

## **THE APPLICATION OF GUESSING STRATEGY TO IMPROVE STUDENTS' VOCABULARY MASTERY ON ENGLISH PHRASAL VERBS**

Anna Stasya Prima Sari, Siska Ria Pandiangan

*Faculty of Teachers Training and Education, Catholic University of Saint Thomas*

e-mail: annastasya3105@gmail.com, pandiangansiska@yahoo.com

**Abstract:** This Classroom Action Research (henceforth, CAR) is mainly aimed at proving that the application of Guessing strategy is able to improve the students' vocabulary mastery on English phrasal verbs. This CAR was performed in two cycles in which each cycle consisted of three meetings excluded the pre-test, formative test, and post-test. The subjects of this CAR are the fourth semester students of English Language Education Study Program, Faculty of Teachers Training and Education, Catholic University of Saint Thomas in the Academic Year of 2019/2020. There are 20 students as the research subjects. The quantitative data analysis shows that the mean of the students' score in the pre-test, formative test, and post-test increases significantly after Guessing strategy was applied in the learning teaching processes of English phrasal verbs. The students' total score of the pre-test is 1.316 and the pre-test mean is 65,8. The students' total score of the formative test is 1.384 and the formative test mean is 69,2. The students' total score of the post-test is 1.600 and the post-test mean is 80. There are 8 (eight) students (40%) who attained score  $\geq 75$  in the pre-test, 8 (eight) students (40%) who attained score  $\geq 75$  in the formative test, and 15 (fifteen) students (75%) who attained score  $\geq 75$  in the post-test. The qualitative data analysis shows that the students are more active and enthusiastic in learning and mastering English phrasal verbs after Guessing strategy was applied. Their responses towards the application of Guessing strategy in the learning teaching processes of English phrasal verbs are very positive. All of them agree that learning English phrasal verbs through the application of Guessing strategy can trigger their curiosity and improve their knowledge and vocabulary mastery on English phrasal verbs. The researchers recommend that English learners implement Guessing strategy to improve their vocabulary mastery on English phrasal verbs.

**Keywords:** *English phrasal verbs, Guessing strategy, Classroom Action Research*

### **I. INTRODUCTION**

Vocabulary as one of knowledge areas plays a crucial role for learners in acquiring a language. One's ability in using a language either in spoken or written form is greatly affected by his/her vocabulary mastery. Even though someone surpasses in sentence structure but if he/she does

not master vocabulary well, he/she keeps being unable to say or write anything and the grammar knowledge will be futile. Vocabulary mastery is the most fundamental aspect in learning a language. We can comprehend an English text, say or write something in the English language if we master English

vocabularies well. Since English language is a foreign language in Indonesia, it is understandable why most Indonesian students find it hard to understand the word meaning, particularly concerning with phrasal verbs.

A phrasal verb is defined as a verb in combination with an adverb or a preposition in which the meaning cannot always be understood as the sum of its parts (Beyer, 2007, p. 18). It is imperative to master lots of phrasal verbs if we would like to reach an excellent English language level. Phrasal verbs have been frustrating for learners of English language because they are considered difficult to predict and memorize in terms of meaning. For instances:

1. Mark **turned down** my offer.
2. Fernando was **called down** by his teacher for coming late to school.
3. Professor Ryan's explanation was so obscure that I could not **make sense of** it at all.
4. I will **take part** in the English speech competition next week.
5. Jane **called on** me at my office yesterday afternoon.

Someone is able to use ordinary verbs instead of phrasal verbs, but in reality the degree of one's English level is told by his/her ability in using phrasal verbs. When the above sentences are changed with ordinary verbs, they will be read like these.

1. Mark **refused** my offer.
2. Fernando was **reprimanded** by his teacher for coming late to school.
3. Professor Ryan's explanation was so obscure that I could not **understand** it at all.

4. I will **participate** in the English speech competition next week.
5. Jane **visited** me at my office yesterday afternoon.

