

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

Ketaksaman pada Ruang Quasi Banach

Promoting Task-Based Instruction in Teaching Reading of Narrative Texts

Teaching Reading Report Text Using React Method to Senior High School Students

Promoting SVT in Teaching Reading of Exposition Text Acquiring Detailed
Sentential Comprehension

Penggunaan Teknik Digtoglos dengan Perangkat Lunak Komputer
untuk Meningkatkan Kemampuan Mendengarkan Siswa

The Application of SFA in Promoting Lexical Concept Mastery in Reading Text

Implementasi Life Skill Education pada Proses Belajar Mengajar
Mata Kuliah Kewirausahaan untuk Mencapai Kecakapan Hidup Mahasiswa

Analisis Kebijakan Kurikulum Pendidikan Lingkungan Hidup
sebagai Strategi Membangun Konsep Teoritis Green Moral pada Pendidikan Dasar

Implementasi SAT pada Materi Lembaga-lembaga Pendidikan

Meningkatkan Aktivitas dan Prestasi Mahasiswa dalam Mendiskripsikan Syarat-syarat
Terbentuknya Negara melalui Penerapan Metode Problem Based Learning

Pengaruh Lingkungan Kerja terhadap Kinerja Karyawan pada Perusahaan HD Finance

Improving Students' Listening Comprehension for Sma Students
through Metacognitive Strategy with Adobe Audition

Implementasi Langkah-langkah Polya pada Materi Validitas Pembuktian
untuk Meningkatkan Pemahaman Mahasiswa

Penerapan Model Isu Kontroversial untuk Meningkatkan Kemampuan
Berfikir Kreatif Mahasiswa

Improving Students' Speaking Skill through STAD with Audio Visual

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4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan (tanpa judul subbab) berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.
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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

THE APPLICATION OF SFA IN PROMOTING LEXICAL CONCEPT MASTERY IN READING TEXT

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Abstract: Reading as one language skill which is crucial for students has been taught since the early stage of learning. One obstacle that can cause text comprehension difficulty is the lack of lexical concept mastered by the students. This article attempts to propose the application of Semantic Feature Analysis to help promoting students lexical concept mastery. Semantic feature analysis is one strategy to enhance concept on lexical units which in turn will be able to help students in understanding reading text. This strategy employs matrix as a visual aid for students to help them build a clearer concept on lexical units through the features possessed by those lexical units.

Keywords: application, semantic feature analysis, lexical concept, reading text

Abstrak: Membaca merupakan salah satu ketrampilan berbahasa yang berguna bagi siswa dan ketrampilan ini sudah diajarkan sejak awal pembelajaran. Salah satu hambatan yang menyebabkan sulitnya memahami teks adalah dangkalnya konsep leksikal yang dikuasai siswa. Artikel ini bertujuan untuk mengangkat penerapan *Semantic Feature Analysis* (SFA) dalam rangka meningkatkan penguasaan konsep leksikal pada siswa. *Semantic Feature Analysis* merupakan sebuah strategi untuk memperdalam konsep unit leksikal yang pada akhirnya bisa membantu siswa untuk memahami sebuah teks. Strategi ini menggunakan matriks sebagai alat bantu bagi siswa agar bisa membangun konsep yang lebih jelas tentang unit leksikal melalui ciri-ciri yang dimiliki oleh unit leksikal tersebut.

Kata kunci: penerapan, semantic feature analysis, konsep leksikal, teks

Reading, as a matter of fact, happens continuously, and it can be considered as a daily routine. People read everyday, anywhere, anytime, and in any language. And indeed, readers can be divided into two: those who read to remember, and those who read to forget. In English lesson context, reading has been regarded as crucial for students and has been taught at early stage of learning. Despite the policy that English is no longer a compulsory subject in elementary school, it is still widely taught at this level of education (PP No. 32 tahun 2013). At higher level of edu-

cation –Junior High School and Senior High School– reading plays a significant factor for success of English learning as most of the items in the national examination test concern with reading skill.

Although on the surface we see that those students are accustomed to reading English texts, but why is it still considered as difficult to conduct reading comprehension? This article attempts to examine one obstacle that cause English reading texts difficult that is the lack of lexical concepts intertwined to the lexical units mastered by the students.

In instructional setting, we have been familiarized with the theoretical perspectives in reading like the bottom-up theory, the top-down theory, and the interactive theory (Sulistyo, 2011: 24-30). In the bottom-up theory students begin reading activity from recognizing letters to word, words to phrase, phrases to clause, and clauses to sentence, which then processed in the brain. On the opposite, in the top-down theory students begin with the background knowledge that they possess to match the text they are dealing with. While in the interactive theory, the bottom-up and the the top-down theory are used simultaneously.

We have also been familiarized with the reading strategies like POINT, OK4R, PQRST, RSVP, EARTH, PANORAMA, and from SQ3R, SQ4R, to SQ5R (Soedarso, 2010: 59). If we contemplate those reading theories and reading strategies, we will come to a conclusion that the essence is that they all help language learners to remember more from what they have read. Students tend to memorize (*menghafal*) instead of to comprehend (*memahami*) – take what is important from the reading text and retain them longer in the long-term memory to be rehearsed or reactivated at any time in the working memory when given texts related to the information stored (Grabe, 2009: 34).

