Contextual Guessing Strategy Instruction and Students' Mastery on Phrasal Verbs
(A Quasi-Experimental Study of a State Vocational School in Tasikmalaya)

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Abstract

Phrasal verbs (Pvs) as one of the linguistic competence indicators for speakers of English as foreign language (Jacobsen, 2012:2) present considerable difficulty for the learners. One as being amongst the causes of difficulties is remembering the meaning (Pye, 1996:698). Inferring/ guessing meaning from context might be effective to be implemented in improving students' mastery on Pvs based on the assumptions that inferencing leads to a better retention in vocabulary learning (Krashen in Verspoor, 2003: 550, Lynn & Posnansky, Jenkins, Matlock & Slocum in Zaid, 2009: 57, Bialystok, Nation, Nation & Coady, Schouten in Hulstjin (1992:113). This study aims to measure (1) the effect of contextual guessing strategy instruction (CGSI) (adapted from Nation & Coady: 1988) on the students' mastery on Pvs, and to investigate (2) the students' attitudes towards the implementation CGSI. The study employs quasi-experimental study method by involving 59 second grader students. The study showed there was a positive effect on the students' mastery on PVs after they have been exposed with CGSI. The effectiveness can be seen from the comparison of the mean rank scores of the two groups which were 34.18 (experimental group) and 25.67 (control group). The difference was 8.51 point The Mann Whitney U test supported the significant of the effectivenes in which the P value was less than the critical alpha which means the Ha was accepted and the Ho was rejected. Besides, it was found that students had positive attitudes (affective, cognitive, behavior) on the implementation of CGSI. The finding of the students' attitudes was consistent with the finding of the experiment. Therefore, the contextual guessing strategy instruction is worth addressing in teaching phrasal verbs as a vocabulary type in particular.

Keywords: Phrasal verbs, Contextual Guessing Strategy Instruction.

1. Introduction
1.1 Background of Study

It is said that spoken form of English is full of phrasal verbs expressions (Sangoor, 2012: 93). Chen (2007: 348) argues that phrasal verbs play rather an indispensable role in communication particularly in oral form. Accordingly, it would be useful to introduce English phrasal verbs as many as possible, especially the most common ones, in order to help them to understand English conversations in real communicative settings and to be able to participate in the conversations efficiently. However, Pvs are noted as one which presents considerable difficulties for learners. One of the causes of the difficulties is that phrasal verbs are hard to memorize in terms of the meaning (Buyukkarci, 2010: 13, Pye, 1996: 698). The meaning of phrasal verbs are not always transparent, which means they are idiomatic. The idiomatic meaning of phrasal verbs like hold up (to cause a delay for example) cannot be realized or understood based on the meaning of the individual parts. It is quite different from the meaning of the verb they are formed from (Behzadi, 2014: 52). Although learning to acquire phrasal verbs can be problematic for the learners, therefore challenging for the teachers to teach them, it is important for teachers to help the students to acquire them.

It is true that there is no best method in education. However, an effective method in teaching is needed to be explored. Teaching phrasal verbs through guessing meaning from context seems likely to be effective to implement, based on the assumption that the retention of inferred word meanings is better retrieved and recalled than the retention of

given word meanings (Bialystok, Nation, Nation & Coady, Schouten in Hulstjin, 1992:113). The approach to teaching the strategy of guessing from context which includes a-five-strategy for guessing has been developed by Nation (Takac, 2008: 78). In context- based inferencing, it is the context that determines the meaning of a lexical unit (Takac, 2008: 17). Over the past two decades, this strategy has been greatly promoted since it seems to fit in more comfortably with communicative approach.

There are several similar studies conducted which support the value of the contextual guessing strategy instruction in vocabulary learning (Redouane: 2004, Alsaawi: 2013, Paribakht and Wesche: 1998, Shahrzad: 2011, Li: 2009). The studies mentioned above seemed to share something in common, that is the argument for the use of the contextual guessing strategy instruction in improving the students' vocabulary in general. It seems likely that contextual guessing strategy instruction may also be implemented in improving students' mastery on phrasal verbs. Some scholars such as Celce-Murcia and Rosenweig (cited in Moon, 1997:61), Phongphio & Schmitt (2006) suggest guessing meaning from context strategy for multi-word verbs. Vernon cited in Mart (2012: 116) argues, "Students need to learn phrasal verbs as any other type of vocabulary item." Furthermore, Nation (cited in Takac, 2008: 97) argues, "Most of vocabulary learning strategies can be applied in learning various lexical units." Due to lack of enough research on the effect of contextual guessing strategy instruction in phrasal verbs teaching in particular, the present study sought to firstly measure the effect of the contextual guessing strategy instruction on students' mastery on phrasal verbs, secondly it aimed to investigate the students' attitudes on the implementation of contextual guessing strategy instruction.

