Book 2

ACER-N
ASEAN COMPARATIVE EDUCATION RESEARCH NETWORK CONFERENCE

PROCEEDING

ASEAN Comparative Education Research Network Conference [ACER-N 2016]

The ASEAN Teachers : Towards Standardization of Quality and Qualifications

November 30th – December 01st 2016
Grand Inna Muara Hotel Padang, Sumatera Barat, Indonesia

Organized by :
Kopertis Wilayah X
(Sumatera Barat, Riau, Jambi and Kepulauan Riau)

In Collaboration With :
Universitas Negeri Padang
Fakulti Pendidikan Universiti Kebangsaan Malaysia
STKIP PGRI Sumatera Barat

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Isteti Murni *et al.* (2016)

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PREFACE

The 4th ASEAN Comparative Education Conference Network (ACER-N) that is hold on November 30th – December 1st 2016 has chosen 300 papers that are presented in Inna Muara Hotel Padang, Sumatera Barat Indonesia.

The main purpose of this conference is to provide a forum to cover the participants in discussing and sharing experiences, information, and findings of their researches in education, economic, and culture which are described in the main theme of this conference: " The Asean teacher towards standardization of qualifications ".

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My depth appreciations and thanks go to all committee of the proceeding that consist of academic experts from Indonesia, Malaysia for their commitments and contributions that are given in publishing of this proceeding success.

Dr Isteti Murni, M.EB
Chief Editor
Kopertis Wilayah X (Sumatera Barat, Riau, Jambi dan Kepri)
STIE Haji Agus Salim Bukittinggi, Sumatera Barat, Indonesia

PREFACE

We are pleased to present this collection of papers submitted to the 4th International Conference of ACERN, November 30, 2016 in Inna Muara Hotel, Padang – West Sumatra. This is the first ACERN conference held in West Sumatra. The conference was an open gate for us to start the information, experiences, researches as well collaboration between various academics and non-academics institutions worldwide. This expands our mutual knowledge and experiences. Kopertis Wilayah X (Sumatera Barat, Riau, Jambi dan Kepri)

The total of 300 papers from Indonesian, Malaysian and Brunei participants contributed to this proceeding and we also attached the abstract and biography from the keynote speakers within the proceeding. The proceeding also presents a wide variety of research on education from various subjects. The papers use various approaches and strategies for research in education. It will give us different perspectives and knowledge for the development of educational research.

A great team effort also became a big support to the successful of the conference and proceeding. We are grateful to have a hard working organizing committee as well as committed editors and board of experts who gave us the important inputs and reviews of this proceeding. We would like to express our great gratitude to all institution and universities that are Fakulti Pendidikan UKM, Universitas Negeri Padang, and STKIP PGRI Sumbar who organized this event and the proceeding publications. Finally, we also express our appreciation to Bank Syariah Mandiri, Bank Nagari, and Bank Tabungan Negara who supported this event. Thank you for all your contributions. We do hope that you experience a stimulating seminar and informative proceeding with many opportunities of future contacts, collaborative research and application.

Dra. Skunda Deliarosta, MPd
Head of Organizing Committee
Kopertis Wilayah X (Sumatera Barat, Riau, Jambi dan Kepri)

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THE ANALYSIS OF STUDENTS' ABILITY IN PREDICTING MEANING BASED ON CONTEXTS

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abstract

Reading is an important skill in using English among the other skills; listening, speaking, and writing. Reading subjects are given for five semesters; Reading 1 in semester 2, Reading 2 in semester 3, Reading 3 in semester 4, Reading 4 in semester 5, and Advanced Reading in semester 6. In the course, students are trained to understand the various forms of text. Because of that, they are equipped with the technique of reading firstly, including the use of context in understanding the reading text. Related to the fact, the research about the ability of the students of English Department in predicting meaning based on context is necessary to do.The aim of this research is to find out the students' ability to predict meaning based on context. The subject of this research is one class chosen randomly that consists of 30 students. The data were collected through a reading test. The findings of this research are: in general, the students' ability to predict meaning based on context is good enough and the average number of students who can answer correctly per-item is enough.