Based on the first researcher's experience when teaching English-Indonesian Translation subject, she found out that many of her students faced difficulties in understanding and using phrasal verbs. When she asked her students the meaning of **get** in Indonesian language, all of them answered *mendapatkan*. But when she asked them the meanings of **get on, get off, get along, get lost, get ahead, get around, and get over**, they just kept silent. When she asked her students the meaning of **call** in Indonesian language, all of them answered *memanggil*. But when she asked them the meanings of **call up, call down, call on, call off, and call for**, they did not give any answer. When she asked her students the meaning of **take** in Indonesian language, all of them answered *mengambil*. But when she asked them the meanings of **take part, take off, take place, take after, take at one's word, take care, take charge of, and take into account**, they remained silent and looked confused. They eventually admitted that they seldom get acquainted with phrasal verbs. Considering the facts, it is needed to encourage and motivate the students to learn phrasal verbs since phrasal verbs are frequently used in both oral and written materials and play an indispensable role in the English language learning.

In the context of English as a foreign language (EFL), teaching phrasal verbs might be quite

challenging for teachers. Phrasal verbs often confuse the learners since the meaning may not be related with their individual words, and there are a great number of phrasal verbs in the English language with high frequency in use (Lumbanraja, 2016). Determining effective ways of learning a new language can be regarded as one important objective of studies into language learning strategies (O'Malley & Chamot, 1990, p. 45). Now, a relevant question to ask is: What can an English teacher/English lecturer do for his/her students so that they master English phrasal verbs? The application of Guessing strategy might be an alternative.

Guessing strategy is an alternative which enables students to guess the unknown/difficult words based on the contextual clues given in sentences. The researchers decided to apply Guessing strategy to improve the students' vocabulary mastery on English phrasal verbs because some previous research findings have shown the good results of teaching English phrasal verbs through the application of Guessing strategy.

The first research was carried on by Novianti (2014) entitled Contextual Guessing Strategy Instruction and Students' Mastery on Phrasal Verbs (A Quasi-Experimental Study of A State Vocational School in Tasikmalaya). This is a quasi-experimental study in which 59 participants (the second grade students of geology mining classes of a state vocational high school in Tasikmalaya) were involved. The objectives of this research are: 1) to measure the effect

of Contextual Guessing Strategy Instruction (henceforth, CGSI) on the students' mastery on phrasal verbs, and 2) to investigate the students' attitudes towards the implementation of CGSI. The first finding of her research showed that there is a positive effect on the students' mastery on phrasal verbs after CGSI was applied in the learning teaching processes of phrasal verbs. The effectiveness was proven by the comparison of the mean rank scores of the experimental group (34.18) which is higher than of the control group (25.67). The difference is 8.51 points. The Mann Whitney U test supported the significance of the effectiveness in which the P value is less than the critical alpha. To sum up, the  $H_a$  is accepted and the  $H_o$  is rejected. The second finding of her research elaborated that the students have positive attitudes (affective, cognitive, and behavior) on the implementation of CGSI in improving their mastery on some common phrasal verbs. She stated that positive attitudes are necessary in learning teaching process. She concluded that it is the combination of the nature of CGSI and the students' positive attitudes that brought about the significant progress in the experimental group.

The second one was conducted by Br Ginting, Lumban Raja, and Tarigan (2019) entitled Teaching Vocabulary on Phrasal Verbs through Guessing Strategy to the Eleventh MIA Grade Students of SMA Santo Petrus Medan in the Academic Year of 2016/2017. The objectives of the research are: 1) to find out whether the application of Guessing strategy

could improve the students' vocabulary mastery on phrasal verbs, and 2) to find out the response of the students towards the application of Guessing strategy in the learning processes of vocabulary on phrasal verbs. This research is Classroom Action Research (henceforth, CAR). The subject of this CAR are the eleventh grade students (science class) of Santo Petrus Senior High School in the Academic Year of 2016/2017, consisting of 38 students (12 males and 26 females). Based on the data analysis, Br Ginting (2017, pp. 51-52) drew two conclusions as follows: 1) Teaching vocabulary on phrasal verbs to the research subject through Guessing strategy was effective. The analysis of quantitative data showed that the students' mean score increased continually from 70.71 in the pre test, 78.10 in the formative test, to 91.28 in the post test. To sum up, the application of Guessing strategy could improve the students' mastery on phrasal verbs. 2) The students' responses towards the learning processes of vocabulary on phrasal verbs through Guessing strategy were categorized good. Based on the analysis of qualitative data, it was found that the use of Guessing strategy is acceptable in the processes of learning phrasal verbs (separable and inseparable). She suggested the English teachers apply Guessing strategy to teach their students vocabulary, particularly phrasal verbs.