1.2 Research Questions
This study formulated two research questions as follows: 1) What is the effect of contextual guessing strategy instruction on students' mastery on phrasal verbs? 2)What are the students' attitudes towards the implementation of contextual guessing strategy instruction on their mastery on phrasal verbs?

1.3 Purpose of the Research
The purpose of the sudy seeks to 1) measure the effect of contextual guessing strategy instruction on students' mastery on phrasal verbs, and 2) investigate the students' attitudes towards the implementation of phrasal verbs on their mastery on phrasal verbs.

1.4 Definition of Terms
Providing the clarification of the terms in order to avoid any kind of misinterpretation is considered to be important in better understanding of the article.

- Phrasal verb is defined as a combination of a verb and a particle or more which functions semantically and syntactically as a single unit
- Contextual guessing srategy instruction is defined is teaching the students to guess the meaning of target words (phrasal verbs) based on the context with of without reference to the world knowledge

1.5 Significance of the Study
Theoretically, the findings of the study are expected to contribute to the enrichment of the theories about CGSI on students' mastery on Pvs. Practically, the findings of the study are expected to realize the teachers and the students on the importance of CGSI on students' mastery on Pvs.

2. Review of Literature
2.1 The Importance of Teaching and Learning Phrasal Verbs

Combinations of verb and a particle or more particles which function semantically and syntactically as a single unit which are known as phrasal verbs/ Pvs (Puente, 2007:1671, Sangoor, 2012: 90) are a vocabulary type that need to be learned by English foreign language learners. Pvs are an important feature of informal spoken communication/ discourse (Biber cited in Phongphio and Schmitt, 2006:122, Mart, 2012: 117, Buyukkarci, 2010: 13). Learning to recognize, comprehend, and actively use phrasal verbs is an inevitable part of learning English as a foreign language, simply because learners will be exposed to these verbs when they communicate with native speakers or proficient L2 speakers of English (Phongphio & Schmitt, 2006: 122). Learners would encounter them in diverse context of use and thus they need to find out the meanings if they intend to communicate efficiently (Dagut & Laufer, Rudzka-Ostyn as cited in Farsani, 2012: 499). Therefore, it would be useful for the teachers to teach them and the learners to learn the phrasal verbs as many as possible, especially the most common ones.

As has been mentioned above, the Pvs are formed from a verb and a particle or more particles. According to McCarthy and O'dell (2004: 6), "The particles are already known as prepositions and adverbs". In contrast to, Olson (2013: 12) states, "Particle used in the phrasal verb is not a preposition, although it resembles one in appearance." Some of particles look like prepositions but actually they act as adverbs, and usually change the meaning of the verb they are concerned (Sangoor, 2012: 91). The combination of a lexical verb and a preposition with which it is semantically or syntactically associated: the verb has a literal used, but at the same time, it has a fixed association with the preposition is prepositional verb (Sanchez, 2013: 13) instead of phrasal verb.

Syntactically, there are four basic types of phrasal verbs, such as: 1) verb+adverb (no object), e.g. break down, 2) verb+ adverb+ object or verb + object+ adverbs, e.g. put off/ put something/it off, 3) verb+ prepositions+ object, e.g. take after, 4) verb+ adverb+ prepositions+ object, e.g. put up with (Acklam, 1992: 13-14). While, semantically English Pvs can be classified as first, transparent or non- idiomatic phrasal verbs in which the meaning can be easily understood even without the context, and the second is non-transparent or idiomatic phrasal verbs in which it cannot be comprehended in the same way as non-idiomatic one, (Wurmbrand and Lindstormberd as cited in Kharitonova, 2013: 33). The phrasal verbs are idiomatic when the combination cannot be guessed from its individual constituents (Saleh, 2011: 17). Asked about the difficulty in learning phrasal verbs, the students mentioned remembering the meaning is one as being amongst the causes of their difficulties in learning them (Pye, 1996: 698). Guessing meaning from the context which is known as contextual guessing strategy seems likely to be effective to be implemented in improving students' mastery on phrasal verbs. The next section describes the relevancy of contextual guessing strategy instruction on students' mastery on phrasal verbs.

2.2 Contextual Guessing Strategy Instruction and the Relevancy on Students' Mastery on Phrasal Verbs

Letting foreign language learners infer the meaning of an unknown word occurring in a target text, using the information contained in the context seems likely to be an effective and efficient for target language acquisition (Hulstjin, 1992: 113). This point of view is based on two assumptions (Craik and Tulving, Jacoby, Jacoby and Craik, Craik and Begg as cited in Hulstjin, 1992: 113):

a. When subjects have to infer the solution of a problem, they will invest more mental effort than when they are given the solution of the problem.

b. Information that has been attained with more mental effort can later be better retrieved and recalled than information that has been attained with less mental effort.

