

# Using Guessing as A Word-Solving Strategy in Handling The Unknown Words to Improve Students' Vocabulary Interpretation of A Text

**Sofia Maurisa**

Bahasa Inggris-Universitas Negeri Malang  
Jl. Semarang 5 Malang. Email: sofia\_maurisa@yahoo.com

**Abstract:** This Classroom Action Research is conducted to implement the strategy of guessing to solve the students' vocabulary interpretation problem of inferring and handling unknown words which, in turn, improves their overall performance in vocabulary course. It is conducted in a cycle consisting of four meetings. The cycle is ended with one final meeting for vocabulary teacher-made test. Field notes, questionnaires, and a vocabulary test are used to collect the data. The result of the study revealed that the clear and applicable procedures of guessing strategy in handling the unknown words that consist of three major steps are: (1) drawing students' attention to cue words and phrases, (2) using leading questions to direct student in step-by-step search for and use of context clues, and (3) preparing vocabulary exercise allowing students to make inference and explain the process of guessing, could improve students' skills in vocabulary interpretation. The finding also shows that the guessing as a word-solving strategy is successful in drawing students' personal judgments or views toward its implementation. Students agreed that guessing as a word-solving strategy is a beneficial and easily-implemented strategy. They admitted that the strategy is comfortable to be used, and consider using it in the next vocabulary activities.

**Key Words:** vocabulary, unknown words, guessing strategy

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas which without it people cannot convey the intended meaning. It is directly related to knowledge acquisition since it both express, and allow speakers to extend, their understanding of the world around them. Richards and Renandya (2002: 255) hold that vocabulary is a core component of language proficiency and much of the basis for how well learners speak, listen, read, and write is provided by vocabulary. Nunan (1991) confirms this by stating that there is ample evidence which suggest that the vocabulary size of a learner is highly predictive for his entire language ability. Vocabulary knowledge seemed heavily implicated in all practical language skills, thus learning a second language is learning the vocabulary to the greater part.

Limited knowledge of vocabulary may affect one's performance in at least three ways: the development and maintenance of social relationships with others, participation in academic learning activities

and comprehension as a part of language skills. The availability of a wordstock determines to a large extent the communicative possibilities and limitations of any language learner. This state offers not only challenges but also opportunities for vocabulary learning. Vocabulary learning is long lasting when learners use words in meaningful ways. Since the goal is to have the learners gain control of vocabulary to use for their own expression, learners need many experiences that allow them to encounter and use words in meaningful ways.

Taking into account that most language learners conceived the significance of having an adequate vocabulary as a major desire, one should seriously devote no less energy to continue learning vocabulary in any preferred ways (Kweldju: 2004). Thus, the past decade has seen a considerable expansion of interest in vocabulary studies, particularly in the context of linguistics applied to second as well as foreign language learning and teaching. Such studies are principally concerned with the development of appropriate strategies for teaching English vocabulary to

speakers of other languages. It can now be claimed that vocabulary is no longer a neglected aspect of language teaching and learning. Vocabulary is no longer a victim of discrimination by researchers who for a considerable period of time considered syntax to be the sole core of processes of language development.

### **Classroom Problems**

A preliminary study was been conducted at the first semester students of class B in English Education Program at IKIP Mataram, in which the majority of the students were having trouble to pass the required vocabulary course and mostly had poor overall performance within the course. It was discovered that most of the students were having difficulty in handling the unknown words in the text. They could not find the meanings of those words and they also had trouble in selecting the appropriate meanings of certain words based on their contexts. The usual practice to this challenge is to allow them to consult a bilingual dictionary or their lecturer for the definition of the unknown words. The drawbacks of this technique are obvious. Too much dictionary work tends to distract the students. It increases the student's dependency on both the dictionary and the lecturer, and it develops bad reading habits.