Although learning to acquire phrasal verbs may be problematic for the students, it is challenging for the teachers to teach them. Lumbanraja

(2016) says that the ability of using phrasal verbs in communication is one of indicators for those who have excellent English proficiency. Thus, it is imperative to assist the students acquire and master English phrasal verbs.

In line with the research background, the research problems are formulated as follows:

- 1) Can the application of Guessing strategy improve the students' vocabulary mastery on English phrasal verbs?
- 2) What are the students' responses after learning English phrasal verbs through the application of Guessing strategy?

Finding the answers to the research problems is the most important research objectives. Thus, the objectives of this research are:

- 1) to prove that the application of Guessing strategy can improve the students' vocabulary mastery on English phrasal verbs,
- 2) to describe the students' responses after learning English phrasal verbs through the application of Guessing strategy.

Through the application of Guessing strategy, the researchers expect the fourth semester students of English Language Education Study Program, Faculty of Teachers Training and Education, Catholic University of Saint Thomas in the Academic Year of 2019/2020 as the research subjects experience a new learning atmosphere, acquire and master phrasal verbs so that they are able to communicate in the English language both spoken and written naturally. Considering the

research background, the researchers are engrossed in carrying on a research entitled *The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs*.

## REVIEW OF LITERATURE

### Vocabulary

Vocabulary can be defined as (1) the total number of words in a language, (2) all the words known to a person or used in a particular book, subject, etc, and (3) a list of words with their own meanings, especially one that accompanies a textbook in a foreign language. Nauth (1995, p. 414) depicts that vocabulary is a collection of words by a speaker, a listener, a writer or a reader in the language competence which has a meaning or meanings. It means that a speaker constructs some words to make sentences for their communication with other people.

Vocabulary is not a syllabus but a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. What students need to know regarding vocabulary is the word meaning and the word use. Therefore, vocabulary has an important role to help the students understand the meaning of words, and how they are used in sentences.

Vocabulary is collected through language, conversation and a dictionary used by people. This vocabulary may consist of content words or function words. One of the content words is verb which can be

composed of single words or double ones. It is not hard to understand the meaning of the verb **take** alone, but it needs understanding when it is mingled with other prepositions, particles, or adverbs such as **take part**, **take off**, **take place**, **take after**, **take at one's word**, **take one's time**, **take care**, **take charge of**, **take into account**, etc. The meaning of these combined verbs cannot always be traced from the individual words because sometimes they produce new meanings.

### Vocabulary Mastery

Knowledge or skill which makes one master of a subject is called mastery (Allen, 2000, p. 856). Subject in this case is vocabulary in a foreign language which is learnt by students. Referring to the concept of mastery, vocabulary mastery is one's proficiency in using words and their meanings correctly in language. Excellent vocabulary mastery helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, to catch up someone's talk, to give a response, to speak glibly, and to write some kinds of topics.

Vocabulary has to be mastered by students in order to develop the four language skills, particularly in speaking and writing since without vocabulary nothing can be conveyed. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but inadequacy of

vocabulary will intrude their chances to make success in learning English.

Resnick (1989, p. 67) argues that the students should be involved intensively in acquiring vocabularies. Thus, vocabularies will be realized and internalized in their own cognitive systems that may be utilized in their social language interaction and academic activities. To sum up, vocabulary mastery is very essential in language learning because no language exists without vocabulary.

### **The Importance of Vocabulary Mastery**

One language element which ought to be taught before teaching other aspects of the language is vocabulary. It will be hard to master a language without mastering a certain number of vocabularies. It should be realized that the students' competence to listen, speak, read and write is determined by their vocabulary mastery. It makes vocabulary becomes the basic element to master the four language skills, that is listening, speaking, reading, and writing.

