprehension test for All students
9	Post Hoc Duncan Output for Reading comprehension test for All students.

# **THE EFFECTIVENESS OF LEXICAL PROCESSING STRATEGIES FOR THE TEACHING OF READING COMPREHENSION FOR MA YAFALAH STUDENTS**

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## **Abstact**

This study investigated the effectiveness of each lexical processing strategies on the reading comprehension of MA Yafalah students. The following research questions were investigated: (1) To what extent is the students' reading comprehension ability after using strategy to infer the meaning from contextual cues? (2) To what extent is the students' reading comprehension ability after using strategy to consult a dictionary of unfamiliar words in texts? (3) To what extent is the students' reading comprehension ability after using strategy to continue reading without regarding to unfamiliar words? (4) Which one is the most effective strategy to improve the reading comprehension ability?

This research was tried to answer these questions by experimental design. The research was comparing the effectiveness of the three strategies. The Results of the study revealed that the strategy to consult a dictionary is the best strategy. Besides, the group that used the strategy of continuing to read for meaning without regard for unfamiliar words to lag behind the other groups in comprehension. it was concluded that the strategy to infer the meaning from contextual cues was the most suitable strategy to be applied in classroom learning process.

Keywords : Lexical Processing Strategies, Vocabulary acquisitions

# **EFEKTIFITAS STRATEGI PEMROSESAN KATA PADA PENGAJARAN READING PADA SISWA MA YAFALAH**

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## **INTISARI**

Penelitian ini bertujuan untuk meneliti sejauh mana efektifitas masing-masing strategi dalam pemahaman bacaan pada siswa MA Yafalah. Berikut ini adalah pertanyaan yang mendasari penelitian ini: (1) Sejauh mana Strategi untuk menyimpulkan makna dari konteks meningkatkan kemampuan pemahaman bacaan? (2) Sejauh mana Strategi untuk melihat kamus meningkatkan kemampuan pemahaman bacaan (3) Sejauh mana Strategi untuk mengabaikan kata yang sulit meningkatkan kemampuan pemahaman bacaan (4) apakah strategi yang paling efektif dalam pemahaman text dibandingkan dengan yang lain?

Penelitian ini berusaha menjawab pertanyaan tersebut dengan penelitian experimental. Penelitian ini membandingkan efektivitas di antara ketiga strategi tersebut. Hasil dari penelitian ini menyatakan bahwa strategi untuk melihat kamus adalah strategi yang paling efektif dalam pemahaman bacaan. Selain itu, strategi meneruskan membaca tanpa memperdulikan kata yang sulit kurang efektif dilaksanakan dalam pemahaman bacaan. Disini disimpulkan bahwa strategi yang paling tepat untuk di laksanakan didalam kelas adalah strategi untuk menyimpulkan makna melalui konteks.

Keywords : Lexical Processing Strategies, Vocabulary acquisitions

## CHAPTER I

### INTRODUCTION

#### 1. Background

Today, English has become an international language. English has been used by many countries both as first or second language. English has been used in many aspects, such as trading, education, politics, technology, and economics. English is also used in public events, such as seminar, public discussion, conference, and treaty. Although English is commonly used in the world, in Indonesia, English is still used rarely in society. For example, English is rarely used outside the class. The students only used English in the school while English subject is being learned. English is never used in their daily activity and society. As a result, the English learning in Indonesia, especially in the school faces some problems. The problems that block the learning of English in the school are the students had a very low level of vocabulary acquisition, and they have to face many reading tasks as their daily exercises. The exercises were the impact of Indonesian English Curriculum named genre based learning.

Reading is a process which contributes to success in learning a foreign language and good language learners are considered to be good readers (Bialystok, 1983). Reading is an important skill to be developed by all language learners. Almost all of information in the world such as, news, article, letter, advertisements, and journal were published in written form. It is important for all

language learners to comprehend the skill of reading. According to Paribakht and Wesche (1999), a good reader can guess the meanings of some unfamiliar words in a text, and there is a strong relationship between vocabulary knowledge and reading comprehension. Reading ability must be equipped by vocabulary knowledge. good readers must have enough vocabulary knowledge to support their reading ability. Reading ability of second/foreign language learners has been investigated in many countries. It has been found that they understand more and make more guesses if they participate actively in the reading process by applying strategies. In another side, learners from low levels will encounter situations where they can understand only little part of the written text or a sentence due to the fact that they do not know almost all the words. Encountering some unfamiliar words might not distract the overall understanding of the text, but if too many words or the most essential ones are unknown, then comprehension will lost. In Yafalah Senior High School, students find it difficult to understand spoken or written discourse, most probably because they lack of Vocabulary knowledge and the ability to guess word meaning from context or had no other strategies. Vocabulary has critical role to support the four language skills; listening, speaking, reading, and writing. In this case, according to situation observed at school, almost all of Yafalah students find that lack of vocabulary knowledge and reading strategies were an obstacle for English learning.

Facing the problems above, researcher tried to encourage students' comprehension in several texts by assisting some strategies when they found a difficult word. Whereas, Indonesian Curriculum for English Subject stated Genre

Based learning for the English learning process. It means that the students have to face many texts comprehension tasks in every session. So that, the researcher tries to investigate three strategic option when students confronting an unfamiliar word: ignore and continue reading, consult to dictionary or another individual, or infer word meaning on the basis of linguistic and contextual cues (Fraser:1999,p.226) for Students of MA Yafalah.

## **B. Reason for Choosing the Topic**

The researcher had tried many learning designs in order to encourage students' comprehension in several texts. The result of the learning processes was the students still had many obstacles in learning English. I, as a teacher, always face a reality that my students' vocabulary knowledge is very limited. Indonesian Curriculum for English Subject confirmed Genre Based learning for the English learning process. It means that the students have to face many texts comprehension tasks in every session. According to the researcher if the level of Student vocabulary knowledge is unbalance with the text, it needs great idea to solve this problem. So, the researcher tries to investigate the Lexical processing strategies effectiveness for Students of Yafalah School. One of the basic techniques for foreign language teaching is giving strategy to students. Strategy is one of the keys for comprehending text . Teachers should give practical strategy to their students as a support for the students to learn several texts. The problem is that sometimes, teachers do not know what kinds of strategies are suitable for the

students, while the strategy given to the students has a considerable impact on students' achievement.

### **C. Problems of the Research**

This study is focused on finding the effectiveness of three lexical processing strategies (LPSs) on the vocabulary acquisition and reading comprehension of L2 learners as they read texts. Here, the study tried to explore the effectiveness of three lexical processing strategies used by the students, in order to see the immediate effects on learners' text comprehension.

The problems of the research were:

1. To what extent is the students' reading comprehension ability after using strategy to infer the meaning from contextual cues?
2. To what extent is the students' reading comprehension ability after using strategy to consult a dictionary of unfamiliar words in texts?
3. To what extent is the students' reading comprehension ability after using strategy to continue reading without regarding to unfamiliar words?
4. Which one is the most effective strategy to improve the reading comprehension ability?

#### **D. Purposes of the Research**

From the above research problem, the writer formulated the purposes of the study as follows:

1. To find out the effectiveness of the strategy to infer the meaning from contextual cues?
2. To find out the effectiveness of the strategy to consult a dictionary of unfamiliar words in texts?
3. To find out the effectiveness of strategy to continue reading without regarding to unfamiliar words?
4. To find out the most effective strategy in assisting reading comprehension ability.

#### **E. Significance of the Research**

##### **1. For teachers**

The results of this research are expected to give teachers a new strategy that teachers should assist when teaching students. The most effective strategy can be taken as a guidelines for the students in learning English texts. The teacher could apply the strategy for learning or testing a text.

## **2. For the researcher**

This research could develop the writer's knowledge about the effectiveness of three lexical processing strategies (LPSs) on the vocabulary acquisition and reading comprehension of L2 learners as they read texts

## **3. For the further researchers**

The results can be used for the further researchers which focus on vocabulary acquisition and reading comprehension strategy that teachers should create in learning process.

## **F. Scope of the Study**

The study looked into the effectiveness of the three lexical processing strategies used by the students when comprehending a text. The students were taken from MA Yafalah students who were learning English as a foreign language in regular classes. The students were never using English as daily conversation. They only used English in the class when the English subject was taught. The data consisted of primary and secondary data. The primary data was taken from the result of the test. Secondary data was observation of the class during the training program. In this observation, the research only notes the attitude, motivation and class situation.

The research questions were answered by analyzing students' worksheet of a reading test quantitatively supported by the observation data. The analysis focused on the strategies used by the students and its result from the test.

## **G. The Organization of Writing**

This study consists of five chapters. In order to help the readers comprehend the study, this study is systemized as follows:

Chapter one shows the background of the study, reason for choosing the topic, problem of the research, purposes of the research, significance of the study, scope of the study, and the organization of writing. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

Chapter two provides the review of the related literature. It describes the theories used in developing the study. All of them will serve the fundamental references as a basis of data analysis in this study.

Chapter three discusses the method of investigation conducted by the writer. It gives the description of the research design, the subject of the study, the research procedures, the instruments, and the data analysis.

Chapter four discusses the main purpose of conducting this study. It provides the explanation of different types of lexical processing strategies and their effectiveness in assisting students doing reading comprehension task.

Chapter five provides the overall discussion of the study as the conclusion and followed by the suggestions given by the writer at the end of the study for the sake of language teaching in pedagogy.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of literature related to the present study. The study was designed to investigate the effectiveness of three lexical processing strategies (LPSs) on the vocabulary acquisition and reading comprehension of L2 learners as they read texts. It tried to explore the effectiveness of three lexical processing strategies used by the students, in order to see the immediate effects on learners' text comprehension.