Relating to the obstacle that impedes students mastery of lexical concept which then relates to the reading skill, this article proposes a strategy so-called Semantic Feature Analysis (SFA) which can be used to promote students' lexical concepts mastery. The enhancement of the lexical concepts will assist students to '*remember*' more which in the long run will help them to elevate their reading skill.

LEXICAL CONCEPTS

Concepts are fundamental for the success of linguistic study. Davinov & Rappoport (www.cs.huji.ac.il/09-back-translation-emnlp.pdf) define concept as a "set of lexical items sharing significant aspect of their meanings". Therefore, given a set of words like tame animals, writing utensils, or books, language learners will automatically set their focus on specific

thing having characteristics of those set of words.

Evans (www.vyvevans.net/on_the_nature_of_lexical_concepts.pdf) sees lexical concept as unit of semantic structure inhere in the mental grammar. It, therefore, cannot be known before it is employed in specific instances of use. Lexical concept can be divided into two: schematic content and rich content. In schematic content words are viewed from the grammatical point of view, while in rich content words are viewed from their definition.

In view of this, this article will concern lexical concept as rich content since the essence of this article is to have semantic feature analysis as a strategy to assist students to see words as a linguistic parts that have their own features rather than just a fixed definition provided by dictionaries. In rich content, lexical concepts provide a scaffolding, they develop, which ultimately will deepen students understanding on lexical concepts learned, and which subsequently will last longer in the long-term memory to be able to be rehearsed at any given time necessary upon facing related information.

SEMANTIC FEATURE ANALYSIS

During the act of reading all our brain parts are stimulated, including our threshold of lexical units and lexical concepts, to work in digesting the reading text. The work of this is brain is pretty much what semantic feature analysis is attempting to mimic.

The notion of semantic feature analysis was first proposed by Johnson and Pearson (1984). Primarily, semantic feature analysis is to establish vocabulary knowledge since vocabulary knowledge is viewed as key predictor on how well a student can comprehend a text (Buehl, 2001: 127). Semantic feature analysis works in a resemble way on how brain works in organizing information. As a new information is processed, the information will establish mental categories, rules will be made to suit the objects of these categories, and interrelationships will be established to show how things are related to each other, as well as to show how things are different or alike.

In semantic feature analysis, matrix grid is

used to help learners to see important features of related concepts, make comparison on those features, and distinguish between the concepts. This matrix grid acts as a visual aid for learners since people will learn better with the help of visual aid. In relation with reading, semantic feature analysis guide students to be able to make connections between texts, confirm and revise hypotheses and inferences, expand their vocabulary or mastery of lexical units, and enhance their lexical concepts on those lexical units.

Semantic feature analysis begins with selecting a topic or category related with the reading text discussed. From this topic, features of lexical units to be analyzed can be determined to see how they are different and similar to each other. The lexical units chosen can be taken from ones that students have known and got the concepts, added with lexical units encountered in the new text. Create a matrix grid of the lexical units and the features. Use a plus (+) sign if the feature is present in the lexical unit, a minus (-) sign if the feature is not present in the lexical, and a question mark (?) if unsure. The following will help to see how the matrix grid is created in semantic feature analysis.

TOPIC/CATEGORY				
Feature	1	2	3	4
Word				
A				
B				
C				
D				

Matrix grid for semantic feature analysis

The use of semantic feature analysis can be done individually, in group, or classically. It can also be employed as a pre-reading, whilst-reading, or post-reading activity. As a pre-reading activity, SFA triggers students to explore their background knowledge on the reading text going to deal with. As a whilst reading activity, it aids students to build their lexical concept based on the lexical units and features encountered in the reading text as compared to the lexical units they have known before. As a

post-reading activity, SFA serves as a guide for students to review what they have just learned from the new reading text in case that they intend to make some revisions on the lexical concepts analyzed during the reading.

In medical field, many health practitioners utilized semantic feature for medical therapy especially for aphasia treatment, and researches in the same field have also been conducted (Boyle & Coelho, 1995; Wambaugh & Ferguson, 2007; Marcotte & Ansaldo, 2010). Aphasia is an acquired language impairment which affects language production and/or comprehension. Aphasia can be caused by stroke, neurodegenerative changes, or a neurodegenerative disease which in the end becomes dementia (Marcotte & Ansaldo, 2010) and the primary feature of aphasia is anomia, that is difficulty with word-finding (Wambaugh & Ferguson, 2007).

The use of semantic feature analysis is thought to improve retrieval of conceptual information by accessing semantic networks (Massaro & Tomkins in Boyle & Coelho, 1995). In aphasic treatment, the chart for feature analysis is different from the one that is used in instructional setting. The use of words or lexical units under the category is replaced by pictures, while the features are still shown in written form. See the illustration of the semantic feature analysis used for medical treatment of an aphasic below.