In listening, learners are able to comprehend what people talk about if they have excellent vocabulary mastery. In speaking, vocabulary helps learners deliver their ideas orally. In reading, vocabulary mastery helps learners to comprehend texts and get knowledge and information from them. In writing, vocabulary mastery really helps learners expand their fresh ideas based on the topics given.

McCharty (1990:8) states, "No matter how successfully sounds of a second language are mastered, without words to express a wider range of

meanings, communication in a second language just cannot happen in any meaningful way. In brief, nothing can be conveyed without vocabulary. Vocabulary must not be neglected by anyone who learns a language.

### **Types of Vocabulary**

There are two types of vocabulary distinguished by Harmer (1991, p. 56). They are receptive vocabulary and productive vocabulary. The two types of vocabulary are explained as follows:

#### **Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which cannot produced by the learners. Stuart (2005-2008:78) states that receptive vocabulary is vocabulary that learners recognize when they see or meet in a reading text but do not use it in speaking and writing.

#### **Productive Vocabulary**

Productive vocabulary is words that learners understand and can pronounce correctly and use appropriately in speaking and writing. Stuart (2005-2008:81) says that productive vocabulary can be addressed as an active process because the learners are capable of producing the words to express their thoughts to others.

#### **Phrasal Verbs**

Mc Charty and O'dell (2004, p. 6) state that phrasal verbs are verbs consisting of a verb and a particle that together have a special meaning. Phrasal verbs quite often baffle the learners since the meaning may not be related with its individual words.

Phrasal verbs look simple enough. They are usually combinations of simple, monosyllabic verbs and members of a set of particles. Particles are small words which are already known as prepositions or adverbs. Here are some of the most common phrasal verb particles: **about, around, at, away, back, down, for, in, into, off, on, out, over, through, to, up.** And here are the most common verbs that form part of phrasal verbs: **break, put, take, bring, cut, get, give, knock, look, make, pass, pick, pull, run, set, turn, break, call, come, go, keep** (Br Ginting, 2017:14).

McCharty and O'dell (2004, p.15) say that the basic meanings of the common verbs refer to concrete actions but when they are part of phrasal verbs, they often have abstract meanings too. For instances:

Verbs	Concrete Meaning	Abstract Meaning
Give	Lucia gave her thesis in yesterday. (handed it to the lecturer)	Her parents finally gave in and let her go to the party. (agreed to the something they had refused before)
Get	He got on the bus. (entered)	Bryan and Jessica don't get on. (don't like each other and not friendly to each other)

Come	Would you like to come round this evening? (come to my home)	She was unconscious for two hours but came round in hospital. (became conscious again)
------	--	--

Some phrasal verbs are very easy to understand. For example, it is not hard to understand **sit down** and **come in** because their meanings are obvious. But many phrasal verbs are idiomatic. Idiomatic means that there is no way to know what the verb and particle mean together by knowing what the verb and particle separately. For examples, every beginning level student learns what the words **call, run, off,** and **out** mean, but that does not help the students to know that **call off** means **cancel** or that **run out** means **use all of something**. Students try to understand the meaning from the context or clue of the sentences. For instance: "Please, put out your cigarette!". From the context of sentence, the students can know that the meaning is "extinguish" of the cigarette.

Gillett (2011, p. 66) mentions that there are four types of phrasal verbs, namely: separable, inseparable, transitive, and intransitive phrasal verbs. McArthur (1974:5) states that phrasal verbs are either separable or inseparable. Unfortunately, there is no rule that will help students to look at a phrasal verb and always know whether it is separable or inseparable. Some phrasal verbs are separable and others are inseparable (Azar, 1941, p.432).

Philips (1952, p.512) also says that phrasal verbs (two or three part verbs) are divided into four phrasal verbs. The four types of phrasal verbs are elaborated as follows:

### Separable Phrasal Verbs

Separable phrasal verbs can be separated by their objects. When the object is a noun, it is usually entirely optional whether the object is placed between the verb and the particle or placed after the particle. According to Azar (2003, p. 432), separable phrasal verbs with a noun object can either follow the particle or come between (separate) the verb and the particle. If a phrasal verb is separable, a pronoun object comes between the verb and the particle. For instances:

1. When you have finished playing the radio, **turn it off**.
2. Someone left the papers on the table. I **put them away**.
3. The thunder **woke me up**.