Due to the drawbacks of the usual practice and technique, other strategy of vocabulary learning to students is required. Despite this specific need for a strategic technique to teach vocabulary, the vocabulary in the text (passage) is another aspect that should be taken into account since it is claimed that the condition of the words in a text has a great influence on readers' comprehension. Hence, aside from implementing an effective strategy for teaching vocabulary, a lecturer needs to present vocabulary in a text that seems to offer the best possibility for a systematic development of such a large vocabulary, at the same time.

### **Proposing Problem Solving**

This paper is carried out to describe the implementation of guessing as a word-solving strategy in handling the unknown words within the text. Strengths in its practice underlie this selection of guessing as a word-solving strategy to deal with the problem. Of all the vocabulary learning strategies commonly rec-

ognized today, arguably, the most widely studied and encouraged is the guessing of the meaning of unknown words from context (hereafter referred to as the guessing as a word-solving strategy). The numerous studies which indicate that the strategy is effective provide validation for a strategy that seems instinctively appealing and appears to offer many advantages over laborious and time-consuming strategy in vocabulary learning.

Guessing as a word-solving strategy, among other strategies, deserves a careful attention because many practitioners consider it as a useful tool in teaching and learning of reading as well as vocabulary teaching. Thornbury (2002:202) states that guessing from the context is one of the most useful skills learners can acquire and apply inside and outside classroom and, more importantly, can be taught and implemented relatively easily. Another claim in support of the guessing strategy is that it involves generalizable skills of interpreting surrounding text, predicting, and testing predictions while reading, which enhance reading skills as a whole (Coady and Nation, 1988; Liu and Nation, 1985). Besides, guessing has been advocated instead of dictionary use because stopping to use a dictionary interrupts the flow of reading (Brown, 1972).

### **METHOD**

A collaborative classroom action research was conducted, involving 20 freshmen of regular class of English Education Program IKIP Mataram as subjects. This design comprises four steps namely planning, implementing, observing, and reflecting. In the planning stage, three steps can be taken; (1) drawing students' attention to cue words and phrases, (2) using leading questions to direct the students in a step-by-step search for and use of context clues, and (3) preparing vocabulary exercises that facilitate the students to guess meaning independently.

To gather the required data, field notes, two questionnaires, and vocabulary teacher-made test were employed. Field notes were to obtain data on any information during the implementation of guessing as a word-solving strategy by the collaborator. The information recorded was in terms of explanation and detailed description of how the strategy was implemented. Vocabulary teacher-made test was used to measure students' ability of

vocabulary interpretation after the implementation of guessing as a word-solving strategy. It was administered at the end of the cycle.

The first questionnaire was used to distinguish words that being unknown and known by the students related to the vocabulary being used in the text in every meeting. It was administered during the meeting hours. The students were convinced of the quality being honest of the information they gave, they were asked to put a check mark on a certain column that best described the condition of their familiarity on the list of words that being used in the text. The second questionnaire was used to identify and to see students' responses, feelings and opinions toward the implementation of guessing as a word-solving strategy into their vocabulary learning activities after they had a vocabulary teacher-made test at the end of the cycle.

## **RESULTS**

### **Findings of The Teaching and Learning Process within The Cycle**

Field notes were used to observe the required steps of guessing strategy due to its implementation, and thus, the required steps was well-implemented and could be followed properly by the students. Based on the collaborator's field notes showed that throughout the meetings students were able to grasp and comprehend the sequence of the three steps. Students endorsed that the steps of guessing as a word-solving strategy was well ordered assisting them infer the unknown words.

### **The Results of The Students' Self Report about Their Familiarity with The Vocabulary Used in The Text**

To reveal if the implementation of guessing as a word-solving strategy in handling the unknown words in a text to improve the students' vocabulary interpretation was successful, the researcher utilized a questionnaire to identify and to collect words that were identified as unknown or unfamiliar to the students. The identification of the unknown words was required to check and make sure that the words that the lecturer assumed to be unfamiliar to the students were precise in order to maximize their ability to guess the words' meaning through guessing as word-solving strategy.