#### **A. Previous Studies**

This study was drawn from Carol Fraser's 1999 study. Fraser identified and outlined three lexical processing strategies (LPS) that learners can use when reading for comprehension texts from the science and technology section of the Economist. Fraser notes the material used as part of their course on English for academic purposes "*were selected to be challenging*". She found that two of these LPSs helped learners not only to understand unfamiliar words, but also to retain the words for productive use. Although Fraser did not find that ignoring unknown words and continuing to read for meaning helped learners with vocabulary learning, it is the view of the researcher that there is sufficient theoretical and empirical research to challenge such a claim and warrant further investigation.

She revealed that readers consult and utilize dictionary when finding unfamiliar words while reading as one of the three lexical processing strategies (LPSs). The other two LPSs are ignore the words and keep on reading, and infer, that is, presuming the meaning of unknown words based on the context and linguistic hints in the text. Using a time-series with repeated-measures design, She gathered introspective data individually from eight participants, all Francophone university students who were registered in an intermediate level English for Academic Purposes course. Data was collected for more than five months period. Having read each of eight texts, the participants would have to answer comprehension questions in writing, skim the article to identify unfamiliar words, and then participate in a structured interview that focused on eliciting a retrospective think-aloud protocol of the LPSs they had utilized to deal with unfamiliar vocabulary while reading. Finally, 7–10 days later they completed a cued recall task (Vocabulary Knowledge Scale, Wesche and Paribakht, 1996)

The texts were selected to be interesting; the text were coming from the Science & Technology section of *The Economist* and were 1000–1200 words long with a readability range of 9.4–12.3.

The selected unfamiliar words of 878 participant were coded and analysed from the think-aloud protocol data (a maximum of 15 per participant per text). The data were coded not only for frequency of use of the various LPS options but also for the context of that use. The sample of the research not only used the three LPS options alone but also in combination with each other (e.g., infer consult). The total account for the 1127 responses elicited on 878 word encounters. As

well, in 37 cases (3%), the sample reported that they read the text without finding the unknown words. Of the 841 cases of actual strategy use, 71% represent single LPS use and 29% represent multiple LPS use. Overall, the result of the research presented that these adult Francophone learners were able to and did make use of all three LPS options, alone and in combination with each other. Further test of the frequency distributions associated with LPS use showed that while inferring was the preferred and primary LPS option utilized (58% of unfamiliar word encounters where an LPS was actually used), ignoring (31%) and consulting (40%) functioned as backup strategy. The rate of consulting was also revealed to be an area of great individual difference; over all texts, mean participant rates ranged from 6% to 75% with a standard deviation of 26. Three sample rarely consulted (6%, 15%, 17%), two regularly (33%, 44%) and three often (60%, 69%, 75%).

Knight (1994) researched the influence of bilingual dictionary use on vocabulary understanding and reading comprehension in L2 learners with different L1 verbal abilities. Participants (N = 112) were university students studying Spanish at an intermediate level; they were divided into two different groups, the dictionary and no-dictionary one. All participants were provided with two Spanish magazine articles, wrote an immediate recall protocol as a reading comprehension measure, and then completed two unexpected vocabulary tests of 24 targeted unfamiliar words (cued recall—supply a definition; multiple choice—select a definition). Two weeks later, as a delayed measure of vocabulary learning, they reperformed the two vocabulary tests. Results pointed that there were

important differences endorsing the dictionary group on both vocabulary learning and reading comprehension assessment. While the no-dictionary group demonstrated 6% learning on the immediate-supply definition test and 8.5% on the delayed test, the dictionary group demonstrated 20% learning on the immediate and 13.5% on the delayed test. It could be concluded that using dictionary seemed to be useful for the low L1 verbal ability group in that it allowed them to more closely reached the scores of the high verbal ability group in the immediate-select-definition vocabulary test and significantly increased their scores in understanding text. It explicitly described that using a dictionary negatively affected reading rate; the dictionary group spent about 42% more time reading than the no-dictionary group.

The study investigated the same field, but it is asked whether learners could learn and use of the individual strategies. Each of these strategies were selected to help them to understand the their texts and to internalize the vocabulary for productive use. So, the study was built on Fraser's research, but by comparing the three different strategy groups (each 10 students) to one another. The separation was built to answer the question of whether one of the three strategies is the most effective strategy at helping learners to comprehend text and to acquire vocabulary as they read texts. While Fraser observed what strategies her students used and then researched those strategies, this study researches the effectiveness of the strategies in helping student comprehending a text and retaining vocabularies.

The study was made as the answer of the English Teaching method nowadays, called Genre based teaching. This method, although using communicative approach, is not totally communicative functioned. Communicative approach is focused on the goal of students communicating and expressing themselves. They differ in that they tend to focus on academic content within the context of a language course rather than focusing on the student themselves. For example, a traditional communicative activity might have students practicing for routine activities in the daily life (a conversation with friend, communication with stranger in a bus, buying food in the market) with the student's interests, needs, and desires as her main topics of conversation. In contrast, in a Genre Based Teaching, students focus on the world outside of themselves.

## **B. Theoretical Background**

### **1. Strategies for acquiring Vocabulary**

Each of the three strategies mentioned above (consulting dictionary, ignoring difficult word, inferring from contextual cues) focuses on unfamiliar words. Ignoring unknown words and continuing to read for meaning, hereafter referring to as continuing to read without regard to unfamiliar words, focuses on how a lexical item relates to the overall meaning of a larger text. Usage of this strategy does demand that students be conscious of attempting to acquire vocabulary. Consulting a dictionary or other students focuses on how the

lexical item relates to brand new words. Usage of this strategy relies on students conscious processing of vocabulary. Inferring meaning for unknown words focuses on how the lexical item relates to other lexical items that are functioning as linguistic and contextual cues. Usage of this strategy relies on student conscious processing of vocabulary. The aim of all of these three strategies is to help students learn vocabulary in the target language from their text.

## 2. Lexical Processing Strategies

Fraser describes her lexical processing strategies as:

*Refer(ing) to the three strategic option an L2 reader has when confronting an unfamiliar word: ignore and continue reading. Consult a dictionary or another individual, or infer word meaning on the basis of linguistic and contextual cues (1999,p.226).*

The study addressed, through the strategies, the students could learn unfamiliar vocabulary when they face while reading. Exposure to an unknown word may come from a vocabulary list or other source. It is also common for learners to encounter unknown words while reading. in a common feature, when the students encounter a difficult word, they commonly used dictionary as the solution. Obviously, it made them dependent of dictionary used.

Chikalanga, 1993 said that inference is a cognitive process to obtain implicit meaning of a written word and text. It is regarded to be a compensation strategy essential for skilled first language (L1) as well as

second language (L2) reading comprehension (Bialystok, 1983). Moreover, it is known as an essential component of the reading comprehension process according to psycholinguistic models of reading comprehension, which prove that reading involves an interaction between information of a written text and prior knowledge and understanding of the reader.

According to schema theory (Rumelhart, 1980; Widdowson, 1983), word inference can be considered as a process of looking for, and using of, relevant schemata to identify unknown verbal stimuli. Schemata can be regarded as frames of reference which give prediction and organization of information in long-term memory. The amount and quality of contextual cues can determine the outcome of such processes. From her early research with schema theory and reading, Carrell (1983) distinguishes three forms of schemata: linguistic (language knowledge), content (knowledge of topic), and formal (background knowledge of the rhetorical structures of different types of texts). Each of the three plays an important part in the interaction among the text writer, the text, and the reader. Schema-based inferencing is seemingly still quite difficult for low level readers (Winne, Graham, & Prock, 1993). They may fail to stimulate relevant prior knowledge and they may lack relevant prior knowledge needed as input to inference-making processes.

Lexical inferencing, “involves guesses to the meaning of a word in light of all available linguistic cues in accordance to the learner’s general knowledge of the world, her/his awareness of context and her/his relevant linguistic knowledge” (Haastrup, 1987, p. 197). Moreover, lexical inferencing

is frequently suggested by writers to second language pedagogy, researchers, and authors of reading textbooks (Moran, 1991). Moran (1991) also stated that the main purpose of reading textbooks at all levels published for English as a Foreign Language (EFL) learners since the early 1980's feature tasks which require the reader to guess the meaning of unknown words.

The importance of lexical inferencing is accented in top-down reading models (Goodman, 1976; Smith, 1978). These models emphasize the important part played by the reader who uses his or her knowledge to read better and takes short-cuts in bottom-up processing of letters and words. These models declare a great deal of communication between the differing bottom-up and top-down models (Hudson, 1998).

### 3. Strategy of Vocabulary Learning

It is important to note that some learners will react differently and effectively to unknown words than other learners. To some learners, the ability to learn unknown lexical items effectively and differently will come naturally. The training in strategy will be an extension of what they do intuitively. For learners who are not able to learn unknown lexical item as naturally, the strategy training may seem less intuitive. The training may be of greater benefit to them. The students, who do not naturally apply the efficient and effective vocabulary learning, will be given systematic approach that they can use when encounter unknown words.

By mastering a strategy, students will be better equipped to process unknown words efficiently and effectively. Many students may use their own strategies different from the three being investigated, but that all students will be asked to use only the strategy taught in their section so that an accurate assessment of three strategies can be made. It is argued in literature that skilled students get along more easily and establish a network of associations when they read or hear a new unfamiliar word than low-ability students (Kess, 1992; Richards, 1991). As Kern (1989) states more skillful learners use context in order to determine the meaning of an unfamiliar word, guess the meaning on the basis of what is familiar to them and they are more successful than low ability learners. Nassaji (2006) explained that learners possessing a deeper lexical understanding have better access to the knowledge sources and, hence, can construct a more accurate semantic representation of the unknown word during lexical inferencing than those who do not.