With respect to English phrasal verbs, English second language learners find them complicated, difficult, and hard to memorize (Buyukkarci, 2010: 13). From a semantic perspective, some of the meaning are completely idiomatic in which the phrasal verbs cannot be deduced by analyzing the separate elements (verb and particle/s), and when put together they yield a completely different meaning (Rudzka-Ostyn as cited in Nhu & Huyen 2009: 27). It seems likely that presenting phrasal verbs in the context and asking the students to guess the meaning from the context not only enables the students to deduce the meaning 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. This is supported by Nation, Lynn & Posnansky, Jenkins, Matlock and Slocum as cited in Zaid (2009: 57) who state that the advantages of inferencing and meaning guessing is quite ambivalent especially when it comes to long-term retention and recall. Similarly, Krashen (cited in Verspoor, 2003: 550) states, "Inferencing leads to a better retention of vocabulary, because the increased mental effort should have a positive effect on retention."

There are different types of clues in inferring the meaning of unknown/ unfamiliar word. Haastrup as cited in Zaid (2009: 57) suggests that language learners possibly use three sources of inferrencing: contextual, intralingual and interlingual cues. Laufer and Bensoussan (as cited in Alsaawi, 2013: 4) suggested that guessing ought to be taught by asking students to focus on the contextual clues. Contextual inferring/ guessing itself entails inferring/guessing the meaning of target word based on the interpretation of its immediate context with or without reference to the world knowledge (Haastrup as cited in Cetinavci, 2014: 2671). There are at least four kinds of context clues that are quite common (Sinclair Community College, 2011: 1-4), such as: 1) examples clues 2) definition clues 3) description clues, and 4) oposites/ antonym clues. Teacher is demanded to make the students explicitly aware of the clues in finding the meaning of the words in order to find the chance of increasing the amount of vocabulary learning (Shahrzad, 2011: 74). In the other side, sometimes, it is necessary to rely on someone's own experience and background knowledge to figure out the meaning of a word. Sometimes, the meaning of the words can be guessed just by using the knowledge of the world and how things work (Robinson, 2010: 4). World knowledge gives learners the context to select the appropriate meaning of a word or to infer the meaning of an unfamiliar word in a given context (Huang & Eslami, 2013: 2).

2.3. The Implementation of Contextual Guessing Strategy Instruction
There are four main approaches to L2 vocabulary instruction: (1) context alone, in which that there is no need or even justification for direct vocabulary instruction. (2) strategy instruction, in which it also believes that context is the major source of vocabulary learning but they express some significant reservations about how well students can deal with context on their own (3) development plus explicit instruction, in which it argues for explicit teaching of certain types of vocabulary using a large number of techniques and even direct memorization of certain highly frequent items, and (4) classroom activities , in which it advocates the teaching vocabulary words along very traditional lines. (Coady, 1997:245).

The present study sees that context has a very important role in vocabulary teaching-learning, but the context alone is not enough. An instruction is needed to make the guessing more effective. According to Alsaawi (2013:4) "Students should be taught how to guess the meaning from the context." Walters as cited in Alsaawi (2013: 4) commented that this strategy might enhance the guessing's effectiveness.

Clarke and Nation in 1980 (cited in Schmitt, 2000: 154) and Nation and Coady (1988: 104) presented an inductive procedure/ a five-step strategy for guessing from context: 1) Finding the part of speech of the unknown word 2) Looking at the immediate context of the unknown word and simplifying this context if necessary 3) Looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clause and sentences 4) Guessing the meaning of the unknown word 5) Checking that the guess is correct. In the present study, the students are not required to do the first step which is to find the part of speech of the word since it has already known that the students are going to guess the meaning of 'phrasal verb' which is a lexeme of a verb. Those steps above are used as the guidlines for implementing contextual guessing strategy instruction in the classroom.

Meanwhile, for the instructional program, there are three classification of activities for deriving word meanings from context (Van Daalen- Kapteijns, et. Al. As cited in Shahrzad, 2011: 71), as follows: Text oriented, word oriented, and vocabulary knowledge oriented. In the present study, the activities of deriving word meanings from context are word oriented in which the students as the learners are mainly concerned with the contextual meaning of the unknown word and deals with it in order to find out the meaning of the target word.

