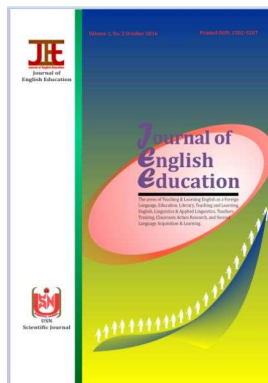ICI World of Journals (/search/form) / **Journal of English Education**

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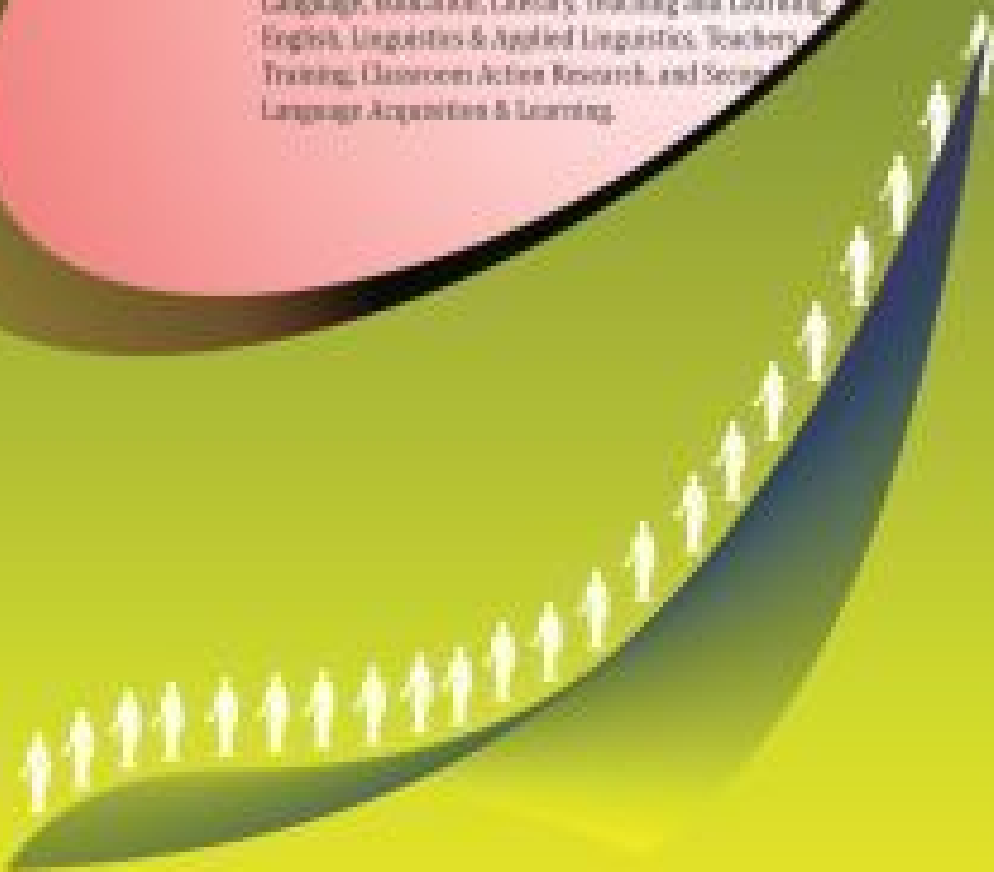
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Implementing of Guessing Meaning From Context Procedure for Vocabulary Learning in Junior High School in Yogyakarta

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Abstract

Vocabulary learning often implies that there is no other way of learning than to memorize the words. This research showed that guessing meaning from context procedure can accommodate students in learning new vocabulary items. Since students were not equipped with a dictionary all of the time, it was essential to seek for an alternative in learning vocabulary. One of the alternative techniques in vocabulary learning was guessing meaning from context. The purpose of the study was to investigate the implementation of the guessing the meaning from the context in junior high schools in Yogyakarta. An experimental study was used in this research. The research participants of this study were 30 students from different classes from a junior high school in Yogyakarta, Indonesia. The researchers conducted a pre-test at the beginning and a post-test at the end of the research. The technique of data collection used were questionnaire and pre-test and post-test. The result of the pre-test and post-test showed that there was an increase of students' vocabulary mastery. The questionnaire was used to confirm the result of pre-test and post-test comparison. The result of the questionnaire showed that guessing meaning from context procedure was helpful for the students to understand word meaning.