The results of the students' self-report about their familiarity with the vocabulary used in the text were shown in form of table. First, the researcher together with the collaborator classified the vocabulary into four categories. The word that the students admit to not know its meaning and give wrong guess was the first category, the second was for the word that the students admit to know the meaning of it but give an incorrect guess, the words that the students report to know the meaning and give a correct guess was the third category and the last category was the word that the student report not to know the meaning yet give correct guess.

The results of the students familiarity with the vocabulary used in meeting (I, II and III) is presented by the listed words in the questionnaire that claimed to be unknown and the number of the students who admitted that those words were unknown as can be seen in Table 1, Table 2 and Table 3. The words list and the number of the students who admitted not to know the words showed that the word selection by the researcher was accurate, indicating that students have to take advantage of the guessing as word-solving strategy in order to handle the unknown words.

Table 1 shows that among the 17 unknown words, students were familiar with 4 up to 5 words only and this indicates that students were able to recognize only 30% of the words in the vocabulary listed in the questionnaire. Among the 21 words listed in the questionnaire at meeting 2, there were eight up to nine words which reported to be familiar to the students. It can be seen that only 38-43% words recognized by the students as presented in Table 2. Table 3 shows that in average students were familiar with seven up to eight words among the 20 words in questionnaire, and that only 35-40% words were recognized by the students. From this, it could be inferred that the students did not familiar with most of the words that presumed to unknown by the researcher, thus, they have to maximize their guessing strategy to able to guess the meaning of those unknown words.

### **The Result of Students' Participation and Personal Views toward the Implementation of Guessing as a Word-solving Strategy**

As mentioned before, there was a need to know the students' responses, opinions, and feelings toward the implementation of guessing as a word-solving

**Table 1 The Number of Words which Were Unknown by the Students in Meeting I**

| Words   | Number of Students |
|---|--------------------|
| errands, abolitionist, resisted, whipping, attempt<br>mush, starved, begged | 20                 |
| exposed   | 19                 |
| furious, collapsed  | 18                 |
| cabin, rumor  | 14                 |
| route   | 9                  |
| orator  | 5                  |
| soil  | 3                  |
| brutal  | 0                  |

**Table 2 The Number of Words which Were Unknown by the Students in Meeting II**

| Words   | Number of Students |
|---|--------------------|
| infirmity, prescribed, inherit, longevity,<br>threatened, chronic, envision, ensure | 20                 |
| crucial   | 19                 |
| practitioners   | 18                 |
| Sanitary  | 17                 |
| achievement   | 15                 |
| goals   | 12                 |
| perspective   | 10                 |
| genetic   | 7                  |
| organic, ecosystem  | 2                  |
| communicable, synonymous, radiation   | 1                  |
| brutal  | 0                  |

**Table 3 The Number of Words which Were Unknown by the Students in Meeting III**

| Words  | Number of Students |
|--|--------------------|
| crude, depleted, replenish, erode, overgraze,<br>deforestation, dwindle, desertification, shortages,<br>exhaust, extract | 20                 |
| virtually, turbine   | 16                 |
| waste  | 9                  |
| exploit  | 6                  |
| magma, fossil fuel, habitats, consistent, implement  | 0                  |

strategy. In order to know the students' responses and personal judgments or views, the researcher distributed and employed the questionnaire to the students. The questionnaire displays students' responses, feeling as well as their opinions toward the implementation of guessing strategy as a word-solving strategy into their vocabulary learning activities that assisted them to handle unknown words in improving their

vocabulary interpretation of a text. The questionnaire distributed to them right after they had a vocabulary teacher-made test. The students were asked to answer the questions in the questionnaire and give comments on the implementation of the strategy.

Based on second questionnaire results as defined previously in the study to see students' participation as well as their personal views toward the

implementation of guessing as a word-solving strategy, eighteen students (90%) claimed that felt happy with the way guessing as a word-solving strategy handles unknown words found in the text. It indicated that students could overcome their drawback in handling the unknown words in the text by employing guessing as a word-solving strategy.