Those sentences above mean:

1. When you have finished playing the radio, **stop** it.
2. Someone left the papers on the table. I **discarded** them.
3. The thunder **awoke** me.

### Inseparable Phrasal Verbs

Azar (2003, p. 67) states, "Inseparable phrasal verbs are verbs that cannot be inserted by an object or separated by their object. For instances:

1. Tom **comes from** Alaska, so he is used to cold weather.
2. He could not **figure out** where he put his keys.
3. She **wrote down** my address.

Those sentences above mean:

1. Tom **originates** Alaska, so he is used to cold weather.
2. He could not **determine** where he put his keys.
3. She **noted** my address.

### Transitive Phrasal Verbs

Transitive phrasal verbs are verbs that need an object, some of those verbs are followed by prepositions. For instances:

1. I have to **look after** my sick grandfather. (**take care**)
2. An amazing storyteller is a person who is able to **make up** a story on the spot. (**make or compose**)

### Intransitive Phrasal Verbs

Intransitive phrasal verbs are verbs that do not need an object. For instances:

1. The car **broke down** because of the incident. (**stopped functioning**)
2. My mother suddenly **showed up** when I was on stage. (**appeared**)

### Guessing Strategy

Guessing strategy is the most essential strategy for readers or learners to find out the new vocabulary in a situation where they are not allowed to open a dictionary (Qian, 2005, p. 87). Letting foreign language learners infer the meaning of an unknown word which occurs in a target text, and using the information contained in the context seem likely to be effective and efficient strategies for target language acquisition. With respect to English phrasal verbs, English foreign language learners find them complicated and hard to memorize. From a semantic perspective, some of the meanings are completely idiomatic in which the phrasal verbs cannot be deduced by



analyzing the verb and particle (s), and when put together they yield a completely different meaning.

Nation and Coady (1988:90) states, "Guessing strategy involves general skills of interpreting surrounding text, predicting, and testing predictions which enhance vocabulary mastery as a whole". Guessing strategy can help the students to infer or guess the meaning of the target word based on the interpretation of its immediate context with or without reference to the world knowledge. Presenting phrasal verbs in the context and asking the students to guess the meanings from the context not only enables them to deduce the meanings and realize the usage of them, but also it could lead to a better retention of phrasal verbs as long as the students give more cognitive effort in the guessing process. For instance, students find sentences below:

1. Don't **come in**, Fernando. They are heaving a meeting.
2. Let's **hang out**. I really miss all of you, friends.
3. **Hold on**, I cannot hear you! The signal is bad.

From the examples above, the researchers expect that students are able to guess the meaning from its context in each sentence.

1. Someone says that Fernando may not enter the meeting room because a meeting is being held.
2. Someone invites his friends to gather in a place because he does miss his friends.
3. Someone asks for the other to wait a minute because he cannot hear one's voice on the telephone.

It is essential to rely on someone's own experience and background knowledge to figure out the meaning of a word. Robinson (2010) states, "Sometimes, the meaning of the word can be guessed just by using the knowledge of the world and how things work". In addition, Brown (1972) states that guessing has been advocated instead of dictionary use because stopping to use a dictionary interrupts the flow of reading. It is stated that one of necessary objective of studies into language learning strategies is often to determine effective ways of learning a new language (O'Malley & Chamot, 1990, p. 45). Some of the vocabulary learning strategy commonly used are guessing, memorizing, and repeating new English words.

### **The Procedures of Implementing Guessing Strategy**

There are some procedures that can be followed by a learner in order to apply Guessing strategy. The procedures of Guessing strategy is intended to help the learner find out the meaning of the unfamiliar word. It is very essential to follow the procedures of Guessing so that the learner is able to decrease the wrong guessing. According to Schmitt (2000, p.42), there are five steps of implementing Guessing strategy. They are:

#### **Step 1**

Learners have to look at the unknown word and decide its part of speech whether it is a noun, a verb, an adjective, or an adverb. Knowing the part of speech will lead the learners to what the meaning of the unfamiliar word or context means.