Keywords: vocabulary learning, guessing meaning from context procedure, pre-test, post-test.

A. Introduction

Vocabulary learning is essential in language learning. In order for English learners to acquire the language, they need to acquire the language vocabulary. Vocabulary, according to Zimmerman (1997) is "central to language and of critical importance to the typical language learner" (as cited in Coady and Huckin, 1997, p. 5). A foreign language learner will obviously find no or much less difficulty understanding the language using in daily life once he or she has acquired a sufficient range of vocabulary.

According to Zimmerman, vocabulary learning has been severely undervalued (as cited in Coady and Huckin, 1997). This condition is no exception in Indonesian schools. In general, the English education in junior high schools in Indonesia is divided into the four basic skills, which are listening, speaking, reading, and writing. Teachers often facilitate vocabulary learning, but the time allocation is limited. Vocabulary learning is done while the students are concentrated on the language skills such as reading or writing. They learn vocabulary indirectly without explicit teaching. This might lead to the assumption that learning vocabulary is not important for the students.

The situation in schools in Indonesia is challenging. The teachers often only give the materials to the students without considering the students' difficulties. The students' needs are sometimes neglected by the teacher's approach, and as a result they cannot develop well. One example is when students must follow what the teacher gives as instructions, while they do not have much opportunity to explore through creative activities.

What the researchers have seen from the students of junior high school in Yogyakarta were different. The students from these classes were very active and smarter than the other class. The students like learning English by 'correlating with the surrounding situation'. It meant that the learning topic which was focused on that day will be related with the situation from the youngsters' life. That is why the teacher always makes different ways of learning in every meeting. Furthermore, the learning process will help the students to be more interested in class. In the vocabulary learning, the teacher asked the students to memorize the word by translating the reading passage from their book, book collection in school, or selected articles. This method was done once in a week. What the researchers saw was the students had difficulty when they forgot and there was no dictionary to be opened.

While it sometimes can seem impossible to help students at any level of education learn vocabulary in vocabulary class, the idea of integrating vocabulary learning with some of the four skills of language may sound like an almost perfect plan. Inserting vocabulary learning into a particular language skill subject will allow teachers to cover the subjects of learning. Reading has been one language skill subject in which vocabulary is usually learned in the class in order to get the information from the selected reading passages. To understand these learning passages, undoubtedly, students must have acquire a certain range of vocabulary. Nation (1990) argues that to be able to understand a simplified book, one should be ready to understand 300-400 words. He adds that most simplified books are written to take the readers to a higher level of vocabulary mastery, for example a vocabulary of 2000 words. The study was built from the question of "To what extent does guessing meaning from context procedure improve students' vocabulary mastery?".

B. Literature Review

1. Teaching Vocabulary of Guessing Meaning from Context: Theoretical Perspectives

Vocabulary work can be directed toward useful words and can give learners practice in useful skills. There is a wide variety of ways for dealing with vocabulary in foreign or second language learning. Dissatisfaction with one approach to vocabulary should not result in ignoring all the other ways of helping learners enrich their vocabulary. It is important that when a teacher chooses or rejects a way to deal with vocabulary. The approach refers to the strategies for leaning vocabulary, namely guessing meaning from context. According to Nation (1990) for a teacher faced with learners with a small vocabulary, this approach is very effective.

2. Vocabulary Learning

Vocabulary learning strategies are strategies applied by the students on using techniques ongoing process to master vocabulary. O'Malley and Chamot (1990) and Oxford (1990) had similar goals to define vocabulary learning strategies. The goals are to assist students to manage and to understand vocabularies during the learning process.

Nation (2001) stated that there was one expert who have similar goals in categorizing the vocabulary. Nation (2001:218) classified three categories of vocabulary learning strategies, namely planning, source, and process. The first category is to plan for knowing how often the students focus on selecting words, aspects of word knowledge, and strategies as planning repetition. The second category is a source functioned to know the words from their context. Reference sources (mostly dictionary), and oral sources. The third category belongs to a process to memorize words, to write new words or unknown words.