Chart for semantic feature analysis used for aphasic therapy

(Adopted from Boyle & Coelho, 1995)

From the elaboration above, logically it can be inferred that if semantic feature analysis works for aphasic persons in enhancing their lexical concepts to promote ability in word-finding, then it should also be working in instructional setting to enhance lexical units and concepts mastery in order to promote reading skill.

THE APPLICATION OF SEMANTIC FEATURE ANALYSIS (SFA) IN PROMOTING LEXICAL CONCEPT MASTERY IN READING TEXT

In instructional setting, it is imperative that students understand what they are having in reading text. And one strong point of the SFA is that it is applicable for any types of reading text: Smith & Zygouris-Coe (www.ocps.net) modelled SFA for the use in mathematics; Grierson (www.novelinks.org) utilized SFA in dealing with novel; and Purba & Tsakqib (2012) applied SFA in the teaching of expository text.

Following the steps of SFA in the previous section, below, two texts with different genre are presented as models on how to apply SFA for academic use (instructional setting). Notice that in two different reading texts there is a possibility to share similarities in lexical units and lexical concepts.

Text 1: Too Late

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting on the airfield. Two men took the parcel off the plane and carried it into the Customs House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sand! (L.G. Alexander: Practice and Progress)

LAW ENFORCER

	Fixed work hours	Uniform	Undercover	Private	Spying
Detective	-	-	+	+	+
Police	+	+	-	-	+

CULPRIT

	Conspicuous	Threat involved	Act individually
Thief	-	-	+
Robber	+	+	+
Snatcher	+	-	+

MEANS OF TRANSPORTATION

	Land	Air	Water	Engine	More Passengers	Schedule	Railway	Wheel
Plane	-	+	-	+	+	+	-	+
Ship	-	-	+	+	+	+	-	-
Pedicab	+	-	-	-	-	-	-	+
Train	+	-	-	+	+	+	+	+
Bus	+	-	-	+	+	?	-	+
Boat	-	-	+	+	-	-	-	-

Text 2: Not Guilty

Going through the Customs is a tiresome business. The strangest thing about it is that really honest people are often made to feel guilty. The hardened professional smuggler, on the other hand, is never troubled by such feelings, even if he has five hundred gold watches hidden in his suitcase. When I returned from abroad recently, a particularly officious young Customs Officer clearly regarded me as a smuggler.

‘Have you anything to declare?’ he asked, looking me in the eye.

‘No,’ I answered confidently.

‘Would you mind unlocking this suitcase, please?’

‘Not at all,’ I answered.

The Officer went through the case with great care. All the things I had packed so carefully were soon in a dreadful mess. I felt sure I would never be able to close the case again. Suddenly, I saw the Officer’s face light up. He had spotted a tiny bottle at the bottom of my case and he pounced on it with delight.

‘Perfume, eh?’ he asked sarcastically. ‘You should have declared that. Perfume is not exempt from import duty.’

‘But it isn’t perfume,’ I said. ‘It’s hair-roll.’ Then I added with a smile, ‘It’s a strange mixture I make myself.’

As I expected, he did not believe me.

‘Try it,’ I said encouragingly.

The Officer unscrewed the cap and put the bottle to his nostrils. He was greeted by an unpleasant smell which convinced him that I was telling the truth. A few minutes later, I was able to hurry away with precious chalk-marks on my baggage (*L.G. Alexandre: Developing Skills*)

CULPRIT

	On land	On air	At sea	Conspicuous	On vehicle	Threat involved	Act individually
Smuggler	+	-	-	-	-	-	-
Thief	+	+	+	-	?	-	+
Robber	+	-	-	+	-	+	+
Snatcher	+	-	-	+	+	-	+
Pirate	-	-	+	+	+	+	-
Hijacker	+	+	+	+	+	+	-

BAG

	Rectangular	Travel specified	Very big	Various materials	Casual use
Suitcase	+	+	-	-	-
Trunk	+	+	+	-	-
Bagpack	-	+	+	-	-
Bag	-	-	-	+	+

WORLER

	Holds an authority	Organization	Company	Under contract
Officer	+	+	+	-
Employee	-	-	+	+

Text 1 and Text 2 share the same lexical concept of CULPRIT. Notice that the concept of culprit here develops from Text 1 to Text 2. Also notice that in Text 1 Customs House is mentioned and in Text 2 the word Customs is also mentioned. This indicates that both has the setting of airport which can lead to the concept of means of transportation. The matrix grid for means of transportation in Text 1 is actually can be used again in Text 2 to be further developed to enhance the lexical concept of means of transportation.

CONCLUSION

Students who learn English have been exposed to reading since the early stage of learning, and this article is served to present one strategy to enhance lexical concepts which is believed to be able to promote students' reading skill. The strategy discussed here is the Semantic Feature Analysis (SFA). SFA mimics the way the brain works in organizing information by using a matrix grid which acts as a visual aid for the students to be able to make connections between lexical concepts in terms of their differences and similarities. As students learn better with visual aid, they will remember more from the reading texts dealt with. And as their lexical concepts are developing through various reading texts, students will be able to comprehend a reading text better as well as make connections between reading texts.

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