A proper preparation is crucial as in all language teaching preparations. Nation in Takac (2008: 80) suggests that in teaching guessing meaning from context, one needs to focus on the following; 1) Text and word selection. Shokouhi (2010: 76) states that in order to guess successfully from context, the learners are required to know about 19 out of 20 words (90%). Laufer and Sim as cited in Alsaawi (2013: 6) insisted that the size of the vocabulary was a main variable which might negatively affect guessing from the context because learners with low sizes vocabulary were unable to utilize it effectively. Therefore, the more proficient the students are, the more likely they are to guess the words accurately (Kaivanpanah & Alavi, 2008: 80). With regard to the familiarity of the topic, it is said that if the topic or main idea is familiar to the students, they have a greater possibility of correctly guessing the meaning of the word correctly (Huang and Eslami, 2013: 2) Time. Learners need to have sufficient practice in order to guess quickly without deliberately having to go through all the steps involved in the strategy 3) Gradualness and comprehensiveness. Learners need to go through all the steps with the pace increasing gradually 4) Activities. Teachers need to know how to analyse critically and select activities to improve the use of this strategy.

Those variables that have been mentioned above might negatively affect guessing from context if they are not taken into account. Therefore, teacher ought to be aware of those variables mentioned above and keep them in mind in the preparation of the implementation of the instruction.

2.4 Attitudes
The success factor of teaching learning process does not rely on teachers only. Students' attitudes towards the target learning situation also have an important effect on

the teaching and learning process. If the learners have negative attitudes towards the language, the culture, the classroom or the teacher, learning can be impaired or even rendered ineffective (Nunan and Lamb as cited in Aseefa, 2002: 5). According to Gilbert, Fiske and Lindzey as cited in Aseefa (2002: 6), "Attitudes express passions and hates, attractions and repulsions, likes and dislikes. People have attitudes when they love or hate things or people and when they approve or disapprove of them…" Similarly, Petty et al (2003: 2) argues, "Attitudes refer to general and relatively enduring evaluations people have of other people, objects or ideas." While Fasold as cited in Parianou (2009:106) states, "Attitudes are to be found simply in the responses people make to social situations, which implies overt behavior." Schiff (1970: 6) affirms that attitude is an organized set of feelings and beliefs which will influence an individual's behavior. Someone's attitude that refers to behaviors or feelings to a given situation (affective) is a behaviorist theory. The mentalist theory, on the other hand, views that attitudes have three components: affective, behavioral and cognitive (Melander, 2003: 2).

The affective component consists of an individual's feeling of liking and disliking about the object. Affect questions may thus offer emotion based statements to determine how emotionally involved people are with the context. Cognitive component, on the other hand, consists of an individual's beliefs about the object of attitude. What the individual believes does not need to be true in fact. The point is that he believes them to be true. Behavior component in the other hand consists of an individual's reaction in a certain way towards the object of these affects and cognitions. Questions about behavior can be about the past and what people have done or about the future and their intent (Schiff, 1970: 6-8). In the sense of teaching from context, Yue as cited in Ali (2012: 24) argues, "Students' attitudes of learning from context depend on their attitudes towards learning the English subject itself." Students should hold positive attitudes with respect to English subject in order to have positive attitude on the teaching method/ technique implemented by the teacher.

2.5 Relevant Studies

There are several studies that have been conducted in the similar field. Phongphio and Schmitt (2006) conducted a study on the acquisition of word meaning from context by children of high and low ability. The study suggested that guessing from context is a strategy worth addressing in the classroom. This study provided an evidence that guessing from context can also be used successfully with multi-word verbs by Thai learners. Then, Redouane (2004) examined the efficacy of the guessing-from-context strategy in learning French words and their meanings as well as retention of those words at the university level. The findings manifested the facilitation role of guessing from context strategy in learning more French words. Moreover, the guessing from context technique showed to have an impact not only on immediate recall but on long term retention.

Another study is conducted by Alsaawi (2013). The study suggested that students ought to be trained, through training sessions, on how to guess. Besides, Fraser (1999) examined the effectiveness of training students on how to guess the meaning from the context, and found that it had an indirect positive impact on students' guessing. Furthermore, Shahrzad (2011) conducted a study to test the effect of instruction in deriving word meaning on incidental vocabulary learning in EFL context. The results provided evidence that the higher a learner's awareness of instruction in deriving the word meaning, the higher the ability to recognize unknown word in the context. Then, the study conducted by Paribakht and Wesche (1998) showed the value of instruction on vocabulary learning. Instruction is useful in improving the vocabulary achievement.

Samiyan and Khorasani (2014) compared the group that received an instruction to infer the meaning of new words with group that did not receive the instruction. The result of the study indicated that the intruction of CGS had more effect on their long term memory.