Some of students are using dictionaries as the main source that is more reliable source to look up the part of speech, phonetic transcriptions and meanings of words in context, such as identifying part of speech, phonetic transcription, uncountable/countable nouns, etc. Laufer (1990) believed that "a word in a sentence could look familiar to language learners; however; they may find the meaning in the given sentence makes no sense." In addition, guessing meanings of unknown words is rarely accurate. Besides, the students will ask teachers, friends, and native speakers to find the meaning of the words. For example, a student who raises questions to a lecturer to find synonyms from unknown words, then paraphrases a writer's sentence and translates Indonesian words into English. It includes asking questions, cooperating with other, and empathizing with others.

Nation (2001:238) grouped concepts and associations with finding the meaning of words. These concepts of finding their meanings are to identify the words form, the word meanings, and the word usages to express something. To associate the word meaning means to identify the similar English words which can be defined in the first language.

Nation (2001:281) defined concepts of word usages are to use words in a sentence by analyzing their sentences according to some the grammatical patterns (subject, noun, verb, object, adverb, and complement); and to constrain the words by analyzing formal words and informal words.

3. The Guessing Meaning from Context Procedure

Nation (1990) claimed that guessing meaning from context as one of "the most important vocabulary learning strategies" (p. 130). Despite this, not many second language learners employ the technique as a means of acquiring new vocabulary items they encounter in daily life, especially in reading passages or newspaper articles. Instead of using guessing meaning from context procedure to obtain the meaning of novel words, they learn the new words they encounter by learning them in isolation. In other words, they take the words they wish to learn out of their context. As mentioned before, the researchers would like to reiterate that learning foreign language words by taking them out of context does help students acquire new words as one can learn a lot of new words in a short time by using this particular technique. Nation (1990) even argued that as many as 30 foreign words can be learned in a single hour by a student. He continues his argument by stating that some learners can even manage to acquire as many as one hundred novel words in just sixty minutes when the words being learned are associated with their equivalences in the students' mother tongue (p.126).

Guessing meaning from context procedure is one of the most important vocabulary learning techniques. It teaches the students "to be able to make a well-informed guess at the meaning of an unknown word in context" (Nation, 1990, p.130). This is what makes guessing meaning from context procedure an important vocabulary learning technique to acquire. However, this is not to claim that this technique is "the most effective, or even a relatively effective, way of teaching that vocabulary" (Stemberg, as cited in McKeown & Curtis, 1987, p. 89). Needless to say, the word "teaching" in the previous quote can be replaced by the word "learning", depending on how the reader views the sentence- as a learner or a teacher. In fact, as Stemberg (1987) pointed out that "most vocabulary is learned from context" (as cited in McKeown and Curtis, 1987, p. 90). He emphasized that in life, one will be exposed to countless numbers of words seen in newspapers, books, magazines, internet articles, blogs, and even video games. This particular vocabulary learning technique becomes more important for an individual who plans on taking

the national examination and applying for the next level. It is sometimes seemingly impossible for someone to look up in a dictionary every time needed to find the exact meaning of an unknown word in a given text. Guessing meaning from context enables individuals to make an informed guess about the intended meaning of the new word. Therefore, the researcher believes it is important for any language teacher to teach guessing meaning from context to his students bearing in mind how important this technique will be for the students, not only during their formal study period, but also throughout their lifetime.

The vocabulary growth occurring in elementary students is substantial and significant and has received attention from a number of researchers. By analyzing the average of vocabulary size and yearly growth vary considerably. However, all studies show that children continue to acquire new words beyond the initial language acquisition years and those children's vocabularies grow by thousands of words each year during the elementary school years. Moreover, vocabulary size is strongly correlated with children's overall school achievement (Wells, 1986). Considering that vocabulary plays an important role in both communication effectiveness and academic success, it is important to understand how students achieve their vocabulary growth.