They stated guessing as a word-solving strategy facilitated them to infer the meaning of the unknown words. So far, the usual practice was by consulting to their bilingual dictionaries and lecturer, thus, when they were not allowed to use the dictionaries in final vocabulary test, they thought they have none to deal with those unknown words. Since they have learned guessing as a word-solving strategy, they knew that there was another option to infer the meaning of unknown words apart from consulted to the dictionary and the lecturer.

Guessing as a word-solving strategy was thought to be an easily-implemented strategy by the students due to its clear and applicable procedures, and it proved by their confession that they rarely have difficulties in utilizing guessing as a word-solving strategy. Within three meetings of the strategy practicing, the ability to handle the unknown words had been learned by the students. This indicated the students agreed that guessing as a word-solving strategy is a beneficial and easily-implemented strategy.

The benefit of guessing as a word-solving strategy is strengthened by students' support that the strategy is comfortable to be used. They also considered using it in the next vocabulary learning activities as can be seen in the result of the questionnaire. Twenty students reported that generally they would consider using guessing as a word-solving strategy in their next vocabulary learning activities. It indicated that the students had felt the usefulness of guessing as a word-solving strategy so that it could be one of better and helpful strategies to be used as a technique in vocabulary class, particularly in improving their vocabulary interpretation of a text.

Considering the result of questionnaires shows that almost the average eighteen students (90%) had positive personal impression or perception toward the implementation of guessing as a word-solving strategy, it could be concluded that the implementation of guessing as a word-solving strategy in was successful.

### **The Result of Students' Vocabulary Teacher-Made Test**

After three meetings of the implementation of guessing as a word-solving strategy through giving the students vocabulary exercises that practice guessing the meaning of unknown words in text, there was one additional meeting to administer the vocabulary teacher-made test for the students. The vocabulary teacher-made test in this research was conducted to see students' improvement in vocabulary interpretation. The test began with the explanation of the rules and guidelines of the test which was handled by the researcher herself.

In conducting the test, the researcher distributed a piece of paper contained a text with particular topic and sets of vocabulary exercises to be done by the students as their guessing as a word-solving strategy to be implemented whenever they found unknown words in the text. The objective of providing text was based on the consideration that text provides examples of where and when the word occurs that will help the students to fully understand its meaning, which at the same time was an effective vocabulary learning way. By regarding this, the lecturer suggested the students to guess the bold type and underlined words in text to get a holistic comprehension toward it and to be able completing the vocabulary exercises.

Based on the results of the students' vocabulary teacher-made test scores, twenty students or 100% achieved the score 70 or more. It indicated that the implementation of guessing as a word-solving strategy was successful in handling the unknown words to improve students' vocabulary interpretation of a text. In addition, it can be seen that students' successfulness in achieving the score above 70 was beyond the required criteria of success of the study.

Quantitatively, the criteria of success sets that when each student can achieve a minimum average score of 68, the cycle is successful. In fact, about 100% of students had accomplished the competences in vocabulary teacher-made test, indicating that the implementation of guessing as a word-solving strategy in handling the unknown words was outstanding. This meant that the degree of the correctness of students' ability to use guessing as a word-solving strategy was relatively high.

## DISCUSSION

Based on the findings previously elaborated, guessing as a word-solving strategy successfully improves the ability of the students in vocabulary interpretation. Meanwhile, it is easier for the students to handle the unknown words found in the text. This is supported by the result of questionnaires where almost the average of eighteen students (90%) had positive personal views on the implementation of guessing as a word-solving strategy and would consider using that particular strategy in their next vocabulary learning activities.

The result of questionnaires inferred that guessing as a word-solving strategy helped the students to improve the quality of their vocabulary interpretation. Guessing as a word-solving strategy showed its assistance in handling the unknown words. The following is the discussion on how guessing as word-solving strategy assisted in handling the unknown words found in text.

In comprehending the text, to handle the unknown words is apparently most of the students' problem. It is the matter of understanding the meaning of those unknown words and understanding that certain words in particular context. One of the solutions to this problem is that the students should be guided in searching for and using the cue words and/or phrases that help them infer the meaning of the unknown words, aiming at directing students' attention to the surrounding words and/or phrases to infer meaning independently.