## Step 2

Learners have to look at the clue or sentence containing the unfamiliar word.

## Step 3

Learners have to look for the relationship between the clause or sentence containing the unknown word and the other sentences or paragraphs.

## Step 4

Learners have to use the knowledge that they have attained from steps 1 to 3. In this step, they must try to guess the meaning of the word. It cannot be denied that the learners' vocabulary mastery significantly affects their ability in guessing the meaning of the word from the context. The more the learners' master the vocabulary, the better they do the guessing strategy.

## Step 5

Check that your guess is accurate.

## The Benefits of Implementing Guessing Strategy

Cetinavci (2014:14) states, "We can justify the use of Guessing strategy due to the numbers of words in the English language that actually need to be learned. Barnett and Laufer (in Br Ginting, 2017) say that Guessing is a very sophisticated strategy. Guessing strategy gives students many advantages. They are:

1) In a test, students are faced with the difficulty in comprehending the meaning of the words, and they are not permitted to open a dictionary. Thus, the effective strategy that students can use is guessing the meaning based on the sentence and context.

2) Guessing strategy are able to help and guide students to develop vocabularies by correlating listening, speaking, reading, and writing. Students need the oral component, need to be taught vocabularies, and must hear a great deal of meaningful language.

3) Guessing strategy helps students to find out the inferential skill that is needed to decide which meaning is accurate based on the understanding of the clue in sentences, and for second language learners this often depends on the extent of global knowledge.

4) No matter what level students are, they will often come across difficult words in texts they are exposed to. Inferring and guessing meaning of unfamiliar words are strategies which are worth developing.

Basically, each strategy has strengths and weaknesses. Guessing strategy also has some weaknesses. However, it has more strengths than weaknesses. This makes this strategy is worth implementing to improve students' vocabulary mastery, particularly mastering English phrasal verbs.

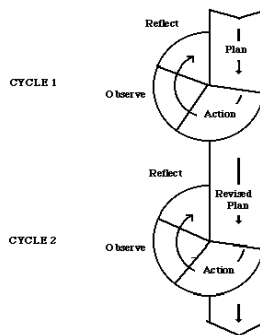
## RESEARCH METHOD

This is Classroom Action Research (henceforth, CAR). Burns (2010, p. 2) says, "Classroom Action Research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher". It means that CAR is a process of research conducted by the teacher for

repairing and improving the learning in the classroom.

Action research is different from other more conventional or traditional types research in that it is much focused on individual or small-group professional practice and is not so concerned with making general statement (Wallace, 1998, p. 18). Furthermore, McKay (2006, p. 29) says that action research has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. To sum up, CAR can be conducted by a teacher in a classroom with the help of other teachers to discuss what and how to improve the classroom activities so that the students' learning achievement will be better. This CAR is much focused on improving students' mastery on phrasal verbs through the application of Guessing strategy.

The researchers used CAR model which was developed by Kemmis and McTaggart (1998). This CAR was performed into two cycles, namely cycle one and cycle two. CAR typically involves four broad phases in a cycle of research, namely: (1) planning, (2) action, (3) observation, and (4) reflection. It can be seen in the figure 3.1.



**Figure 3.1 The Classroom Action Research (CAR) Model Developed by Kemmis and McTaggart (1998)**

The four steps in cycles one and two are explained as follows:

- 1) Planning  
 Planning is the first step of the CAR. This activity covers the problem identification. This is the most important step in conducting the CAR as by knowing the students' learning problems, the researchers could find out an excellent solution to overcome the problems.
- 2) Action  
 In this step, the scenario of learning teaching processes of English phrasal verbs through the use of Guessing strategy was implemented in the classroom activities.
- 3) Observation  
 Observation was done when the action was being done, in this step, the students' participation and behaviour, and the first researcher's action during the learning teaching processes of English phrasal verbs was observed by the second researcher who acted as a collaborator in this CAR. Observation was done in order to get the actual qualitative data and to

be used as a reflection to improve the quality of learning teaching processes of English phrasal verbs by using Guessing strategy.