Stemberg (1987) and Stemberg and Powell (1983) delineated some factors that affect the learning of new words from incidental encounters in verbal contexts. Learning from context is influenced by the number of occurrences of the unknown word, the concreteness of the word, the helpfulness of the surrounding context, and the importance of the unknown word for understanding the surrounding context. It is also influenced by individual differences in the abilities to separate relevant information from irrelevant information; to combine selected information to form a cohesive, plausible whole; and to relate new information to previous knowledge. Thus, both the specific contexts of words and individual abilities are thought to contribute to the incidental learning of new words.

In order to help language teachers easily transfer this vocabulary learning technique to the students, some experts have formulated their own steps of how one can guess a word's meaning from the context in which the word is embedded. The guessing meaning from context procedure comprises only five steps. In guessing meaning from context procedure occurs at a later stage after students have gained sufficient information needed to guess the meaning of an unknown word. Table 2.1 displays the steps of guessing from context procedure.

Table 2.1. Guessing Meaning from Context Procedure

Step 1	Determine the part of speech of the unknown word.
Step 2	Pay attention to the sentence in which the unknown word is embedded and see if there are other words modifying the word or going with it.
Step 3	Observe the relationship of the sentence with other sentences or paragraphs as it can help determine the meaning of the unknown. Punctuations and conjunctions may also serve as a clue.
Step 4	Guess the meaning of the unknown word using the information gained from steps 1-3.
Step 5	Check whether the guessing is correct by: a. Seeing the parts of speech that are guessed and the unknown word. If they are of the same part of speech, the meaning is probably correct. b. Substituting the unknown word with your guess. The guessing is probably correct if the sentence makes sense c. Breaking the unknown word into its prefix, root, and suffix.

Namely the result of the guessing meaning from context procedure for vocabulary learning in two classes of 8 graders of one of junior high school in Yogyakarta, the researchers used guessing meaning from context procedure. According to Nation (1990:161), there were five steps of guessing meaning from context. The students learnt part of speech in the second meeting to understand deeper about this material. By deciding the part of speech of the unknown word is the first step (Nation, 1990). The students needed more times to get brief

explanation about part of speech. The following meetings the researchers gave explanation about the next steps. Seeing the modifying of word and observing the relationship of the sentence then guess the meaning of the unknown word are the steps of guessing meaning from context (Nation, 1990). In short, the theory of Nation (1990) was used to answer the second research problem.

C. Methodology

1. Research Design

This research was an experimental research. According to Ary, Jacobs & Sorensen (2010, p.301) "an experimental research design is the general plan for carrying out a study with an active independent variable. It determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable". Considering that there should be two different variables, the researcher used one group Pretest-posttest experimental design. There were three steps which involved: (1) administering a pretest measuring the dependent variables; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, before the measurement the dependent variable.

The research was conducted in Special Region of Yogyakarta, Indonesia involving an English teacher and thirty students of public junior high school, exactly at eight-grade. Interview, questionnaire and pre-test and post-test were the data of the research.

2. Respondent

The research respondent of this research included an English teacher and thirty students of grade eight at a public Junior High School in Yogyakarta, Indonesia. The researcher conducted the research at the beginning of the school year. The English teacher gave permission to the researchers to have thirty students to be research participants. At the first meeting, the researchers had interview with the teacher for gathering information about the students' need and English learning process in the class. In this case, the researchers focused on the strategy of the students in finding the meaning of the difficult word in the context.

3. Technique of Data Collection

The data were taken from one group pretest-posttest design of experimental research. The researchers used semi structured interview with the teacher in order to find out about the students' needs and the condition of the students when learning English from the teacher's point of view. Then pretest and posttest consisted of 15 questions which were same. This test conducted in order to provide useful information related with the theory of guessing and meaning from context procedure. By getting the score then the researchers gave posttest. The pretest score compared to the posttest. The purpose was to see whether guessing and meaning from context procedure helped them improve their vocabulary learning process.

4. Instruments

The researchers had three types of instruments for this study to gather the data required for the study. The first instrument was interview. The researchers had face to face interview to the English teacher. The interview was conducted at the beginning of the research.