#### 4. Relationship Between LPSs and vocabulary acquisition

Fraser found that consulting and inferencing were productive on her students' word learning. Moreover, Fraser found that consulting, especially when used to verify an inference, was an effective strategy. Her research has found that consulting a dictionary enhances reading comprehension (knight, 1994). She found that ignoring and not not regarding to unfamiliar words were not productive for reading comprehension or vocabulary learning. Moreover, Fraser found that instruction on inferencing caused her learners attend to more

unfamiliar words, to engage in “more extensive and elaborative processing”, and to determine more appropriate meaning for the new word.

## 5. Theories of Vocabulary learning

Vocabulary knowledge plays a critical role in students’ academic development to a degree that it is strongly related to reading comprehension (Graves, 2006). Vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also supports and mediates between ESL students and content-area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning.

Read (2004) noted that in studies on L2 vocabulary learning, a distinction had long been made between incidental and intentional learning, with the main focus on the former, especially exploring the extent to which students can learn vocabulary items incidentally while engaging in other language-learning activities. Moreover, to enhance incidental vocabulary-learning in the ESL classroom, it would be effective for teachers to provide students with target vocabulary words through several tasks, as well as to ask them to read only the texts that include the target words. For example, students can read and retell a text generatively, that is, in their own words (Joe, 1998). Also, to know the unknown words while reading a text, students can access a dictionary with various look-up options (Laufer & Hill, 2000).

With regard to vocabulary retention, Hulstijn (1992) demonstrated that target vocabulary items were retained significantly longer when their meanings were correctly inferred than when explained by their synonyms.

Furthermore, Haastrup (1991) suggests that language learners possibly use three sources of inferencing: *contextual*, *intralingual*, and *interlingual* cues. Contextual clues refer to one or two words from the immediate co-text of new lexicon, the entire sentence context containing new lexical items, or a specific aspect of co-text beyond the sentence in which the new word may help in global understanding of the whole text. Intralingual clues have to do with the morpho-syntactical and phonological features of the new word in which the learner utilizes his general information about phonology, orthography, morphology, word class and collocations to guess the meaning. Interlingual prompts relate to a language other than the second language, e.g., the learners' first language. Interlingual prompts are used by learners when they rely on their knowledge of their mother tongues or another language they have acquired to extrapolate or guess the meaning of a word in their second language.

Considerable research has recently been conducted into the effectiveness of vocabulary teaching and learning through various activities or tasks. Lee and Muncie (2006) showed that a post-reading composition task helped ESL students improve the productive use of higher-level target vocabulary. Newton (1995) pointed out that students made more vocabulary gains when engaging in communicative tasks that demanded interactions than

when negotiating word meanings explicitly. Wesche and Paribakht (2000) demonstrated that students learned vocabulary more effectively when they engaged in text-based vocabulary exercises in addition to reading a text than when they read multiple texts without exercises, because in the latter case, they could learn not only target words, but also their lexical features.

## 6. Theories of Reading Comprehension

### a. The traditional view

According to Dole et al. (1991), in the traditional perspective of reading, novice readers achieve a set of hierarchically ordered sub-skills that sequentially built toward comprehension ability. Readers who have mastered these skills are considered as experts or advance who comprehend what they read.

Readers are passive recipients, means they only receive information from the text. According to Nunan (1991), reading in this view is basically a matter of defining a series of written symbols into their union of idea for making sense of the text. He considered this process as the '*bottom-up*' view of reading. McCarthy (1999) called this view '**outside-in**' processing, referring to the existence of the whole idea in the printed page which is interpreted by the reader then taken in.

### b. The cognitive view

Goodman (1967; cited in Paran, 1996) defined reading as a psycholinguistic guessing game, a process where readers treat the text as

sample, decide the early hypotheses, confirm or reject them, make next hypotheses, and so forth. Here, the readers function more in the main of the reading process rather than the text. The schema theory of reading also suits with the cognitively based view of reading process. Rumelhart (1977) had illustrated schemata as "*building blocks of cognition*", used in the process of interpreting chosen data, in regaining information from memory, in setting goals and sub goals, in allocating resources, and in leading the flow of the processing system. Rumelhart (1977) had also argued that if we have incomplete schemata and do not provide knowledge of the incoming data from the text, we will have difficulties in processing and understanding it.

c. The meta cognitive view

According to Block (1992), there is no debate anymore on "*whether reading is a bottom-up, language-based process or a top-down, knowledge-based process.*" It has no more problematic to accept the influence of schemata on both L1 and L2 readers. Research has stepped even further to define the control readers apply their ability to understand a text. This control, Block (1992) referred to as meta cognition.

Meta cognition includes concerning about what one is doing while reading.

Before the action of reading a text begins, some points should be identified to make the reading process more comprehensible. It is important to present the necessary schemata to the reader to make comprehension easier. In

addition, as explained by Lebauer (1998), pre-reading activities can clarify students' cognitive burden while reading as main discussions will have been incorporated.

Summarizing, reacting, questioning, arguing, evaluating, and placing a text within one's own experience, are processes that can be used to encourage the activity of active reading. These processes may be the most complex and suitable to apply in a classroom setting. Duke and Pearson (2001) have mentioned that good readers are active readers. According to Ur (1996), there are several strategies which can be used;

1. Making predictions: The readers should be pursued to predict what will happen next in the text, be able to integrate and combine what has come with what is to come.
2. Making selections: More proficient readers selectively choose reading material, then making decisions about their reading.
3. Integrating prior knowledge: Activated schemata in the pre-reading section should be called upon to facilitate comprehension.
4. Skipping insignificant parts: A good reader will focus on certain pieces of information while skipping insignificant pieces.
5. Re-reading: Readers should be urged to become more sensitive to the effect of reading on their understanding.

6. Making use of context or guessing: Readers should not be suggested to find the definition and understand every single of the unknown word in a text. Instead they should understand the text from the context.
7. Breaking words into their component parts: Efficient readers always try to keep the comprehension process ongoing by breaking words into their affixes or bases. These parts can help readers guess the meaning of a word.
8. Reading in chunks: To train reading speed, readers should get used to reading groups of words or phrases together. This way of reading will also enhance comprehension by focusing on groups of meaning-conveying symbols simultaneously.
9. Pausing: Good readers will stop at certain places while reading a text to absorb and internalize the material and sort out the information.
10. Paraphrasing: While reading texts it may be necessary to make the paraphrase and interpretation of the text subvocally in order to verify what was comprehended.
11. Monitoring: Good readers check their understanding to evaluate whether the text, or the reading of it is meeting with their goals.

After doing the steps above, then the readers do post reading activity. Barnett (1988) has stated that post-reading exercises first monitor students' comprehension and then guide students to a deeper analysis of the reading material. In the real world the purpose of reading is not to memorize an author's point of view or to summarize content of the text, but tend to look into another perspective, or to relate new information into what one

already knows. Group discussion will help students focus on information they did not understand, or comprehend correctly. Accordingly, attention will be concentrated on processes that lead to comprehension or miscomprehension. Generally speaking, there are some post-reading activities can be taken as follows:

1. Discussing the text: Written/Oral
2. Summarizing: Written/Oral
3. Making questions: Written/Oral
4. Answering questions: Written/Oral
5. Filling in forms and charts
6. Writing reading logs
7. Completing a text
8. Listening to or reading other related materials
9. Role-playing

## 7. Attitude

As defined by Ajzen and Madden (1986) that attitude as a learned, implicit anticipatory evaluation to certain objects. Eagly and Chaiken (1993) gave a more specific definition to attitude: a psychological tendency that is “expressed by evaluating a particular entity with some degree of favor or disfavor.”

Attitudes can be achieved from three resources: affective information (e.g., feelings about an object), cognitive information (e.g., beliefs of an object) and

behavioral information (e.g., experiences about an object) (Haddock & Maio, 2004). This attitude was observed the sample. The students will react in classroom according to the task given. This research concerned about the affective perspective of attitude. Affect is counted as a motivational construct. According to Orteny & Terner (1990). Affective attitude, theoretically overlapping with emotion and mood, serves as a significant predictor of students' motivation in behaviors for certain given goals .

Researchers focused on the attitude of the students in order to examine how affective experience can be integrated into academic learning and influence academic effectiveness. The attitude of the students will be threatened as secondary data. This observation is functioned as the supportive data to make the analysis more accurate. The researcher was focus mainly on their attitude when the training process.

## 8. Motivation

Motivation is the psychological feature that arouses an organism to action toward a desired goal and elicits, controls, and sustains certain goal directed behaviors (Wikipedia:2012). For instance: An individual has not slept, he or she feels sleepy, and as a response he or she sleeps. This activity dismisses the feelings of sleepy. There are many approaches to motivation: physiological, behavioural, cognitive, and social.

Motivation is usually started from the inner side of the students. The inner side stated basic need to minimize physical pain and maximize pleasure. It may include specific needs such as eating and drinking, or for a desired object. Conceptually, motivation is related to emotion.

In this research, motivations of the students were noted as the supportive data. The motivation and attitude in the class were taken to enrich the analysis of the primary data.

## CHAPTER III

### RESEARCH METHOD

This study focused on finding the effectiveness of three lexical processing strategies (LPSs) on the vocabulary acquisition and reading comprehension of L2 learners as they read texts. The following procedure was adopted for studying the effectiveness of these three strategies.