#### 4) Reflection

The quantitative data, such as the students' vocabulary score, and the qualitative data, such as the extent of the students' participation and behaviour, and the first researcher's action during the learning teaching processes of English phrasal verbs through the use of Guessing strategy were collected and analyzed in order to assess the students' progress. In this step, the researchers reflected whether the treatment given to the students could improve their vocabulary mastery on English phrasal verbs or not.

### 1.1 The Subjects of the Research

The subjects of the research are the fourth semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Catholic University of Saint Thomas in the Academic Year of 2019/2020. There is only one class consisting of 20 students. All of the students were taken as the subjects of the research. The reason for taking the class was because they had learnt English-Indonesian Translation and Vocabulary subjects and the first researcher herself taught the class.

### FINDINGS

Guessing strategy was applied to improve the students' vocabulary mastery on English phrasal verbs. The analysis of quantitative data shows that the mean of the students' score in the pre-test, formative test, and post-test

increases significantly after Guessing strategy was applied in teaching English phrasal verbs. The students' total score of the pre-test is 1.316 and the pre-test mean is 65,8. The students' total score of the formative test is 1.384 and the formative test mean is 69,2. The students' total score of the post-test is 1.600 and the post-test mean is 80. There are 8 (eight) students (40%) who attained score  $\geq 75$  in the pre-test, 8 (eight) students (40%) who attained score  $\geq 75$  in the formative test, and 15 (fifteen) students (75%) who attained score  $\geq 75$  in the post-test. From the results of pre-test, formative test, and post-test, it is concluded that the application of Guessing strategy has successfully improved the students' vocabulary mastery on English phrasal verbs.

The analysis of qualitative data shows that the students are more active and enthusiastic in learning and mastering English phrasal verbs after Guessing strategy was applied. Their responses towards the application of Guessing strategy in the learning teaching processes of English phrasal verbs are very positive. All of them agree that learning English phrasal verbs through the application of Guessing strategy can trigger their curiosity and improve their knowledge and vocabulary mastery on English phrasal verbs.

### CONCLUSIONS AND SUGGESTIONS

Based on the research findings, the researchers drew two conclusions as follows:

- 1) The application of Guessing strategy could improve the students'

vocabulary mastery on English phrasal verbs. It could be seen from the analysis of quantitative data. The students' total score of the pre-test is 1.316 and the pre-test mean is 65,8. The students' total score of the formative test is 1.384 and the formative test mean is 69,2. The students' total score of the post-test is 1.600 and the post-test mean is 80. There are 8 (eight) students (40%) who attained score  $\geq 75$  in the pre-test, 8 (eight) students (40%) who attained score  $\geq 75$  in the formative test, and 15 (fifteen) students (75%) who attained score  $\geq 75$  in the post-test.

- 2) The analysis of qualitative data shows that the students gave positive responses towards the learning teaching processes of English phrasal verbs through the application of Guessing strategy. They are more active and enthusiastic in learning and mastering English phrasal verbs after Guessing strategy was applied. They all agree that learning English phrasal verbs through the application of Guessing strategy can trigger their curiosity and improve their knowledge and vocabulary mastery on English phrasal verbs.

In connection with the conclusions, the researchers suggest that:

- 1) English teachers or English lecturers teach English phrasal verbs by applying Guessing strategy. The application of Guessing strategy is able to create a pleasant and challenging learning atmosphere so that students feel

motivated to activate their knowledge and trigger their interest to master vocabulary as much as possible.

- 2) English students, particularly the fourth semester students of English Language Education Study Program, Faculty of Teachers Training and Education, Catholic University of Saint Thomas in the Academic Year of 2019/2020 learn and memorize a lot of English phrasal verbs as much as possible, try to create their own sentences by using the English phrasal verbs they have learned and memorized, and use the English phrasal verbs in communicating with other people.
- 3) Other researchers carry out much deeper researches about Guessing strategy and English phrasal verbs. The findings of this CAR are expected to be able to provide them valuable knowledge and information about Guessing strategy and English phrasal verbs.