The second instrument was in the form of a test. There were two tests, which consisted of the pretest and posttest. The test was in a form of essay. The students were asked to identify the part of speech of the sentence then find the meaning. The pretest was conducted at the first meeting, and the students had the posttest in the last meeting in order to know the ability and knowledge after the learning process. The third instrument was questionnaire. There were five closed-ended questions and four open-ended questions. The questionnaire was distributed to the group of the research subjects subsequent to the implementation of guessing meaning from context procedure as vocabulary learning technique in the classroom.

5. Technique of Data Analysis

The researchers had to compare the mean of the pretest results to the mean of the posttest result using the dependent t-test. The result of the t-test, known as t, would then determine the researcher's decision to either retain or reject the null hypothesis. According to Ary et al. (1990), the null hypothesis is "a statement that there is no actual relationship between the variables and that any observed relationship is only a function of chance" (p.162). A null hypothesis must always be stated in a negative sentence and can either be retained or rejected by a researcher depending on the result of the statistical test done previously. In order for the researchers to retain or reject the null hypotheses, the t-test result must either exceed or be less than the t-value required for significance at a certain level.

Here are the null and alternative hypotheses in this research:
⎰ Null Hypothesis (Ho)
   There is no significant difference between the mean of the pre-test scores and the mean of the post-test scores.
⎰ Alternative Hypothesis (H1)
   The mean of the post-test scores is significantly higher than the mean of the post-test scores.

The level of significance one chooses may vary, but the most used level of significance I was 0.05 as was the level of significance set by the researchers before the experiment.

D. Findings and Discussion

Below was the descriptive of the pretest and posttest result

1. Pretest and posttest result

By conducting experimental research with a one group pretest posttest design, the researchers had the treatment of implementing the procedure of guessing meaning from context in eight graders of a junior high school in Yogyakarta for six days. The researchers took 8 graders as the field of the research.

Table 1: The Students' Pretest and Posttest Scores

Participant Number	Pretest Score	Posttest Score	Difference	Squared Difference
1.	2.6	6	3.4	11.56
2.	2	5	3	9
3.	4	3	-1	1
4.	3.3	6	2.7	7.29
5.	5.3	5	-0.3	0.09
6.	2.6	5	2.4	5.76
7.	3.3	4	0.7	0.49
8.	4.6	2	-2.6	6.76
9.	2	5	3	9
10.	2	5	3	9
11.	4	5	1	1
12.	5.3	2	-3.3	10.89
13.	4	6	2	4
14.	4	8	4	16
15.	4.6	4	-0.6	0.36
16.	2.6	5	2.4	5.76
17.	2	4	2	4
18.	2.6	4	1.4	1.96
19.	0	4	4	16
20.	4	1	-3	9

21.	1.3	4	2.7	7.29
22.	2	4	2	4
23.	4	0	-4	16
24.	2	0	-2	4
25.	2.6	5	2.4	5.76
26.	2	2	0	0
27.	6	7	1	1
28.	4.6	2	-2.6	6.76
29.	4	5	1	1
30.	4.6	4	-0.6	0.36
			∑D= 24.1	∑D²=175.09

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	3.2633	30	1.37226	.25054
	Posttest	4.0667	30	1.89251	.34552

For the pretest data, the score of meanwas3.2633, the total data was 30, with standard deviationwas1.37226 and the standard error was 0.25054. While for the posttest data, the score of mean was 4.0667, total data was 30, with standard deviationwas1.89251 and standard error mean was 0.34552.

Table 3: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.018	.924

From the output, itwas obtained the correlation value of 0.018 with significance was 0.924. This statisticmeant that there was a very weak connection between the pre-test to post-test for values close to 0 (zero).

Table 4 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-.80333	2.31732	.42308	-1.66864	.06197	-1.899	29	**.068**

Paired sample t test was used to determine whether there was a difference between the pre-test to post-test after the training was held. The tests used SPSS with significance level of 0.05. The following were the steps of the testing.

1. Formulate a hypothesis

Ho: There is no difference in average value between pretest to posttest, after the application of guessing meaning from context for vocabulary learning.

Ha: There is a difference in average value between pretest to posttest, after the application of guessing meaning from context for vocabulary learning.