#### **A. Research Design**

This research used experimental study. The approach used in this research was the quantitative one supported by statistic calculation (ANOVA) in order to support the findings.

The aim of the study is to compare the effectiveness of each lexical processing strategy. It is shown at the diagram as follows:

R - X<sub>1</sub> - O<sub>1</sub>

R - X<sub>2</sub> - O<sub>2</sub>

R - X<sub>3</sub> - O<sub>3</sub>

#### **B. Population**

The population as the sources of the data in this research was the students of MA Yafalah Gingsangtani Gubug Grobogan. The students became the subjects of this research. There were thirty students taken as a sample in this reasearch.

### **C. Sample**

The sampling technique used in this research was random sampling. Thirty students were assigned randomly to three groups, and each group was trained in a different strategy of lexical processing strategy to solve some reading comprehension tasks. Each student's score was then measured in number based on their achievement.

### **D. Research Data Types and Sources**

The data used in this research consisted of primary and secondary data. The primary data were the result of the written test and the source was students. The secondary data was researcher's own notes. The notes were the result of the observation of the students' activities in the learning process in the classroom. The researcher observed the students' motivation, attitude, and classroom situation in the learning process.

### **E. Data Collection Procedure**

The sample of the research was divided into three groups. Each group consists of ten students. Each group was trained one of three Lexical processing strategies. After two weeks of training, all of the the sample was given reading comprehension test. In this research the writer used the result of the test as the primary data. The result was analyzed by statistical tool of SPSS. The SPSS counted and analyzed the data by using ANOVA technique and then the researcher analyzed and interpreted the output. The interpretation of the data was supported by the observation result on learning process. In this reasearch the writer used observation as the secondary data . The writer

observed the activity of the students in the learning process. This observation was done to explore the motivation, attitude of the students, and classroom situations.

As stated before, the observation data were taken from the classroom and Students of MA Yafalah. In order to obtain the data, the following observation procedure was adopted:

1. The researcher watched the situation during learning process. The researcher took a note about the attitude and motivation of the students.
2. The researcher is concerned was mainly on attitude or motivation of the students.

#### **F. Research Setting**

The research was conducted in MA Yafalah Gubug Grobogan. MA Yafalah as one of the private Senior High Schools located in District of Grobogan Central Java. The use of English as daily communication in this school is very rare. English is only used when the English subject was taught in class.

#### **G. Data Analysis**

In order to be able to grasp the data as a whole, the data were displayed by using tables. In order to find out the results, the data were analyzed by using ANOVA-statistics.

## 1. Analysis of Variance (ANOVA)

As stated in wikipedia.com, ANOVA is used in the analysis of comparative experiments. This study aims to compare the effectiveness of each of the lexical processing strategy. The statistical significance of the experiment is determined by a ratio of two or more variances. So, ANOVA statistical significance results are independent of constant bias and scaling errors as well as the units used in expressing observations.

To count and analyze the calculation of the ANOVA, the researcher used SPSS 20 program. This program is a comprehensive and flexible statistical analysis and data management solution. SPSS can take data from almost any type of file and use them to generate tabulated reports, charts, and plots of distributions and trends, descriptive statistics, and conduct complex statistical analyses (IBM.com).

The use of SPSS is was not leaving the base of Anova analysis. There are several steps to be conducted when analyzing the data using SPSS. The data must be carefully placed and organized in order to find the correct analysis

This is the ccomputational procedures for ANOVA. When doing the computations, the following procedure must be taken:

Table 1: Computational procedures of ANOVA

<b>One Way Anova: Computational Procedures</b>	
Formula	Explanation
$T_{Aj} = \sum_{i=1}^N y_{ij}$	$T_{Aj}$ = the sum of the scores in group $A_j$ , where $A_1$ = first group, $A_2$ = second group, etc. Add up the values for the observations for group $A_1$ , then $A_2$ , etc. Also sometimes called just $T_j$ .
$Y^2 = \sum_{i=1}^N y_i^2$	Sum all the observations. Square the result. Divide by the total number of observations.
$\sum_{i=1}^N y_i^2$	Square each observation. Sum the squared observations.
$T_{Aj}^2 / N_{Aj}$	Square $T_{Aj}$ , and divide by $N_{Aj}$ . Repeat for each of the J groups, and add the results together.
SS Total = $Y^2 - (1)$	Total Sum of Squares
SS Between = $(3) - (1)$ . Or, if treatment effects have been computed, use $\sum_{j=1}^J T_{Aj}^2 / N_{Aj} - (1)$	Between Sum of Squares. This is also sometimes called $SS_A$ , SS Treatment, or SS Explained
SS Within = $(2) - (3)$	Within sum of squares. Also called SS error, or SS Residual
MS Total = SS Total / (N - 1)	Mean square total. Same as $s^2$ , the sample variance.
MS Between = SS Between / (J - 1)	Mean square between. Also called $MS_A$ , MS Treatment, or MS Explained
MS Within = SS Within / (N - J)	Mean Square Within. Also called MS error or MS Residual
F = MS Between / MS Within	Test statistic. d.f. = (J - 1, N - J)

All of the steps above were counted by the SPSS. After counting the data SPSS will create an Output Table. The Output Table of an analysis of variance are often presented in a table that looks something like the following (with the appropriate values filled in):

Table 2.: Table of ANOVA

Source	SS	D.F.	Mean Square	F
A (or Treatment, or Explained)	SS Between	J - 1	SS Between/ (J - 1)	$\frac{\text{MS Between}}{\text{MS Within}}$
Error (or Residual)	SS Within	N - J	SS Within / (N - J)	
Total	SS Total	N - 1	SS Total / (N - 1)	

The data in the table was the result of the analysis. The top of the column will not filled by the number since they were as header. The other sell will be filled by some numbers that must be interpreted by using statistic and SPSS theories.

## H. Test Material

In order to find the effectiveness of LPSs used by EFL learners, four reading passages were chosen for the study. All passages were taken from English National Examination text. The reason why the researcher chooses UN text is because the text is already standardized for students of Senior High School. The level of text difficulty and vocabulary were already prepared by the experts to be conducted by students of Senior High School in National Examinations.

These short reading passages were read in their class one at a time by the students, and their usual teachers assisted them in class. The sample have to finish the task by only using the strategy that was taught in the previous task.

## CHAPTER IV

### RESULTS AND DISCUSSION

This research explored the effectiveness of three lexical processing strategies (LPSs) on the reading comprehension of L2 learners as they read texts. In the following chapter the researcher tries to describe in detail the results and the discussion of data and observation conducted in MA Yafalah Grobogan.

#### A. Results

Before the researcher explains about the whole tables, the following table is containing the code that was used in all tables.

Table 3.: The Code History For The Research

CODE	Description
STR A	This group uses strategy ‘use contextual cues to infer the meaning of unfamiliar words in a texts’
STR B	This group uses strategy ‘consulting a dictionary or another individual for the meaning of unfamiliar words in a texts’
STR C	This Group uses strategy continuing to read a text without regard to unfamiliar words strategy;

Before the data was counted into Anova analysis, the standard of ANOVA analysis test requires the assumption of normality and homogeneity. In statistics, normality tests are used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. The researcher will display the results of the test as follows:

Table 3. Normality output for Reading comprehension test.

**One-Sample Kolmogorov-Smirnov Test**

		observasi	LPS
N		30	30
Normal Parameters <sup>a,b</sup>	Mean	5.67	2.00
	Std. Deviation	1.749	.830
Most Extreme Differences	Absolute	.144	.219
	Positive	.115	.219
	Negative	-.144	-.219
Kolmogorov-Smirnov Z		.788	1.200
Asymp. Sig. (2-tailed)		.564	.112

a. Test distribution is Normal.

b. Calculated from data.

The output above shows that the data were normally distributed. This can be seen from the value of Asymp.Sig (2-tailed) of  $0.564 > 0.05$ . So, the distribution of the data is statistically normal. After the test of normality was conducted, the next step is to test the homogeneity of the data. The test was conducted to test the variant of the data.

Table 4. : Homogeneity output for Reading comprehension test.

**Test of Homogeneity of Variances**

Observasi

Levene Statistic	df1	df2	Sig.
1.782	2	27	.187

From the test of homogeneity of variance, it is stated that the score of Sig is 0.187. the sig of  $0.187 > 0.05$ . It means that the data is assumed had same variant. Based on the both test, it is valid to continue to test the data by using Anova.

After testing the normality and homogeinity to the data, the next step is finding the description of the data by testing descriptives. The result will be shown as follows:

Table 5.: Descriptive output for Reading comprehension test.

**Descriptives**

Observasi

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
STRA	10	5.40	1.075	.340	4.63	6.17	4	7
STRB	10	7.30	.949	.300	6.62	7.98	6	9
STRC	10	4.30	1.636	.517	3.13	5.47	2	7
Total	30	5.67	1.749	.319	5.01	6.32	2	9

Based on the Descriptive output, it is obtained that the mean score of reading comprehension for strategy A (Inferring from contextual cues) is 5.40, Strategy B (consult a dictionary) is 7,3 and 4,30 for Strategy C (ignoring difficult

word). Minimum Score for Strategy A (Inferring for contextual cues) is 4 and a maximum of 7. While the minimum score for strategy B (consult a dictionary) is 6 and a maximum of 9. Minimum score Strategy C (ignoring difficult word) is 2 and the highest at 7.