Moreover, Li (2009) conducted a study about the second language learners' attitudes to English vocabulary learning strategies. Students who are more successful are more likely to use context to learn vocabulary. The interviews of successful learners show that they learn a great many words using this strategy. The interviews of unsuccessful learners show that most of them think the context is hard for them to understand. They barely know what the context is talking about, so it is impossible for them to guess the word meaning.

Those previous related studies have given the researcher some basic ideas about contextual guessing strategy instruction and the effect on the students' vocabulary acquisition and the students' attitudes when they have been instructed to use the contextual guessing strategy. However, one of the limitations of the previous studies was the implementation of the instruction that is more into the students' vocabulary acquisition in general. This is contrast with the present study that implemented the contextual guessing strategy to measure its effect on students' mastery on phrasal verbs. Moreover, mostly the studies employed university student as their sample, while the present study employed high school students at second grade as the sample.

3. Research Methodology
3.1 Research Design
This study is an experimental study. According to Bailey (1978: 191), "The experiment is a highly controlled method of attempting to demonstrate the existence of a causal relationship between one or more dependent variables." The type of the experimental used was quasi experimental design since it included the experimental and the control groups without random sampling in which the researcher use the intact groups (Cresswell, 2012: 310).

3.2 Research Method
3.2.1 Participants
The 59 participants which were taken from the intact groups were the second grade students of geology mining classes of a state of vocational high school in Tasikmalaya.

3.2.2 Instruments
The instruments used in obtaining the data were test and questionnaire. An interview was also conducted to extent the data from the questionaire. The tests used were tried out first to the non sample class, they were then analysed with validity & reliability tests and item discriminating power analysis. The items of the questionnaire were 11 close-ended items that were adapted from Iwanski, Nah, White & Sussex, Chen & Chun, Kuen, and Ali as cited in Ali (2012:33) which were purposed to reveal the students attitudes on the 3 apsects of attitudes (affective, cognitive, behavioral). The items in the questionnaire have been validated by the previous researcher and they were also accessed by consulting lecturers in and outside the university. The items asked to the respondents in the interview were also adopted from the same source.

3.2.3 Procedure
In collecting the data, several steps were taken. Firstly, the pre-test was administered in the two groups assigned as experimental group and control group. Items

of pre-test as well as post-test have been tried out to the subjects from the non- sample class in the same population to make sure the validity and the reliability of the instruments and the clarity of the instruction. Secondly, the post-test was administered in the two groups after the giving of the treatment in the experimental group and the conventional teaching in the control group. After the post-test, the experimental students were required to answer on a close-ended questionnaire. Each item on the questionnaire was intended to get the data on the three aspects of attitudes, such as: cognitive, affective and behavioral. Then, after the analysis of post-test and questionnaire, nine respondents were taken as the interviewees to give more information to elicit their opinions after they have been exposed with contextual guessing strategy instruction.

3.2.4 Data Analysis

In this study, after the data has been collected, the data then were analyzed. Most of the analysis used SPSS 16. The results of the pre-test and post-test were tested using normality test (Kolmogorove-Smirnov & Saphiro-Wilk), and homogeneity test (Levene's Test). Since the data were not normally-distributed, even the samples have similar variances, the statistics formula used in testing the hypothesis was the non-parametric statistics. It was because one of the assumptions for the parametric test was violated. The non paramteric statistics used in the present study was Mann Whitney U test. Mann Whitney U test is a non parametric test used for the two independent samples (Kinnear & Colin, 1996: 94, Larson- Hall, 2010: 376). The result of the questionnaire was analyzed by using descriptive statistics, and they were described based on the criteria that have been determined. While, the data from the interview were described directly in order to give more elaboration of the data from the questionnaire.

4. Findings and Discussion

This sections provides the findings and discusions based on the two research questions. The findings and discussions are presented as follows.

4.1 The Effect of Contextual Guessing Strategy Instruction on Students' Mastery on Phrasal Verbs

The first section presents a series of statistical test to measure the effectiveness of CGSI on students' mastery on Pvs. It is divided into two parts, such as the result of the analysis of pre-test of the groups and the result of the analysis of post-test of the groups.

4.2 The Result of Analysis of Pre-test of the Groups

The pretest was to check the balance of the experimental group and the control group. The test was to find out whether the two groups have approximately the same level initial ability in mastering phrasal verbs.

Normality Test

Normality test was used to find out whether the data has normal distribution or not. The following table shows the result of the normality test of the pre-test.

	group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	1	.186	30	.009	.941	30	.006
	2	.192	29	.008	.945	29	.013

The sig (p value) for both methods ‹ 0.05, which means that data were not distributed normally. Therefore, the statistical formula used for the next step is the non-parametric test.