2. Determining t and significance

From the output, it was obtained t value was -1.899 and significance was 0.068.

3. Determine t table.

T table can be seen in the statistics table on the 0.05: 2 = 0.025 (test 2 sides) with degrees of freedom (df) n-1 or 30-1 = 29. The results obtained for t table of 2.045.

4. The test criteria:

- If - t table <t <t table, then Ho is accepted.
- If - t <- t table or t count> t table, then Ho is rejected

Based on the significance:

- If the significance of> 0.05, then Ho is accepted.
- If significance <0.05, then Ho is rejected.

5. Conclusion

Because the value of t table <t <t table (-2.045 <-1.899 <2.045) and significant value> 0.05 (0.068> 0.05), then Ho was accepted. Thus, it can be concluded that there was no difference in average value between pretest to posttest, after the application of the technique for guessing meaning from context for vocabulary learning.

2. Result of Questionnaire

The table below displayed the research subjects' responses to the first part of the questionnaire. The researchers analyzed the tendency of their responses to each of all five items in this part of the questionnaire.

Table 5: The students responses toward the First Part of the Questionnaire

No	Statement	The Degree of Agreement							
		SA	%	A	%	D	%	SD	%
1.	I tend to consult the dictionary upon discovering a new English vocabulary item.	5	16.6	23	76.6	2	6.6	0	0
2.	I am now able to use the guessing meaning from context procedure after learning it for three weeks.	4	13.3	18	60	8	26.6	0	0
3.	I am able to use the guessing meaning from context procedure without having to follow the exact steps which were previously taught.	2	6.6	20	66.6	8	26.6	0	0
4.	The guessing meaning from context procedure helps me to find out the meanings of the words I have never encountered before.	4	13.3	22	73.3	4	13.3	0	0
5.	I can remember the words whose meanings I found out using the guessing meaning from context procedure in a relatively long period of time.	1	3.3	21	70	8	26.6	0	0

The students' responses to the first statement of the questionnaire showed16.6% of them strongly agreed, 76.6%of them agreed, while the other 6.6% disagreed that they tended to consult the dictionary to find out what an unknown word meant. According to Nation (1990), the learners may use a dictionary for checking whether the word is correct or not. Based on the result of questionnaires, the students showed a reliance on the use of dictionary. That was the reason why the researchers thought that it was important to conduct the research and see whether or not this procedure would help them find out the meaning of new words on their own effort. Moreover, the researchers hoped that the students would be able to rely less on the use of the dictionary in the long run.

The statements number two and three of the questionnaires were correlated. Both of them had a purpose to know whether the students were able to use this procedure after having treatment for three weeks, and the students' ability toward using this procedure without following the steps. There were 13.3% that meant 4 students who strongly agreed, and 60% meant 18 students of 30 students agreed with the statement number two. The rest of them, 26.6% equaled 8 students who disagreed with the statement. According to Nation (1990, p. 165), the skilled guesser went down or moved up to the appropriate level of understanding after having practices. From the questionnaire result of the statement number two, there were only 18 students who agreed that three weeks of practice using guessing meaning procedure had been enough for them to use it.

The students' responses to the next statement were as follows: 6.6%, which was 2 students who strongly agreed, 66.6% that was 20 students who agreed, and the rest was 26.6%or8 students who disagreed. The level of agreement of the statement was as high as 66.6%. According to Nation (1990), if the learners already have a reasonable idea of what a word means, they will be able to choose the most suitable meaning. The statement number three was originally designed to help the researchers find out the percentage of the students' capability of using the guessing meaning from context procedure without following the exact steps. Based on the data result, there were two students who strongly agreed to guess the meaning from context without following the steps.