From this finding, it can be assumed that for all students, the most successful strategy to be applied in reading comprehension, is consulting to a dictionary. We can see that the strategy to consult dictionary had the highest mean than others. It means that for MA Yafalah Students, consulting the dictionary is the most effective way in comprehending the text. The second rank is strategy to infer word meaning from context clues. According to researcher, this strategy is the most appropriate one for the students to solve the reading comprehension task. This is because consulting the dictionary is not allowed in formal test. If the students used the strategy to consult the dictionary every time, they would be dependent to dictionary. The other strategies must be trained to the students as alternatives.

The strategy which had the lowest mean is ignoring a difficult word. For MA Yafalah students, this strategy is difficult to be applied to solve reading comprehension tasks. The students had to skip each unfamiliar word in text. By this strategy, the students lost a lot of words, as result the scaffolding of the story was difficult to be applied.

The lowest standard deviation is in strategy B (consult a dictionary), while the highest standard deviation is in Strategy C ( Ignoring difficult words). This

value indicates the uniformity of the data, so the high score of the standard deviation value indicates the amount of inconsistency of the data. Thus, it can be concluded that Strategy B (consult a dictionary) showed variability (varied) in score.

Table 6.: Anova output for Reading comprehension test.

**ANOVA**  
Observasi

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	46.067	2	23.033	14.599	.000
Within Groups	42.600	27	1.578		
Total	88.667	29			

From this output of ANOVA, it is showed that the value of F count is 14.599 by 0.000 sig. Because the sig  $0.000 < 0.05$  it can be concluded that  $H_0$  is rejected, or there is a significant difference between the result of strategy A (Inferring the meaning of unfamiliar words), strategy B (consulting a dictionary), and strategy C (continue to read without regard to unfamiliar words).

From the finding above, it is stated that there is a significant influence of kind of strategy to the score of reading comprehension test. It means, the strategy has a critical role to shift students' ability in reading comprehension tasks. This finding shows us that the teacher in class must choose an appropriate strategy for the students. They must give guidance and several techniques to apply a strategy.

The strategy to infer the meaning from contextual cues is not the highest mean for reading comprehension but the most suitable strategy for the students. It can be applied in any model of reading test. The strategy to consult a dictionary is not suitable for any tests because normally it is prohibited to consult to dictionary in any formal test.

Table 7. : LSD Output for Reading comprehension test for all students.

### Multiple Comparisons

Dependent Variable: observasi

(I) LPS (J) LPS	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval		
				Lower Bound	Upper Bound	
LSD	STRA STRB	-1.900*	.562	.002	-3.05	-.75
	STRA STRC	1.100	.562	.061	-.05	2.25
	STRB STRA	1.900*	.562	.002	.75	3.05
	STRB STRC	3.000*	.562	.000	1.85	4.15
	STRC STRA	-1.100	.562	.061	-2.25	.05
	STRC STRB	-3.000*	.562	.000	-4.15	-1.85

\*. The mean difference is significant at the 0.05 level.

Furthermore, through the LSD Post Hoc Test, it is known the differences between groups. The analysis is summarized as follows:

The mean difference of Strategy A to Strategy B is -1.900 with 0.002 of Sig. it can be seen that The sig 0.002 < 0,05. It indicates that between strategy A to strategy B is significant. This data stated that there was a significant effect caused by strategy A and strategy B. the use of the strategy A cannot be replaced by the

strategy B because they have significant function. The mean difference of Strategy A to Strategy C is 1.100 with 0.061 of Sig. it means that the sig 0.062 >0,05. It indicates that between strategy A to strategy C is not significant. This result confirmed that strategy A and strategy C had the same position since they were not significantly different. The use of the strategy had almost the same effect, so they may be used together. The mean difference of Strategy B to Strategy C is 3.000 with 0.000 of Sig. it can be seen that the sig 0.000 <0,05. It indicates that between strategy B to strategy C is significant.

By this finding, we can assume that strategy B (consult a dictionary) is significant for both strategy A (inferring from contextual cues) and strategy C (ignoring difficult word). Meanwhile, strategy A to strategy C is not significant. This result reminds the teachers that strategy to infer the meaning from contextual cues sometime can be replaced by strategy to ignore difficult word because they are not significant.

Table 8.: Post Hoc Duncan Output for Reading comprehension test for all students.

**Observasi**

	LPS	N	Subset for alpha = 0.05	
			1	2
Duncan <sup>a</sup>	STRC	10	4.30	
	STRA	10	5.40	
	STRB	10		7.30
	Sig.		.061	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 10.000.

From the Post Hoc Duncan test above, the difference in each group can be seen from the harmonic mean of each strategy. The strategies are in the same field or a different subset. The result shows samples of the three groups are in two columns. Strategy A and strategy C were entered in column 1, and Strategy B were entered in column 3. This indicates that Strategy A and C is not significantly difference while the strategy to consult a dictionary is significant to others. The result indicates that the use of strategy A can be replaced by strategy C since they were not significant statistically. Practically, these strategies could be used together or as complement.

## **B. Discussion**

This discussion contains the result of reading comprehension test for the sample. The discussion was divided into four groups according to the question stated in chapter 3. The primary data was taken from the score of the test. It was supported by the observation data to make the result more accurate. the observation were taken during the exercise classes. The analysis of the data will be described as follows:

1. Strategy to use contextual cues to infer the meaning of unfamiliar words in a texts

a. Data Analysis

According to the data, this strategy has the maximum score of 7 and minimum of 4. The mean score of the group is 5,4. If the data was analyzed by the mean score, it was obtained that this strategy failed to challenge the students to achieve minimum score of National Examination score of 5.5. English is one of the 6 mandatory subjects of National Examination, so the students must have at least 5.5 of score as the condition to be graduated from Senior High School. So, this strategy statistically cannot be applied to the students if the target is to pass the examination.

In other side, if the strategy was analyzed by the minimum and maximum score, it was obtained that some of the students were successfully passed the minimum score of National Examination. There were 6 from 10 students who failed to pass the minimum score of the National Examination. Personally, there would be 6 students who were not graduated from Senior High School. The other students, would be successful to pass the examination.

The researcher was made another calculation of the data. The National Examination questions consist of 35 reading comprehension test and 15 listening test. If the counting is only for reading comprehension test, it means that the reading comprehension task is only 70 % of the whole test. So, the passing grade of the reading comprehension test is 70% of 55 point or 38,5

point. By this calculation, it was found that all of the students achieved to the minimal passing grade of reading comprehension. The minimum score of the group was 4 by the passing grade of 38.5

Practically, this strategy is very useful for the students. The inferring strategy is successful to make the students passed the passing grade of 38.5. the teacher must give extra attention and development for this strategy because this is legal in any level of learning. This strategy can be engaged in both learning and testing process.

The implementation of the strategy in learning process in classroom must be engaged carefully. In every classroom, there would be intermediate and low-intermediate students. Every teacher must understand the impact of this strategy for each level. When the researcher engaged this strategy in the class, the researcher asked the students to underline the unfamiliar words based on their own knowledge. There several version of underlined text. Most of them were stated in the low vocabulary level. The level is known from the number of underlined word in the text. For those with high vocabulary level, the text was easy to infer.

The following underlined text was the result of one of the students with intermediate level. The result will be displayed as follows:

Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. “Why are you crying?” said a voice behind her. The princess looked down. She saw a frog, “Oh, Please, frog,” said the princess. “I lost my ball down the well, if you bring it back to me, i will do anything you want”. “Anything at all?” asked the frog. “Yes, anything,” said the princess.

So the frog dived into the well and gave the ball back to the princess. “I don’t want money or property”. Said the frog. “Let me live with you and be friend” The Princess did not really want to let the frog came and

By this text, the researcher analyzed that for the intermediate students the chance to infer the meaning from the context is very wide. The text shows that almost only one word that was underlined in every sentence. It means that the students could continue to the next step.

After giving the underline, the next step is to infer the meaning of unfamiliar word. For example: “The princess began to cry”. This sentence shows that there was only one underlined word. It means that the students could directly infer the meaning by guessing the meaning from the context. “Putri .....menangis” the students may guess the meaning of “began” by “mulai” or “segera”. If the guessing is using both, the sentence would be “Putri mulai menangis” or “Putri segera menangis”. Both sentences were not distracting the whole meaning of the text.

For the students with vocabulary level that balance with the level of the test, this strategy could directly applied to the classroom learning process. The teachers must understand that text selection is very important to assess students ability. The text must balance between students' vocabulary level and the vocabularies.

On the other side, the students from low-intermediate level were difficult to infer the meaning from context since there were a lot of underlined words in the text. The following underlined text was the result of one of the students with low-intermediate level. The text was containing almost full of underlined words.

Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looked down. She saw a frog, "Oh, Please, frog," said the princess. "I lost my ball down the well, if you bring it back to me, i will do anything you want". "Anything at all?" asked the frog. "Yes, anything," said the princess.

So the frog dived into the well and gave the ball back to the princess. "I don't want money or property". Said the frog. "Let me live with you and be friend". The Princess did not really want to let the frog came and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day, the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

From the text, it was clearly displayed that almost all of the sentences were containing more than one underlined word. This situation made the students difficult to continue to the inferring step. For example the sentence; “So the frog dived into the well and gave the ball back to the princess”. The translation would be; “Lalu kodok itu.....ke.....dan.....bola kembali ke.....”. By this translation, it is very difficult for the students to guess the empty space. If the students were asked to guess the meaning, so the translation would be very varied, such as: “Lalu kodok itu pergi ke lapangan dan mengambil bola kembali ke rumah”, or “Lalu kodok itu jatuh ke lubang dan mengambil bola kembali atas”. The variations of the translation would make the low-intermediate students confused.