According to Aspatore (1984), guessing as a word-solving strategy is asking students to underline unknown words without looking up the meaning in dictionary, to use contextual clues to guess the general meaning; and to focus on cognates, roots, prefixes, and suffixes while reading a text. Therefore, guessing the meaning of the unknown words based on the context leads to better reading comprehension and helps the students take advantage of their background knowledge in processing the context and in creating expectations about the kind of vocabulary that will occur in the text through guessing. As stated by Wallace (1982) that students should not be told more about the meanings of words than they need to know to understand the context so that they don't get confused.

Further, in searching for and using the cue words/phrases, the lecturer gives some leading questions

to direct students into a step-by-step search for those cue words and/or phrases. With a limited experience in the target language and without the guidance of the teacher, students may find it hard to identify the useful cue words and/or phrases. Thus, by giving specific questions that direct students' attention to the surrounding environment of the unknown words, the lecturer elicits students' responses that energize the discussion. One example is to ask students to use a substitution word or expression for the unknown words.

In other words, this activity enables students to experience some vocabulary development and stimulate them to point out which words and/or phrases that help them guess the unknown words. In line with this, that learners is asked not to define the target words, but to indicate which words or phrases are helpful in inferring the meaning (Wallace, 1982).

As cue words and/or phrases are used by the students in inferring the meaning of the unknown words, the students explain how they infer the meaning of the unfamiliar words and what information they use in reaching their conclusions. In the long run, it is most likely more important to encourage the students to be able to explain how they infer the meaning of the unknown words than simply to get an exact guess. By using guessing as a word-solving strategy, the students infer meaning of the unknown words independently and then tell how they made the inference.

The implementation of guessing as a word-solving strategy gives students a joyful impression in vocabulary class, especially in handling the unknown words found in text. Guessing as a word-solving strategy enhances not only students' vocabulary interpretation ability, but also their involvement in teaching and learning process as well as their motivation in vocabulary learning.

Concerning the use of guessing as a word-solving strategy, it does help the students to be more confident and independent in dealing with English text. It facilitates the students not too depend and rely too much on their teacher as well as on their dictionaries. It can be seen that the students were eager to find the cue words and/or phrases that help them guess the meaning of the unknown words. This strategy encouraged students to point out their ideas, thought and initiative that they actually could infer the meaning of the unknown words without simply opened their dictionary or consulted to their teacher.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the findings and the discussion above, there was an important thing can be drawn as the conclusion of the study. It can be concluded that the appropriate model of guessing as a word-strategy that can help improved the accomplishment of students' vocabulary interpretation follow three steps. Firstly, the lecturer draws students' attention to cue words and phrases. So that the students can grasp that the unknown word/phrase is commonly signals a clarification of a previously used word. By doing this, the lecturer helps students work out the meaning of a difficult sentence or an unfamiliar word. Gradually the students become more sensitive to cues and they become skillful in identifying and using the cues to successfully guess the word's meaning.

Students successfully guessed the meaning of the unknown words since guessing as a word-solving strategy requires a proper use of background knowledge and awareness of the surrounding information in which unknown word is embedded that both influences and points to its meaning. Taking advantage of their background knowledge in processing the context and in creating expectation about the meaning of the unknown words was useful in guessing. Thus, they tended to make correct guesses because their guesses were based on the useful cue words and phrases they found in the text that help them infer the meaning of the unknown words. Indeed, background knowledge and schema activation can play an important part in the guessing strategy.

Secondly, the lecturer uses leading questions to direct the students in a step-by-step search or and use of context clues. Since there are a number of different context clues, the lecturer first need to introduce and explain types of context clues. With their limited experience in the target language and without the guidance of the lecturer, students may find is hard to identify context cues. The available clues may be unnoticed, thus the lecturer uses specific questions that direct the students' attention to the surrounding environment of an unfamiliar word. Asking the students to use a substitution word or expression for the unknown word is one of the examples to help them search and use the context clues.