Homogeneity Test

The Levene's test was used to test the homogeneity of variants in the data which had no normal distribution. The table below shows the result of homogeneity test of the pre-test.

	Levene Statistic	df1	df2	Sig.
Based on Mean	.003	1	57	.959
Based on Median	.079	1	57	.780
Based on Median and with adjusted df	.079	1	54.213	.780
Based on trimmed mean	.001	1	57	.972

The value of Levene's test is showed in the row of 'Based on Mean' value, in which the sig (p value) 0.959 › 0.05. It means, the variants of the two groups were the same and it was called homogeneous.

Mann Whitney U Test

It has been mentioned in the previous section that the data had no normal distribution. Therefore, to test the hypothesis, the non-parametric test was used. The non-parametric test used was Mann Whitney U Test. The table below shows result of mean rank scores of the pre-test of the two groups.

	group	N	Mean Rank	Sum of Ranks
value	1	30	30.20	906.00
	2	29	29.79	864.00
	Total	59		

The table shows that the mean rank of experimental group pre-test score was 30.20, while the mean rank of control group pre-test score was 29.79. There was a very slight difference of these two groups' mean rank scores. It was assumed that the two groups had similar ability in mastering phrasal verbs. While to test the significancy of the effect and to examine whether the hypothesis was accepted or rejected, the Mann Whitney U test was examined. The following table shows the result of Mann Whitney U test.

	value
Mann-Whitney U	429.000
Wilcoxon W	864.000
Z	-.092
Asymp. Sig. (2-tailed)	.927

The p value › critical alpha (0.05), it means Ha was rejected and Ho was accepted. The result supported the null hypothesis which states there was no difference between the

experimental group and the control group before giving the treatment. It seems likely that the two groups had similar initial ability before the treatment.

4.3 The Result of the Analysis of Post-test of the Groups
Normality Test

The post-test was conducted in the two groups after the treatment. The test was conducted to measure the effect of contextual guessing strategy instruction on students' mastery on phrasal verbs. The result of the normality test of the post test can be seen from the following table.

	group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	1	.199	30	.004	.854	30	.001
	2	.210	29	.002	.901	29	.010

The sig (p value) for both methods ‹ 0.05 which means that the data did not distributed normally. Therefore, to compare the two means of the two groups in order to find out if there was any difference, the non-parametric test was used.

Homogeneity Test

To test the homogeneity of variants in the data which had no normal distribution, the Levene's test was used. The result of the homogeneity test is presented in the table as follows.

	Levene Statistic	df1	df2	Sig.
Based on Mean	.070	1	57	.793
Based on Median	.018	1	57	.895
Based on Median and with adjusted df	.018	1	56.969	.895
Based on trimmed mean	.037	1	57	.848

The sig (p value) is 0.793 › 0.05. It means, the variants of the two groups were the same and thus it was called homogeneous.

Mann Whitney U Test

The non-parametric test used was Mann Whitney U Test. The table below shows result of mean rank scores of the pre-test of the two groups.

	group	N	Mean Rank	Sum of Ranks
Value	1	30	34.18	1025.50
	2	29	25.67	744.50
	Total	59		

The table shows mean rank each group. The mean rank score of first group (experimental group) was 34.18 while the mean rank score of second group (control group) was 25.67. From the table above, it is clearly seen that the mean rank score of the experimental group was higher than the mean rank score of the control group.

However, to test/examine the hypothesis, Mann Whitney U Test was used. The table below shows the result of Mann Whitney test that determined whether the hypothesis was accepted or not.

	value
Mann-Whitney U	309.500
Wilcoxon W	744.500
Z	-1.972
Asymp. Sig. (2-tailed)	.049

The value of Sig or P value was 0.049 ‹ 0.05. If p value ‹ critical alpha (0.05), it means Ha was accepted and Ho was rejected. Thus, there was a difference (positive result) on the students' mastery on phrasal verbs after the treatment (implementation of contextual guessing strategy instruction).

4.4 The Students' Attitudes on the Implementation of Contextual Guessing Strategy Instruction
This section presents the data from questionnaire and interview related to the problem concerning the experimental students' attitude on the implementation of teaching phrasal verbs.