This situation was happened as the level of the vocabulary and the text is unbalance. It made the students react negatively. They thought that the text was too difficult for them then they stopped trying to guess. This situation is normal because the students at intermediate level tried to understand the whole passage by looking at the context and getting the general idea of the passage; they did not spend most of their time on trying to guess the meanings of unknown words. Instead, they used their discourse, world, grammatical knowledge and word association knowledge in order to guess. It is explained in literature that competent students find associations more easily and establish a network of associations when they see or hear a word than low-ability students (Kess, 1992). The students from low-intermediate level tried

to associate the unknown words with the words they already knew and some of their guesses were wrong.

In learning process, after giving an assessment, the teacher will conduct enrichment and remedial step. Remedial is for the students who didn't achieve the standard. In this step, teacher have to make the student understand about the current material by rehearsal or other activity. By this point, the teacher must evaluate the process before assessment. They have to understand what make the failure. It could be from the methods, text selection, or strategy. Here the teacher must engage the new method, text, or strategy to achieve the passing grade of the test.

While enrichment is for students that have more acceleration than other students. Here, the teacher have to give extra material and extra challenge to make the students keep on learning. Sometimes, if the amount of these students is fewer than the remedial ones, they would be neglected. It is not good for these students because they need another challenge too. So the teacher must give them extra exercise or extra tasks.

#### b. Observation Analysis

It was already mentioned that the researcher was not only using primary data, but also using observation data. The observation was conducted in pre activity class. The result of the observation will be delivered as follows:

##### 1. Attitude

By using this strategy, students leaned to be more active in class. They asked their mate and sometimes asked themselves. They try to exchange their vocabulary to their friends. This activity was good for the knowledge sharing. The process would make the students absorb their friends' vocabularies. Asking friend is allowed only allowed in the first of the 4 meetings in the classroom.

Although this activity was prohibited when doing the test, it has many advantages for the students as explained above. The situation was changing when asking friend is not allowed in the class. The students from intermediate level always smile and seriously did the task. They can do the task by themselves. It was different with other students from low-intermediate level. They tried to obey the rule that they have to do the task individually, but with different appearance. They stuck in some sentences as the fact that the unfamiliar words were indeed impossible to be inferred or guessed.

## 2. Motivation

This strategy provided some challenges for the students. The task is like puzzle. Guessing the meaning is like solving puzzle. This situation motivated the students to solve the problem as fast as they can. They proud themselves when they could answer their friends' question. This is for the students with intermediate level. In contrast, for those with low-

intermediate level, it is difficult for them to guess or infer. As the result, they only waiting or asking.

This situation was observed at the first meeting. At the second meeting, the researcher could contrast between the intermediate students and low intermediate students. The first group did the task enthusiastically. They had big spirit to finish the task. It was different with the second group, which conducted the task passively. They did the task despondently. At the first 10 minutes was still the same, but after that, the low-intermediate level seemed stop trying to guess or infer the difficult word.

### 3. Class Situation

The situation of the class was depended on the rule of the strategy. When consulting friends was allowed, the class was growing lively. It is different when the rule to do the task individually was done. The class changed into silent class. The students were busy to their own papers. Some of them were trying to do the task actively, and some of the were do the task passively.

2. Strategy to consult the dictionary for the meaning of unfamiliar words in a texts

#### A. Data Analysis

According to the data, this strategy has the maximum score of 9 and minimum of 6. The mean score of the group is 7,3. If the data was analyzed by the mean score, it was obtained that this strategy succeeds to challenge the students to achieve minimum score of National Examination score of 5.5. English is one of the 6 mandatory subjects of National Examination, so the students must have at least 5.5 of score as the condition to be graduated from Senior High School. So, this strategy statistically cannot be applied to the students if the target is to pass the examination.

The minimum score was 6. This situation was mentioning that this strategy is powerful for reading comprehension task. All of the students from any levels were pass the passing grade. The mean score of 7,3 point reminded the researcher that the mean was 1,8 more than the passing grade point. using dictionary was proven as the most effective strategy in reading comprehension.

From the LSD output, it was observed that the strategy to consult a dictionary is significant for another two strategies. The function of this strategy is significantly different with the others. The use of this strategy cannot be replaced by others. The power of the dictionary as the main tool to translate the word is strong. It shows the researcher that the vocabulary level of the students is very low. They have to engage other tasks especially to enhance their vocabulary level. The groups of the sample were coming from

same location and situation. The use of dictionary was made a big difference between one group to others.

Practically, this strategy is very useful for the students. The consulting to dictionary strategy is successful to make the students passed the passing grade of 5.5. The implementation of the strategy in learning process in classroom must be engaged carefully.

In every classroom, there would be some formal test. In every formal test, the use of dictionary is prohibited. So, every teacher must understand the impact of this strategy for students. The use of dictionary is not really good for students. It will make them addicted. Since the prohibition of the dictionary in test, so the teachers must engage this strategy only in practice session. The strategy to consult to dictionary is very useful for vocabulary acquisition. The teachers can apply this strategy when the aim of the leaning process is to enhance students' vocabulary level. When the researcher engaged this strategy in the class, the researcher asked the students to underline the unfamiliar words based on their own knowledge. The following underlined text was the result of one of the students with intermediate level. The result will be displayed as follows:

Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looked down. She saw a frog, "Oh, Please, frog," said the princess. "I lost my ball down the well, if you bring it back to me, i will do anything you want". "Anything at all?" asked the frog. "Yes, anything," said the princess.

So the frog dived into the well and gave the ball back to the princess. "I don't want money or property". Said the frog. "Let me live with you and be friend". The Princess did not really want to let the frog came and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day, the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

By this text, the researcher analyzed that the current student had the same level with those in intermediate student from strategy A. This underlined text had more unfamiliar word than the first strategy. The result of the test was 9. It was 2 points more than the strategy to infer the meaning. With the same text and students level, the strategy to consult dictionary had higher score than strategy to infer the meaning.

The researcher assumed that strategy to consult the dictionary is the most powerful strategy in reading comprehension test.

For the students with vocabulary level that balance with the level of the text, this strategy was very easy to be applied in classroom learning process. For those with low-intermediate level must be taken carefully. The following data contains the result of reading comprehension test for low-intermediate

students. The low-intermediate students usually get low score in a test. The teachers have to pay more attention to them because sometime their acceleration is different with the intermediate level. The remedial program is one of solutions for this. The teacher has to decide the most powerful strategy to teach them.

The students from low-intermediate level were different with the intermediate ones, since there were a lot of underlined words in the text. The following underlined text was the result of one of the students with low-intermediate level.

Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. “Why are you crying?” said a voice behind her. The princess looked down. She saw a frog, “Oh, Please, frog,” said the princess. “I lost my ball down the well, if you bring it back to me, i will do anything you want”. “Anything at all?” asked the frog. “Yes, anything,” said the princess.

So the frog dived into the well and gave the ball back to the princess. “I don’t want money or property”. Said the frog, “Let me live with you and be friend”. The Princess did not really want to let the frog came and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day, the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

From the text, it was clearly displayed that almost all of the sentences were containing more than one underlined word. This situation made the students so busy to find the unfamiliar words. For example the

sentence; “Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop”. The translation would be; “Setiap hari, .....duduk .....di.....dan .....sebuah.....dan..... ”. By this translation, it is very difficult for the students to find the word “would” from the dictionary. If the students were asked to guess the meaning, so the strategy will mixed with other strategy. Practically the mix of the strategies were needed for the students. Sometimes, the text was easy to be inferred, but sometimes, it would be very difficult. So the teacher must understand what is the most appropriate strategy for the students.

This situation was happened for the low-intermediate students. The students reacted negatively. They thought that the text was too difficult for them then they stopped trying to find the meaning of the rest word. This situation is normal because the students at low-intermediate level cannot trace the basic form of some unfamiliar words. In order to face this problem, the teacher must stimulate the students with pre reading activity about the word changes. The teacher can also give the treatment by giving remedial teaching.

In learning process, after giving an assessment, the teacher will conduct enrichment and remedial step. Remedial is for the students who didn't achieve the standard. In this step, teacher have to make the student understand about the current material by rehearsal or other activity. By this point, the teacher must evaluate the process before assessment. They have to understand what make the failure. It could be from the methods, text selection, or strategy.

Here the teacher must engage the new method, text, or strategy to achieve the passing grade of the test.

While enrichment is for students that have more acceleration than other students. Here, the teacher have to give extra material and extra challenge to make the students keep on learning. Sometimes, if the amount of these students is fewer than the remedial ones, they would be neglected. It is not good for these students because they need another challenge too. So the teacher must give them extra exercise or extra tasks.