Guessing as a word-solving strategy is useful to teach because it encourages students to make and test predictions, which is a useful generalized reading skill. The evidence discussed above dictates a careful

way of search or and use of context clues by the lecturer as well as the students. Instructions include training in what contexts provide the best opportunities for successful guessing, and must avoid urging use of the guessing strategy that does not entail the global context and context clues to have a good translation, a synonym or a good definition in the target language. Thus, guessing can easily become a strategy for handling the unknown words and improving reading.

Thirdly, the lecturer prepares exercise that requires the students to guess meaning independently and then explains how they made the guesses. It is probably more important for students to be able to explain how they guess the meaning of the unknown words than simply to get a correct guess. In preparation for these exercises, the lecturer provides text which contains enough cue words and phrases. In the text, the words presumed to be unknown to the students are in bold type and underlined. The students are asked to work out the meaning of the unknown words and to explain how they did it. In this exercise, the emphasis is on the process of guessing. The class discussion centers on the strategies the students apply and the useful cue words and phrases they can find in the text that help them guess. The students are encouraged to become aware of the surrounding information in which a word is set in, which influences as well as points to its meaning. The students need to be supported as long as their attempt to guess the meaning of the unknown word uses an active searching and thinking process.

Engaging students in reading tasks, lecturer not only support students understanding of content, but also provide them with opportunities to develop their comprehension, vocabulary and study skills without interrupting content learning. The students retain information more easily if they use reading tasks during and after reading materials. There are many tasks that will refine, enrich, and heighten interest in the assigned topic; however, the primary goal of the reading tasks in many studies is to further develop and clarify interpretation of the text, and to help students remember what they have individually created in their minds from the text. Therefore, guessing as a word-solving strategy encourages students to develop the quality of taking risks in facing their tasks and makes them more confident as well as independent in their approach to reading (text). This is the end of the whole strategy of guessing as a word-solving strategy.

Furthermore, the results of data analysis showed that guessing as a word-solving strategy was successful in improving vocabulary interpretation of first semester students at English Education Program IKIP Mataram. The success was shown by the achievement of two criteria of success, which firstly dealt with students' scores in vocabulary teacher-made test and secondly, dealt with the students' participation and personal views toward the implementation of guessing as a word-solving strategy to their vocabulary learning activities.

With regard to the students' vocabulary teacher-made test scores, guessing as a word-solving strategy improved students' vocabulary interpretation. Based on vocabulary midterm test scores, most of the students failed in passing the vocabulary midterm minimum scores. Subsequent to the implementation of guessing as a word-solving strategy, vocabulary teacher-made test scores showed that students' accomplishment in doing the test by reaching the minimum scores set by the researcher successfully. Twenty students (100%) achieved the minimum score of 68. It can be concluded that guessing as a word-solving strategy was successful in handling the unknown words found in the text to improve students' vocabulary interpretation.

Regarding students' participations and personal views, based on the result of field notes and questionnaires, it was revealed that on the average, the students were able to use guessing as a word-solving strategy to handle the unknown words to improve their vocabulary interpretation as well as to comprehend the text, and to become more confident and independent in dealing with English text. Besides that, the students also showed their positive personal views toward the use of guessing as a word-solving strategy and consider to apply it in their next vocabulary learning activities.

The strengths of guessing as a word-solving strategy lie on the procedure in refining students' accomplishment in vocabulary interpretation. Guessing as a word-solving strategy offers students to handle unknown words by searching for cue words and phrases as a useful hints to help them infer the meaning of those unfamiliar words and be aware of the surrounding information in which words are embedded that both influence and point to the meanings. One more strength of guessing as a word-solving strategy reveals when it is applied in handling the unknown words. Each student possibly hands differ-

ent cue words and/or phrases and explains various ways on how they infer the meaning of the unknown words because students might have different knowledge toward the surrounding information that they used in reaching their conclusions.