1. *Discussion*

The result above showed that guessing meaning from context procedure had significant effect on student's learning vocabulary. The students' responses to the next statement were as follows: 6.6%or 2 students who strongly agreed, 66.6% or20 students who agreed, and the rest was 26.6% or 8 students who disagreed. The level of agreement of the statement was as high as 66.6%. According to Nation (1990), if the learners already have a reasonable idea of what a word means, they will be able to choose the most suitable meaning. The statement number three was originally designed to help the researcher find out the percentage of the students' capability of using the guessing meaning from context procedure without following the exact steps. Based on the data result, there were two students who strongly agreed to guess the meaning from context without following the steps. It was because those students were smart. Whereas 20 students agreed that they were able to guess the meaning from context without following the steps. Based on the daily score from the teacher, those 20 students were included the clever students in the class. Yet the responses of the students toward the second statement of the closed-ended questionnaire confirmed the student's post-test score. It has been proved by the t-test which is not significantly higher from the pre-test. It was because some of the students had completely understood how guessing meaning from context procedure used.

According to Nation (1990, p.130), guessing meaning from context teaches the students to be able to make a well-informed guess at the meaning of unknown word in context. The objective of the fourth questionnaires' statement was to find out whether or not the guessing meaning from context procedure helped the students figure out the meanings of the words they had just met with. There were 4 students (13.3%) who strongly agreed and 22 students (73.3%) who agreed that this procedure helped them. The rest of them, 4 students (13.3%) disagreed with the procedure for helping them to figure out the meaning of the words, which was encountered before. The agreement level of this questionnaire was 86.6% and contains of strongly agreed and agreed students. Almost half of the amount of the students in class 8A agreed that this procedure helped them in learning vocabulary.

The last statement of the first part of the questionnaire, intended to discover if the guessing meaning from context procedure helped the students retain the words whose meaning they had figured out using the procedure in a relatively long period of time. Only 1 student (3.3%) strongly agreed, another 21 students (70%) agreed with the statement, while the other 8 students (26.6%) disagreed. The agreement level of the questionnaire was 73.3%.

After elaborating from the close-ended part of the questionnaire, the researchers moved to the findings from the open-ended question. There were five questions in this part of this questionnaire. The questions were designed to elicit responses from the students with regards to their experience practicing guessing meaning from context procedure for three weeks, such as the advantages and drawbacks of the procedure, their difficulties while using this procedure, the

most difficult steps of the procedure, and the clue that helped the most in figuring out a word's meaning using the guessing meaning from context procedure.

The researchers started from the first question in the questionnaire that was about the advantages of the guessing meaning from context procedure experienced by the participants. There should be 30 participants to fill out the questionnaire. Unfortunately, only 27 participants could fill all of the questionnaire, because three participants were asked by the teacher to have another activity.

The next, open-ended question was designed by the researchers in an attempt to discover the drawbacks of guessing meaning from context procedure from the point of view of the participants who had already admitted that the procedure for three weeks. A large number of participants admitted that the procedure was not practical and was complicated.

Many as eleven participants conceded that the guessing meaning from context procedure was not practical. According to Nation (1990, p.160), the lack of this technical is a systematic procedure. Another seven participants conceded that this procedure was difficult, while the other said that this procedure was inefficient, takes time, many steps to follow and must understand part of speech. It was because this procedure was new to the research subjects and has five steps on it. Moreover, the limitation of the time excursion also influenced the participants during the implementation process of this procedure.

For the next question in the open-ended section of the questionnaire, the researchers attempted to elicit the participants' opinions on the difficulties they experienced for the three weeks. According to Nation (1990), the guessing meaning from context is a systematic procedure, so it rises difficulties for the learners. The participants wrote the difficulties in the questionnaire. There were seven out of twenty-seven participants who said that it was difficult to use this procedure because there were five steps. Another twelve participants said it was difficult to identify the part of speech. The rest said that it was the researchers' incomprehensible explanation on the procedure, which increased the difficulty in learning the procedure.

E. Conclusion

This research was conducted to study the implementation of guessing meaning from context procedure. There were three types of data gathering techniques, namely interview, a set of tests consisting of a pretest and posttest, and the questionnaire which was filled out by the research subjects at the end a three-week implementation of the guessing meaning from context procedure.

The research showed that the null hypothesis was rejected. Most students were able to improve their vocabulary after the experiment. Therefore, this research showed that guessing meaning from context procedure has significant positive effect on students' vocabulary. The students found a new technique in learning vocabulary that reduced the use of dictionary and made them use their ability to guess the words more appropriately.

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