## 2. Observation Analysis

It was already mentioned that the researcher was not only using primary data, but also using observation data. The observation was conducted in pre activity class. The result of the observation will be delivered as follows:

### a. Attitude

By using this strategy, students leaned to be more active in class. They were challenged themselves to finish the text as fast as they could. They tried to left their friends. This activity was good for the knowledge competition. The process would make the students were stimulated and motivated to enhance their vocabulary level. Asking friend is only allowed in the first of the 4 meetings in the classroom. Although this activity was prohibited when doing the test, it has many advantages for the students as explained above. The situation was changing when asking friend is not allowed in the class. The students from intermediate level calmly find and

analyze the unfamiliar words. They can do the task by themselves. It was different with other students from low-intermediate level. They tried to obey the rule that they have to do the task individually, but with different appearance. They stuck in some sentences as the fact that the unfamiliar words were not directly could be found from the dictionary.

b. Motivation

This strategy provided some adventure for the students. The task is like a competition for the students. Almost all of the words were provided in the dictionary. The only task was they have to find the word faster than the others. This situation motivated the students to solve the problem as fast as they can. They proud themselves when they could answer faster than their friends. This is for the students with intermediate level. For those with low-intermediate level, it is difficult for them compete with the intermediate ones. The different number of the unfamiliar words and the ability made them left behind the intermediate ones. As the result, they only waiting or asking. This situation was observed at the first meeting. At the second meeting, the researcher could contrast between the intermediate students and low intermediate students. The first group did the task enthusiastically. They had big spirit to finish the task. It was different with the second group, which conducted the task passively. They did the task despondently. At the first 10 minutes was still the same, but after that, the low-intermediate level seemed stop trying to guess or infer the difficult word.

c. Class Situation

The situation of the class was depended on the rule of the strategy. When consulting friends was allowed, the class was growing lively. It is different when the rule to do the task individually was done. The class changed into silent class. The students were busy to their own papers and dictionary. Some of them were trying to do the task actively, and some of them were do the task passively.

3. Strategy to continue to read a text without regard to unfamiliar words

a. Data Analysis

According to the data, this strategy has the maximum score of 7 and minimum of 2. The mean score of the group is 4,3. If the data was analyzed by the mean score, it was obtained that this strategy failed to challenge the students to achieve minimum score of National Examination score of 5.5. English is one of the 6 mandatory subjects of National Examination, so the students must have at least 5.5 of score as the condition to be graduated from Senior High School. So, this strategy statistically cannot be applied to the students if the target is to pass the examination.

In other side, if the strategy was analyzed by the minimum and maximum score, it was obtained that some of the students were successfully passed the minimum score of National Examination. There were 7 from 10 students who failed to pass the minimum score of the National Examination.

Personally, there would be 7 students who were not graduated from Senior High School. The other student would be successful to pass the examination.

The researcher was made another calculation of the data. The National Examination questions consist of 35 reading comprehension test and 15 listening test. If the counting is only for reading comprehension test, it means that the reading comprehension task is only 70 % of the whole test. So, the passing grade of the reading comprehension test is 70% of 55 point or 38,5 point. By this calculation, it was found that there were 3 students who did not achieved to the minimal passing grade of reading comprehension. The minimum score of the group was 2.

Practically, this strategy is not very useful for the students. The inferring strategy is not successful to make all of the students passed the passing grade of 38.5. The implementation of the strategy in learning process in classroom must be engaged carefully. In every classroom, there would be intermediate and low-intermediate students. Every teacher must understand the impact of this strategy for each level. It was proven from the data that 30 % of the students were failed to pass the examination. When the researcher engaged this strategy in the class, the researcher asked the students to underline the unfamiliar words based on their own knowledge. The following underlined text was the result of one of the students with intermediate level. The result will be displayed as follows:

Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. “Why are you crying?” said a voice behind her. The princess looked down. She saw a frog, “Oh, Please, frog,” said the princess. “I lost my ball down the well, if you bring it back to me, i will do anything you want”. “Anything at all?” asked the frog. “Yes, anything,” said the princess.

So the frog dived into the well and gave the ball back to the princess. “I don’t want money or property”. Said the frog. “Let me live with you and be friend”. The Princess did not really want to let the frog came and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day, the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

By this text, the researcher analyzed that for the intermediate students the chance to get the whole story by ignoring is very wide. The text shows that almost only one word that was underlined in every sentence. It means that there were only little words that untranslatable. If the unfamiliar words were skipped, so the scaffolding step would be easier because the words are nearly complete.

After giving the underline, the next step is to scaffold the meaning of the whole text. For example: “*Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.*” So the translation would be” *Dahulu kala ada seorang raja yang memiliki puteri cantik. Dia sangat mencintainya. Setiap hari putri*

*(skipped) duduk di istana (skipped) dan (skipped) bola emas ke atas udara dan (skipped). Dia menyukai permainan ini”*

By this translation, it shows that there was only a few unfamiliar words. It means that the students could directly get the meaning of the paragraph by scaffolding or ignoring the difficult words. the students were easily translate the text by the familiar words. almost all of the essential words were already translated. It made the text was comprehended easily. This situations was different with other students in the group. Some of them were coming from low intermediate level with low level of vocabulary.

For the students with vocabulary level that balance with the level of the test, this strategy could directly applied to the classroom learning process. The teachers must understand that text selection is very important to assess students ability. The text must balance between students' vocabulary level and the vocabularies.

On the other side, the students from low-intermediate level were difficult to get the meaning of the whole text since there were a lot of underlined words in the text. The following underlined text was the result of one of the students with low-intermediate level. The text was containing almost full of underlined words.

Long ago there was a king who had a beautiful daughter. He loved her very much. Every day, the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. “Why are you crying?” said a voice behind her. The princess looked down. She saw a frog, “Oh, Please, frog,” said the princess. “I lost my ball down the well, if you bring it back to me, i will do anything you want”. “Anything at all?” asked the frog. “Yes, anything,” said the princess.

So the frog dived into the well and gave the ball back to the princess. “I don’t want money or property”. Said the frog. “Let me live with you and be friend”. The Princess did not really want to let the frog came and live with her as her favorite friend but she was an honest princess. When she made a promise she kept it. So the frog came back with her to the palace.

One day, the princess discovered that the frog had turned into a handsome prince so they got married and live happily ever after.

From the text, it was clearly displayed that almost all of the sentences were containing more than one underlined word. This situation made the students difficult to get the meaning of the whole text. For example the second paragraph; “*One day, she accidentally tosses her ball too high. When it came down, she could not catch it. It fell deep into the well. The princess began to cry. “Why are you crying?” said a voice behind her. The princess looked down. She saw a frog, “Oh, Please, frog,” said the princess. “I lost my ball down the well, if you bring it back to me, i will do anything you want”. “Anything at all?” asked the frog. “Yes, anything,” said the princess.”*

The translation would be; “suatu hari, dia (skipped) (skipped) bolanya terlalu (skipped). Ketika jatuh, dia tidak (skipped) (skipped). Itu (skipped) (skipped) ke dalam (skipped). (skipped) (skipped) menangis. “Mengapa kamu menangis?” kata (skipped) (skipped) nya. (skipped)

(skipped). Dia (skipped) kodok. “tolonglah kodok, kata (skipped). “saya (skipped) bola saya jatuh ke(skipped). Jika kamu (skipped)kembali padaku, saya akan lakukan (skipped) yang kamu mau. (skipped)semua? (skipped) si kodok. “ya, (skipped), kata (skipped).” By this translation, it is very difficult for the students to guess the whole meaning of the text. But there are many keywords that were already translated. The students may scaffold the story by these words; Ball, down, cry, crying, frog, please, back, do-you want. These words were the important word of the story. If they could build the story by using these words, so the comprehension of the story will be done. The scaffolding technique needs some concentrations and intuitions. So this strategy will result many variations of the story according to the intuition of the students. The variations of the translation would make the low-intermediate students confused.

This situation was happened as the level of the vocabulary and the text is unbalance. They thought that the text was too difficult for them then they stopped trying to understand the whole story. This situation is normal because the students at intermediate level tried to understand the whole passage by looking at the context and getting the general idea of the passage; they did not spend most of their time on trying to guess the meanings of unknown words. Instead, they used their discourse, world, grammatical knowledge and word association knowledge in order to guess. It is explained in literature that competent students find associations more easily and

establish a network of associations when they see or hear a word than low-ability students (Kess, 1992).

In learning process, after giving an assessment, the teacher will conduct enrichment and remedial step. Remedial is for the students who didn't achieve the standard. In this step, teacher have to make the student understand about the current material by rehearsal or other activity. By this point, the teacher must evaluate the process before assessment. They have to understand what make the failure of the learning process. It could be from the methods, text selection, or strategy. Here the teacher must engage the new method, text, or strategy to achieve the passing grade of the test.

While enrichment is for students that have more acceleration than other students. Here, the teacher have to give extra material and extra challenge to make the students keep on learning. Sometimes, if the amount of these students is fewer than the remedial ones, they would be neglected. It is not good for these students because they need another challenge too. So the teacher must give them extra exercise or extra tasks.

#### b. Observation Analysis

It was already mentioned that the researcher was not only using primary data, but also using observation data. The observation was conducted in pre activity class. The result of the observation will be delivered as follows:

## 1. Attitude

By using this strategy, students leaned to be more active in class. They asked their mate and sometimes asked themselves. They try to exchange their vocabulary to their friends. This activity was good for the knowledge sharing. The process would make the students absorb their friends' vocabularies. Asking friend is allowed only allowed in the first of the 4 meetings in the classroom. Although this activity was prohibited when doing the test, it has many advantages for the students as explained above. The situation was changing when asking friend is not allowed in the class. The students from intermediate level always smile and seriously did the task. They can do the task by themselves. It was different with other students from low-intermediate level. They tried to obey the rule that they have to do the task individually, but with different appearance. They stuck in some sentences as the fact that the unfamiliar words were too much.

## 2. Motivation

This strategy provided some challenges for the students. The task is like puzzle. Scaffolding was like rebuild broken bricks. This situation motivated the students to solve the problem as fast as they can. They proud themselves when they could answer their friends' question. This is for the students with intermediate level. In contrast, for those with low-intermediate level, it is difficult for them to guess or infer. As the result, they only waiting or asking. This situation was observed at the first

meeting. At the second meeting, the researcher could contrast between the intermediate students and low intermediate students. The first group did the task enthusiastically. They had big spirit to finish the task. It was different with the second group, which conducted the task passively. They did the task despondently. At the first 10 minutes was still the same, but after that, the low-intermediate level seemed stop trying to guess or infer the difficult word.