Keywords: *Reading, Predictive Meaning, Context.*

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1. Introduction

a. Background

Reading skills in English language learning can not be ignored because the acquisition of these skills in line with the acquisition of listening skills, speaking, and writing. These skills are obtained by continuous exercise. This skill has significantly contributed to the mastery of the English language.

In the program (Prodi) English Department FKIP Bung Hatta University, reading skills are given in five semesters. Reading 1 is given in the 2nd semester after the students finished the subject of Intensie Course. Reading 2 in the 3rd semester after the students graduated Reading 1 with a minimum grade of C. Reading 3 is given in four semesters after the student graduated Reading 2 with a minimum grade of C. Reading 4 are given in the 5th semester after the students graduated Reading 3 with a minimum grade of C. Advanced Reading in the 6th semester after the students graduated Reading 4 with a minimum grade of C.

In the course Reading 1, students are taught the basic techniques on how to search for a topic, main idea, supporting details, and a concluding sentence. In addition, they are also taught how to understand the meaning based on context. Subject Reading 2 is a continuation of the course of reading 1. Reading 3 course is a continuation of the course of reading 2. Subject of Reading 4 is a continuation of the course of reading 3. Advanced Reading course is a continuation of the course of reading 4. All materials in Reading 1 until Advanced Reading are interrelated.

Based on thefacts, this research is conducted on the analysis of the ability of the second year students of English Department of FKIP Bung Hatta University in predicting meaning through context. Because they have learned the meaning in context, this research describes how far their mastery of makana in context. Meaning in the context can come in many types. To that end, researchers saw-type, they controlled and the type that is less mastered.

b. Special Interest

This research was conducted to measure and describe the ability of a two-year students of English department of Education FKIP Bung Hatta University in predicting meaning based on context.

c. The Significance of the Research

This study has significant practical value. This study can illustrate the ability of the second year students of English Department FKIP Bung Hatta University in predicting meaning based on context.

Here researcher can see the strengths and weaknesses of students in predicting the meaning of a word based on the context. The results of the study can be used as a material input for the teaching of reading in the future so that students' reading ability can be reached as it is expected. In addition, this study is expected to be one additional references on their reading skills.

2. The Study of Literature

a. Principles of Teaching Reading

According to Harmer (1998), there are six principles of teaching reading. The principlesare:

1. Reading is not a passive skill; Here students are taught to understand the meaning of words, look at the picture described by the words, understand the arguments / reasons given.

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2. Students need to be involved with what they read; When students are given tasks / exercises, they will gain a lot of profit by what they read.
3. Students should be trained to understand the content of reading, not only patterns of language only; students must be given the opportunity to understand the reading. In addition, they can also express their opinion about the content of reading.
4. Predicted as a major factor in reading; students need to be given training in problem-solving, so they predict what will happen.
5. Adjust the task with the topic; tasks assigned to rigorously train students in understanding the reading text.
6. Explain text thoroughly; students should be told why an answer is correct and why an answer is wrong.

b. **Meaning in Context**

Kirn and Hartmann (1985) says that the meaning in the context disclosed in various ways, namely:

1. The meaning of a word appear after to be (are, am, is)
   Example: Reading is a hobby (reading is a hobby)
   So the meaning of Reading is a hobby
2. The meaning of a word appears in other parts in a sentence
   Example: Iran, Venezuela, and other oil countries send many students to US
   Thus the meaning Iran and Venezuela are the other oil countries
3. The meaning of a word appears in parentheses ()
   Example: The IQ score (measures of intelligence) of students were very high during a hurricane.
   So the meaning of IQ scores are measures of intelligence
4. The meaning of a word appears seteah Strip sign (-)
   Example: Alcohol - dangerous drink - is not good for you
   Thus the meaning Alcohol is dangerous drink
5. The meaning of a word occurs after the comma (, ...,)
   Example: Smoking, a bad habit, can give you illness
   Thus the meaning Smoking is a bad habit

c. **Extensive and Intensive Reading**

Harmer (2001) stated that extensive reading is a skill in which teachers motivate students to choose reading materials that they prefer. The goal is for the children to enjoy reading and to improve language skills. Intensive reading is reading activities where materials are selected by teachers with the aim to improve the ability of receptive students, such as reading for general understanding, reading for specific information / specific, and reading to obtain a very detailed understanding.