Out of the strength of guessing as a word-solving strategy, there are also weaknesses. Mostly, it is related to students' schemata in the topic being discussed. The students have different background knowledge and diverse ways to take advantage of their schemata in processing the context and in creating expectations about the kind of vocabulary that will occur in the text. Although guessing as a word-solving strategy was helpful for handling unknown words for students' vocabulary interpretation, it was inadequate to control students' ability in making use of their own background knowledge.

### Suggestion

Given the results of the study and the discussion above, it can be suggested that English vocabulary lecturers use guessing as word-solving strategy in handling the unknown words to improve students' vocabulary interpretation. This will enrich the lecturer's enrich the lecturer's technique especially in teaching vocabulary. Guessing as a word-solving strategy is designed for promoting and helping students to infer or deduce the meaning of the unfamiliar words from the context and the word form by examining its form or associating it with any words that they know. It entails the global context and context clues to have a good translation, a synonym or a good definition in the target language. Thus, it is good to provide the students with texts of selected paragraphs of suitable length containing words and phrases in context instead of learning an isolated list of words.

In terms of further researches, it is also suggested that future researchers employ guessing as a word-solving strategy by improving the function of guessing as a word-solving strategy as not only for handling the unknown words, so that more comprehensive study on guessing as a word-solving strategy can be obtained. This will refine and improve the quality of guessing as a word-solving strategy. The findings of the study can be taken into consideration as a supplementary reference in conducting further studies related to the use of guessing as a word-solving strategy.



# REFERENCES

- Aitchison, J. 1994. *Words in the Mind*. Oxford: Blackwell Publisher Ltd.
- Astika, G. 1993. Analytical assessments of foreign students' writing. *RECL Journal*. Vol. 24, No. 1.
- Beck, L., McKeon and McCaslin. 1983. All contexts are not created equal. *Elementary School Journal*. Vol. 83.
- Beheydt, L. 1987. The semantization of vocabulary in foreign language learning. *System*. 15:1, 55-67.
- Krashen, S. 1989. We acquire vocabulary and spelling by reading: additional evidence for the input hypothesis. *Modern Language Journal*. Vol. 73.
- Kweldju, S. 1995. Foreign language vocabulary building: Psycholinguistics aspect. *TEFLIN Journal*. Vol. 7, No. 1.
- Kweldju, S. 1997. *English Department Students' Vocabulary Size and the Development of a Model of Extensive Reading with Individualized Vocabulary Learning*. Singapore: SEAMEO-Regional Language Center.
- Kweldju, S. 1998. Guessing as a words-solving strategy: contributing a little for understanding a text with unfamiliar low frequency words. *TEFLIN Journal*. Vol. 10, No. 1.
- Kweldju, S. 2004. The neuropsychological basis of lexically-based language teaching. *TEFLIN Journal*. Vol. 15, No. 1.
- Kweldju, S. 2006. Lexically-based language teaching: an innovative step for ELT in Indonesia. *Jurnal Ilmu Pendidikan*. Vol. 13, No. 3.
- Martin, Anne V. 1977. *Guide to Language and Study: Skill for College Students of English as a Second Language*. New York: Longman.
- Mondria, J.A and Wit-De Boer, M. 1991. The effects of contextual richness on the guessability and the retention of words in a foreign language. *Applied Linguistics Journal*. Vol. 12
- Nation, I.S.P. 1990. *Teaching and Learning Vocabulary*. Boston: Heinle and Heinle Publisher.
- Nation, I.S.P. 2001a. How good is your vocabulary program? *ESL Magazine*, (Online), ([www.elthillside.com/up/files/article6.doc](http://www.elthillside.com/up/files/article6.doc)).
- Nation, I.S.P. 2001b. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nation, I.S.P. 1997. Strategies for receptive vocabulary learning. *RECL Journal Supplement Guidelines*. Vol.2.
- Parry, K. 1991. Building a vocabulary through academic reading. *TESOL QUARTERLY*. Vol. 25, No. 4.
- Rubin, Joan & Thomson, Irene. 1994. *How to be a More Successful Language Learner toward Learner Autonomy*. Boston: Heinle and Heinle Publisher.