### 3. Class Situation

The situation of the class was depended on the rule of the strategy. When consulting friends was allowed, the class was growing lively. It is different when the rule to do the task individually was done. The class changed into silent class. The students were busy to their own papers. Some of them were trying to do the task actively, and some of the were do the task passively.

### 4. The most powerful strategy for reading comprehension test.

After analyzing the data, it was observed that statistically, the most powerful strategy is strategy to consult a dictionary. This strategy has the highest mean than others. The use of dictionary was easy to be applied by the students. The dictionary is easy and compact to use. They always have a perfect guidance when facing unfamiliar words. this strategy is cannot be applied in the whole learning process. The use of dictionary is prohibited in any test. So, it need another strategy to be applied in the classroom.

The most suitable strategy is strategy to infer the meaning from contextual cues. This strategy is legal in any test. The strategy is using the context to guess the meaning of unfamiliar word. Then, the students can understand the story of the text. Although this strategy was not so functioning for those from low-intermediate level, the effort must be taken to train them the right technique to infer the meaning.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

1. Strategy to use contextual cues to infer the meaning of unfamiliar words in a texts

Practically, this strategy must be taken as the main strategy in learning process. It is helpful for the students when they conduct a reading test. For senior high school level students, they have to pass final national examination. The questions of the examination are consisting of 35 reading test and 15 listening test. One of the rules of the examination is that it is prohibited to consult to dictionary. This strategy is the most effective strategy after strategy to consult to dictionary.

According to Ur (1996), a good reader has to use several strategies. One of the strategies is making use of context or guessing: Readers should not be encouraged to define and understand every single unknown word in a text. Instead they should learn to make use of context to guess the meaning of unknown words.

In short, this strategy has a significant effect on students' ability in solving reading comprehension tasks.

The data shows that strategy to use contextual cues to infer the meaning of unfamiliar words in a text is successful to enter the students into the passing grade of 38.5. The mean of this strategy is 5.40. The minimum score is 4 and the maximum is 7. For low-intermediates students, it is hard for them to do the reading task by this strategy. Their ability to guess and infer is limited. It was found that the students at low-intermediate level concentrated more on the words when they read a passage due to the number of unknown words in the reading passages. While gathering the data in the class, it was observed that when they encountered an unknown word, they stopped reading the rest of the passage and tried to find the meaning of the word. Understanding a passage meant knowing all the words in the passage. To make these strategies working well for low-intermediate students, it needs more efforts and supporting strategy for them. Encountering some unknown words might not hinder the overall understanding of the text, but if too many words or the most essential ones are unknown, then comprehension will be lost. Based on the fact above, the teachers have to provide several efforts and other supporting material to enhance their score.

2. Strategy to consult a dictionary or another individual for the meaning of unfamiliar words in a text.

This strategy statistically had the highest mean of 7.30. The maximum score is 9 and the minimum is 6. If only the dictionary is allowed in several tests, this strategy will be a favorite one for both students and teachers. The

fact is the dictionary is not allowed in a test. This condition pushes the students to select another set of strategy.

From the finding above, it can be assumed that the most powerful strategy for solving reading comprehension task is strategy to consult dictionary. All of the students who used this strategy are passing the national minimal grade of 5.5 point. It is because they had a dictionary which always ready to serve if there were difficult words to be solved. Dictionary is practice and easy to be used. This strategy is powerful to be conducted in the process of reading comprehension. Since every single unfamiliar word, the students have to explore them from their dictionary. At least, the students are ever seeing to the real meaning of each word.

The strategy is very powerful for those with intermediate and low intermediate level. The difference is only the amount of unfamiliar words. For those with intermediate level, the unfamiliar words are few, but for the low-intermediate level, the unfamiliar words are very much. They need more time and concentration to find the meaning of each unfamiliar word. The fact that not all of the words were served in the basic form, made the students at low level got some difficulties to find the meaning of each word.

### 3. Strategy to continue to read a text without regard to unfamiliar words

This strategy is useful for those in intermediate level. It is according to the fact that there were still 30 % students who got under 3.85 point. The strategy has only 4.3 of mean; it is still functioning as the fact that the

maximum score is 7. The teachers have to conduct this strategy as complement for other strategy. If the students get more training activity using this one, the result will increase. According to Ur (1996), a good reader uses the following strategies such as; making selections (Readers who are more proficient read selectively, continually making decisions about their reading), and Skipping insignificant parts (A good reader will concentrate on significant pieces of information while skipping insignificant pieces).

From the fact above, a good reader can select or skip the words in the text to make a scaffolding. By this scaffolding, the reader can make a story by the keywords at reading activity. When this point was done, the time for reading will going to be more effective.

This strategy cannot be applied to the class if the aim of the learning process is vocabulary acquisition. The students have to skip each unfamiliar word in whole text. Learners from low level proficiency levels will encounter situations where they can understand only part of the written text or a sentence due to the fact that they do not know all the words. Encountering some unknown words might not hinder the overall understanding of the text, but if too many words or the most essential ones are unknown, then comprehension will lost. The result is they cannot solve the reading comprehension test.

The strategy to ignore unfamiliar words for word retention task is not working for low-intermediate level. The finding that ignoring the difficult word was helpful when facing reading comprehensive task did not occur in

vocabulary retention task. Students were hardly proceed the meaning of each word because at the former task (reading) they only ignoring the word and continue to comprehend by the keyword they found in the text (scaffolding). In short, this strategy is suggested to the student when the inferring is not working. So, they have to skip the unfamiliar word to maintain the time. According to the Post Hoc Duncan output, the strategy to ignore the unfamiliar was placed in the same subset with strategy to infer the meaning from contextual cues. By this point, both strategies can be applied all together or substitutive.

5. The most powerful strategy for reading comprehension test.

After analyzing the data, it was observed that statistically, the most powerful strategy is strategy to consult a dictionary. This strategy has the highest mean than others. The use of dictionary was easy to be applied by the students. The dictionary is easy and compact to use. They always have a perfect guidance when facing unfamiliar words. this strategy is cannot be applied in the whole learning process. The use of dictionary is prohibited in any test. So, it need another strategy to be applied in the classroom.

The most suitable strategy is strategy to infer the meaning from contextual cues. This strategy is legal in any test. The strategy is using the context to guess the meaning of unfamiliar word. Then, the students can understand the story of the text. Although this strategy was not so functioning for those from low-intermediate level, the effort must be taken to train them the right technique to infer the meaning.

## **B. Suggestions**

### **1. Suggestions for Teachers**

Based on the finding, In order to perform as a good facilitator of learning process, teachers must understand the suitable strategy to be applied in classroom. Teacher must know the characteristic, advantages and disadvantages of each lexical processing strategy. Before applying the strategy, teachers must understand the proficiency level of their students.

### **2. Suggestions for Next Researchers**

- a. This research is a small research in a small school of the effectiveness of lexical processing strategies. It focused on the effectiveness the three strategies in guiding the students to solve reading comprehension and vocabulary retention task. Other researchers could carry out a research in bigger classes.
- b. This research only focused on the effectiveness of lexical processing strategies based on the score only. Other researchers could carry out a research which focuses on both time and score effectiveness.
- c. The skill taught in the observation was only reading comprehension task while the other skills (speaking, listening, and writing) were not integrated yet. Other researchers could carry out a research which compares the effectiveness of each lexical processing strategies to the unintegrated skills.

- d. This research used senior high school students as respondents. Other researchers could carry out a research using different level of school or age.

### **C. Pedagogical Implications**

Based on the data analysis and the results of the study, following pedagogical implications were proposed.

1. The results of the research indicate that the use of dictionary is effective for vocabulary retention task. The strategy to consult a dictionary should be applied after the teacher decided the aim of the learning process is to get vocabulary acquisitions. the learner is able to construct the meaning of word confidently when they get from dictionary. The teacher should repeat the correct translation and provide them with another text. The text and its question must be selected carefully in order to get an expected result, which is students gain new vocabulary items. The form of the text is also one of the attention when the students doing it by this strategy. When the word is mainly in pass form, the teacher must give a technique to the students to analyze the basic form of the words.
2. The results of the research also indicate that the students gain high score by using inferring strategy. Since the students at intermediate level were found to use more correct inferencing strategies than the students at low-intermediate level, students at low-intermediate level can be trained to infer

the meanings of unknown words. They have to be trained to apply the reading strategy. The training could be applied in remedial classes. The students with low-intermediate level also have to afford to infer the meanings of unknown words through the contextual cues. They can be trained to make word derivations and word associations.

3. There should be an integration of all strategies in most real-life learning situations. Learners have to face with unfamiliar words in their natural contexts. It is strongly recommended to present new vocabulary in context using example sentences, quotation from readings which contain enough clues, merging several presentational techniques, and even context-free translation pairs could be used but only as a supportive technique, not as the only vocabulary presentation technique. When the integration of the strategies were applied, the students could get the most effective way according to their own experiences.
4. Lexical inferencing and consult a dictionary are of paramount significance for both comprehension and vocabulary learning. Therefore, textbook designers and material developers should provide textbooks of vocabulary building or reading comprehension.
5. The students at low-intermediate level are not very eager to test hypotheses as the students at intermediate level. This can be due to their fear of making

mistakes. They tried to associate the unknown words with the words they already knew and some of their guesses were wrong. So for all the publisher and book writer, the book must contain the steps and instruction and the use of lexical processing strategies. So that the teacher or students are considering the strategies.

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