In extensive reading activities, teachers develop programs / activities where the teacher asks students to read a number of books in a given time. Then the teacher explains how to choose a book to be read. In addition, students are advised to choose books in various types, such as crime fiction, romance novels, science fiction, and others.

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d. **In intensive reading, the teacher acts as a compiler program, the observer, giving feedback, and helper.**

As a constituent of the program, the teacher explained to students the purpose of reading, bagiaman do it, and how long they should be read. As an observer, teachers pay attention to the progress of the students, how to work as individuals and members of groups. As the feedback providers, teachers discuss the employment of students who have done them. As a donor, teachers help students discover the characteristics of the language in the text, direct them to the specific characteristics of a text.

e. **Efficient Reading**

According to Ur (1991), there are 10 characters to read efficiently, namely:

1. The text language is easily understood by students
2. Students are quite familiar with the content of reading, so that they can connect with their background knowledge
3. Ability to read evolve quickly because they have a sufficient vocabulary
4. The reader focus on the important things and think fast
5. Readers simply use a dictionary when no other means could be used to understand the meaning of words
6. Readers think ahead, make a hypothesis, and predict.
7. Readers use their background knowledge to understand a text
8. Readers are motivated to read
9. The reader realizes the purpose of reading
10. Readers use different strategies for different text types

f. **Principles of Interactive Reading Techniques**

Brown (2001) suggested that there are some interactive reading techniques, namely:

1. Do not deify the need for specialized learning in reading skills
2. Use the techniques that motivate
3. Balance between authenticity and legibility in selecting text
4. Develop a strategy reading
5. Follow the sequence SQ3R
6. Devide the activities in reading into pre-reading, reading, and after reading
7. Establish evaluation aspects of the techniques used

3. Methods

a. The Research Design

The research design is descriptive. Here, it is analyzed and described the students' ability to predict meaning based on context. Furthermore, it is described about the strengths and weaknesses of the students in understanding the meaning based on the context which consists of composed of various types.

b. Population and Sample

The population of the studyis the second year students of English Department of FKIP Bung Hatta University, which amounts to about approximately 130 people, divided into four classes (A, B, C, and D). While the sample is one of those classes that is selected using clusterrandom

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sampling technique. In this case, the sample is selected randomly.The classselected as the sample is the student class from class B.

c. Research Instruments

The instrument used in this study is a reading test in which students are asked to find the meaning of words underlined without using a dictionary. The numbers of the item are 25 items points and answered within 60 minutes.

d. Data Collection Techniques

Because the data required for this study is the students' ability to predict meaning based on context, researcher analyzed each students' answers one by one to answer the problem of this research.

e. Data Analysis Techniques

Once the data is collected, the researcher entered in the next step, which is analyzing the study data by using the theory put forward by experts according to research problems. After that, researcher described the research findings.

4. Findings and Discussion

In this section, the researcher presents the findings and discussion that can be described as follows:

1. In general, the average questions that can be answered correctly by students is 21 out of 25 questions given.
2. Students who get the highest number of correct is 24 (3) and the lowest correct number is 2 (1).
3. There are four students who have the correct number under 10. Each incorrectness is 2, 4, and 8 (two people).
4. The average students who are able to answer correctly to each item is 18 out of 30 students.
5. There are two items that are answered correctly by all students. The total of 28 of the 30 students are able to answer correctly. The two problems are numbers 14 and 23. The second question is the meaning of a word that appears after the parentheses ().
6. There is one problem that is only capable answered by 8 students properly. Incidentally matter of using verbs in the form idiom.
7. There are eight questions that the number of students answering point is below 20.

Viewed as a whole, the average student ability is pretty good at predicting the meanings of words based on the context, that 21 (80%). But the views of the average number of students who answered correctly per-item was 18 (60%). It is the ability to sufficient criteria. Related to the above, there are two suggestions to consider:

1. Due to the use of context in teaching reading skills greatly assist students in understanding the reading text, this technique is recommended for use as often as possible in the classroom.
2. It is recommended that follow up on these results. That is, subsequent researchers be able to assess why the average of students who answered correctly per-item only 18 (60%).
3. In addition, subsequent researchers also expected to examine the reading ability of students viewed from another aspect.

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