#### **BIBLIOGRAPHY**

- Al-Baekani, A.K. (2015). The effects of teaching technique and vocabulary mastery towards students' speaking skill. *Jurnal Pendidikan Unsika*, 3(1), 32-46.
- Allen, D. (2000). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company.
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik (Edisi revisi V)*. Jakarta: Rineka Cipta.
- Azar, B.C. (1941-2003). *Fundamentals of English grammar with*

- Answer Key (3rd edition)*. New York: Pearson Education.
- Beyer, T.R. (2007). *501 English verbs*. Jakarta: Binarupa Aksara.
- Br Ginting, A.S. (2017). *Teaching vocabulary on phrasal verbs through Guessing Strategy to the eleventh MIA grade students of SMA Santo Petrus Medan in the Academy Year of 2016/2017*. An Undergraduate's Thesis, Faculty of Teachers Training and Education: Catholic University of Saint Thomas.
- Br Ginting, A.S., Lumban Raja, V. & Tarigan, K. (2019). Teaching vocabulary on phrasal verbs through Guessing Strategy to the eleventh MIA grade students of SMA Santo Petrus Medan in the Academy Year of 2016/2017. *Kairos English Language Teaching (ELT) Journal*, 3(3), 191-207.
- Brown, D.H. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Cetinavci, B.M. (2014). Contextual factors in guessing word meaning from context in a foreign language. *Social and Behavioral Sciences*, 1(16), 2670-2674.
- Coady, J. (1997). L2 vocabulary acquisition: A synthesis of research. In J. Coady & T. Huckin (eds.), *Second language vocabulary acquisition* (pp. 223-257). New York: Cambridge University Press.
- Gillet, A. (2011). *English fast and easy: Useful phrases for work and everyday life*. Boston: Delapratasa Publishing.
- Harmer, J. (1991). *The practice of English language teaching*. New York: Longman.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.
- Kemmis, S., & McTaggart, R. (1998). *The action research planner (3<sup>rd</sup> edition)*. Geelong: Deakin University Press.
- Lumbanraja, V. (2016). *Practice: Idiomatic expression and phrasal verbs*. Medan: Catholic University of Saint Thomas.
- McArthur, T. (1974). *Dictionary of English phrasal verbs and their idioms*. Singapore: Pan Pacific Book Distributors.
- McCarthy, M. & O'dell, F. (2004). *English phrasal verbs in use*. Cambridge: Cambridge University Press.
- McKay, S.L. (2006). *Researching second language classrooms*. London: Lawrence Erlbaum Associates.

- Nauth, W.H. (1995). *The world book encyclopedia*. Chicago: World Book.
- Novianti, W. (2014). Contextual Guessing Strategy Instruction and students' mastery on phrasal verbs (A quasi-experimental study of a State Vocational School in Tasikmalaya). *Rangsit Journal of Educational Studies*, 1(2), 54-70.
- O'Malley, M. & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Philips, D. (1952). *Longman preparation course for the TOEFL test*. New York: Pearson Education.
- Resnick, L.B. (1989). *Knowing learning and instruction*. New Jersey: Lawrence Erlbaum.
- Setiawan, J. (2010). *Lexical items in vocabulary mastery*. Jakarta: Binarupa Aksara.
- Stuart, W. (2005-2008). Receptive and productive vocabulary. *Studies in second language acquisition*, 3(1), 7-95.
- Wallace, M.J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.
- Walton, S.M. (2009). *Multi word verbs*. Arkansas: College of Business.

## ACKNOWLEDGEMENTS

On this wonderful occasion, the researchers would like to thank:

- 1) *Lembaga Penelitian dan Pengabdian pada Masyarakat (LPPM)* Universitas Katolik Santo Thomas for funding and facilitating this Classroom Action Research (CAR) and motivating the researchers to complete this CAR.
- 2) The fourth semester students of the English Language Education Study Program, Faculty of Teachers Training and Education, Catholic University of Saint Thomas in the Academic Year of 2019/2020 as the research subjects for being so cooperative.