4.5 Result of Data Analysis from Questionnaire
As indicated in chapter 3, each questionnaire is intended to get data on the three aspects of attitude. The first aspect is the cognitive, concerning on the respondents' belief toward the object of attitude, then the affective aspect which is aimed to find out the students' feeling of liking and disliking about the object, the last aspect, behavioral aspect, consist of the individual's reaction towards the object when they encounter it. The first aspect of students' attitude, the cognitive aspect of experimental group was investigated from their responses to five items (item 1-5). The mean score of the item no 1 'I could improve my vocabulary knowledge through CGSI' was 4.4, the item no 2 'I could increase my guessing skills in learning vocabulary (Pvs) through CGSI' was 4.7, the item no 3 'I could increase my knowledge about the words I learned through CGSI' was 4.6, the item no 4 'I could recall the meaning of words I learned through CGSI' was 4, and the item no 5 'I found that CGSI was suitable for my kind of vocabulary learning' was 4. The mean score of the five items on the cognitive aspects of the students' attitudes towards the implementation of contextual guessing strategy instruction was 4.3, in which it was a high total score. The higher the total score, the more positive the students' attitudes were towards the issue being addressed. It means, the students' attitudes on the implementation of the contextual guessing strategy instruction based on the cognitive aspect were positive. The result is consistent with the experiment. This findings accords with what have been proposed by Bialystok, Nation, Nation & Coady, Schouten-van Parreren as cited in Hulstjin (1992: 113) on the basis of the assumptions that the retention of an inferred word meaning will be higher than the retention of a given word meaning. This is supported by Nation, Lynn & Posnansky, Jenkins, Matlock and Slocum as cited in Zaid (2009: 57) who stated that the advantages of inferencing and meaning guessing is quite ambivalent especially when it comes to long-term retention and recall. Similarly, Krashen (cited in Verspoor, 2003: 550) states, "Inferencing leads to a better retention of vocabulary than learning words in isolation because increased mental effort should have a positive effect on retention." Furthermore, Redouane (2004) in his study showed that the guessing-from-context technique impact not only on immediate recall but also on a long

term retention, if only the clues are sparser and the guessing process requires more cognitive effort (nation as cited in Schmitt, 2000: 155). Moreover, Samiyan and Khorasani (2014) in their study compared the group that received an instruction to infer the meaning of new words with non-context group (to memorize a list of isolated words). The result of the study indicated that textual guessing strategy had more effect on their long term memory.

Besides, the students also showed their positive attitude on this instruction since they believe that the instruction could help them to increase the guessing skills in learning vocabulary (phrasal verbs). This is supported by a study conducted by Fraser (1999). She examined the effectiveness of training students on how to guess the meaning from the context, and found that it had an indirect positive impact on students' guessing. Similarly, Alsaawi (2013:4) says "Students should be taught how to guess the meaning from the context." Walters as cited in Alsaawi (2013: 4) commented that this strategy might enhance the effectiveness of guessing.

The second aspect of students' attitude, the affective aspect, of experimental group was investigated from their responses to three items (item 6-8). The mean score of item no 6 'I had a good opportunity to learn Pvs through CGSI' was 4.5, item no 7 'I enjoyed learning vocabulary through CGSI' was 4.4, and the item no 8 'I found that it was interesting to learn vocabulary (Pvs) through CGSI' was 4.6. The mean score of the three items on the affective aspect of the students' attitudes towards the use of contextual guessing strategy instruction was 4.5, in which it was a high total score. It means, the students' attitudes on the implementation of the contextual guessing strategy instruction based on the affective aspect were positive as well.

The students enjoyed the class and they found it interesting to learn phrasal verbs through contextual guessing strategy activity therefore they were thankful to have an opportunity to learn phrasal verbs through contextual guessing strategy instruction. This fact supports the statement of Nation (2001: 175) in which from the perspective of the students, they find the activity of guessing word meaning in context lots of fun.

The last aspect of students' attitudes, the behavioral aspect, of experimental group was investigated from their responses to the last three items (item 9-11). The mean score of item no 9 'I participated actively in guessing activity' was 4.5, the item no 10 'I could keep up with the activity of guessing from context activity' was 4.6, and the item no 11 'I paid attention during the class/ activity' was 4.2. The mean score of the three items on the behavioral aspect of the students' attitudes towards the use of contextual guessing strategy instruction was 4.4, in which it was a high total score. It means, the students' attitudes on the implementation of the contextual guessing strategy instruction based on the behavioral aspect were also positive. Most of the students not only paid attention and keep up with the teaching process but they also participated actively on the activity. The higher a learner's awareness of instruction in deriving word meaning, the higher the ability to recognize unknown word in the context (Shahrzad, 2011).

Overall data from questionnaire given to experimental group showed that in general, the students showed positive attitudes towards the use of contextual guessing strategy instruction. The data from the questionnaire appeared to be consistent with those from the experiment. The experiment indicated that contextual guessing strategy instruction had a positive effect on students' mastery on some common phrasal verbs. This is parallel with positive attitudes of the students toward the method.

4.6 Result of Data Analysis from the Interview

The findings of the study related to the students' attitude on the implementation of contextual guessing strategy instruction from the interview are presented based on three themes emerged from the students' answers on the questions, such as; the students' feeling (liking or disliking) regarding the implementation of contextual guessing strategy instruction, the students' difficulties regarding the implementation of contextual guessing strategy instruction, the students' perceptions on the usefulness of the instruction.

Firstly, asked what aspects they like regarding the implementation of contextual guessing strategy instruction, all of the respondents showed positive responses that they liked the class because it was an interesting class. One of the supporting comments came from a student who answered as follows, "I think the class was interesting. Moreover, we have never been taught such words. I mean, I know some phrasal verbs like wake up. But I don't know that the name is phrasal verb (St6)."

While, asked about the aspect they don't like about the instruction, only one student showed negative response. However, it was more into his uninterest in to English subject than to the instruction, as stated by a respondent as follows, "It doesn't mean that I don't like your method, but I don't like English subject since the first (St2)."

When asked about the difficulties they encountered during the activity, there were similar ideas came from the respondents. The students found it difficult when they did not understand what the text was talking about, for example the excerpt of the respondent as follows, "My problem was that I did not understand what the text was talking about (St2)." Another respondent answered, "Um.. it was very difficult when I did not understand what the text was talking about. But It was easier for me when I understood what the text was talking about. So I think I have to understand the context first before guessing it (St5)." It is said that in order to be able to guess certain vocabulary items successfully from context, the learner needs to know the majority of the vocabulary used in the text. Laufer and Sim as cited in Alsaawi (2013: 6) insisted that the size of the vocabulary was a main variable which might negatively affect guessing from the context because learners with low sizes vocabulary were unable to utilize it effectively. The more proficient the students are, the more likely they are to guess the words accurately (Kaivanpanah & Alavi, 2008: 80).

While, asked if they had any other comment or suggestion about the instruction of contextual guessing strategy in teaching phrasal verbs, there was one of respondent that since the first showed his negative response who said that the instruction was not useful. His comment was as follows, "I am sorry Bu, but for me it was not really useful because I could not understand and I did not understand. For me it would be better if you just give me the translation. And I think I could remember it (St2)." Yue as cited in Ali (2012: 24) argues, "Students' attitudes of learning from context depend on their attitudes towards the English subject itself." If the learners have negative attitudes towards the language, the culture, the classroom or the teacher, learning can be impaired or even rendered ineffective (Nunan and Lamb as cited in Aseefa, 2002: 5). This was confirmed by the student himself that he does not like English subject since the first.

However, although one of the respondents responded negatively, but most of the students perceived the instruction as something useful, because they said they gained knowledges about phrasal verbs and moreover they could remember or recall some of common phrasal verbs that have been taught to them through the implementation of this

instruction. This was supported by the respondents' responses such as (st3), "I think it is useful. And I also still remember some of them. Not all of them, but I think mostly I remember Bu. Other respondent answered, "InshaAllah, it is useful. I know some phrasal verbs now, and I think I could remember them (St6)." Then another answered, "I still remember them until now. It is very useful I think (St9)." The last, respondent (St6) answered, "Yes at first. It was because I didn't understand the context. But when I knew it, it was easier."

5. Conclusion and Recommendations

The findings of the study showed that through a series of statistical tests, there was a positive effect of the instruction of phrasal verbs on the students' mastery on phrasal verbs. The study showed that the CGSI could also be implemented in teaching phrasal verbs in particular. This was supported the statement of Nation in Takac (2008:77) which states, "Most of vocabulary learning strategies can be applied in learning various lexical items." Celce-Murcia and Rosenweig (cited in Moon, 1997:61) and Phongphio and Schmitt (2006) even recommended the use of contextual guessing strategy for multi-word verbs. It can be said that since contextual guessing strategy instruction has been verified quantitatively effective in promoting the students' mastery on phrasal verbs, this instruction could be implemented in teaching of phrasal verbs. Besides, the study also showed that students had positive attitudes towards the implementation of CGSI. It was supported by the analysis of questionnaire. The data covered the three aspects of attitudes, i.e: cognitive, affective and behavioral. Overall data from questionnaire given to experimental group revealed that the students showed positive attitudes towards the implementation of contextual guessing strategy instruction in improving their mastery on some common phrasal verbs. Positive attitudes are important in teaching and learning process. Perhaps, it is the combination of the nature of contextual guessing strategy instruction and the students' positive attitudes that determine the significant progress in the experimental group.

The result of the study may contribute to the enrichment of the theories about contextual guessing strategy instruction in improving students' mastery phrasal verbs in particular. The study might also give an insight for further or similar research in the future. There must be any other different methods in this field that must be explored by interested teachers and educators.

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