

**THE EFFECT OF APPLYING CONTEXTUAL GUESSING
TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN
READING NARRATIVE TEXT**

SKRIPSI

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By

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ABSTRACT

Fahmi Anggia Rizqi “The Effect of Applying Contextual Guessing Technique on the Students’ Achievement in Reading Narrative Text” Skripsi: English Education Program of the Faculty of the Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara. Medan, 2017.

The objective of this research was to find out the effect of applying contextual guessing technique on the students’ achievement in reading narrative text. The study applied the experimental research method. The population of this research was the 2016/2017 second years students’ of SMA Harapan Mekar Medan. Jln. Marelan Raya No. 77 Rengas pulau which consisted of 60 students. The researcher will be used purposive sampling, the sample was taken from one class of population which consisted of 30 students. The students were dividing into one group, namely one group pre – test and post – test design. The experimental group was taught by using contextual guessing technique. The instrument used the study was the multiple choices. The data was analyzed by using t-test formula. The result of this research showed that the t-observed value was greater than the t-table in which t-observed was 9.885 and t-table 1.701 in $\alpha = 5\% = 0.05$. It shows that t-observed > t-table (9.885 > 1.701). The hyphotesis was accepted. It means that there was any significant effect of applying contextual guessing technique on the students’ achievement in reading narrative text. Total of significant effect was 77.7% and 22.3% was influenced by other factor.

Key Words : Contextual Guessing Technique, Reading, Narrative text

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In writing this study entitled “ The Effect of Applying Contextual Guessing Technique on the Students’ Achievement in Reading Narrative Text” with the purpose for submitting in partial fulfillment of the requirement for sarjana a degree in English Departement, there were so many obstacles faced by the following people, it was so difficult for the researcher would like to express his thank first by to his dearest parents, Irwanto and Herma Susianti for their pray, advice courage, moral and material supports from he born until forever. Then the researcher also would like to thank:

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Researcher

Fahmi Anggia Rizqi

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is used to communicate to each other well. To have relationship with other people from different country, they must speak English. English as foreign language consists of four skills namely ; writing, listening, reading, and speaking. These four skills are usually consider as integrate system because they support each other.

Reading is the window to the world. By reading someone can get much knowledge about anything in the world because this activity will broaden one's horizon especially in this globalized era. It also can add information about many places without coming to those places directly. It shows that reading brings many advantages in human life.

According to Burhan 2012 (in Olivianti, Ika, Rismayana Marbun dan Zainal Arifin 2015) "Reading is a physic and mental activity to reveal the meaning of the written text, while in that activity there is a process of knowing letter. Basically it is the basic of human need. Everybody needs to read to know what is going on in this world. By reading he knows what he did not know before. That is why reading is one of the most important skills in English.

In Educational unit level curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP), the objective of teaching reading is clearly stated. One of the objectives is students are expected to be competent in comprehending reading in various English texts. For senior high school students, they were expected to be able to comprehend the meaning of written text: recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory, explanation, discussion, and review in daily life context.

Based on the researcher's experience on teaching practice (PPL) at SMA Harapan Mekar Medan, the researcher predict that students in the school can read and understand what they have read well. But, the reality the students' ability in reading still low, because most of the students get the score under Minimal Competence Criteria (KKM) of English lesson for Senior High School. The Minimal Competence Criteria (KKM) applied for the eleventh grade by school is 75. The data can be seen from the number of the students namely 60 people consists of two class and just 30% are completely KKM and 70% not complete KKM. (The source of taken from their exam result MID semester students and practice read the lesson, 2016/2017).

From the exiting data researcher found some problem faced by the students in reading. The students are not able to understand what they have read, most of the student have limited vocabulary to comprehend the meaning of the words in the text, the students did not feel confident when they read. They only read the material without knowing what they have read especially narrative text. Therefore, reading activities in the classroom will not be useful for them if they

don't know and understand the information that they have read. This condition made the students became bored and interesting to comprehend reading text. As consequence, the process of teaching reading could not run well. Because the condition, the researcher would like to conduct the research by using contextual guessing technique to improving the students' reading comprehension.

Contextual guessing technique can be applied to find out what the students know, what they are thinking and how to stimulate them to think. The students can guess the information of reading text to find out some interesting information. It means that using contextual guessing technique can be made as the way of teaching to get some information from reading texts. Before students read, the teacher asks the students to find prior knowledge, make predictions, and wonder about big ideas that are not answered in the text. Contextual guessing technique can be a focusing and refining device for expanding vocabulary and for developing all level comprehension, including critical and creative reading. Therefore, using this technique will help the students to enlarge their thinking. In other word, contextual guessing technique makes students to be good reader who can comprehend reading text easily. According to Linsay (2001) states that contextual guessing is making a guess based on the context of the passage the students are reading. It means that when the students read a text.

Based on the explanation previously, the researcher concludes that teaching reading comprehension is very important in teaching English, by using contextual guessing technique, hopes students can to find out meaning of text and The student can guess the meaning of the text. So the researcher is interest to take

“The Effect of Applying Contextual Guessing Technique on the Students’ Achievement in Reading Narrative Text”.

B. The Identification of the Problem

Based on the background of the study, the problem were identified as follows :

1. The students are lack vocabulary.
2. The students are not able to understand what they have read.
3. The students often feel shame and not confident when they read.

C. The Scope and Limitation

The scope of this research was on reading comprehension by using contextual guessing technique and limited on narrative text on the eleventh gradestudents of SMA Harapan Mekar Medan academic year 2016/2017.

D. The Formulation of the Problem

The problem of this study was formulated as the following:

1. Is there any significant Effect of Applying Contextual Guessing Technique on the students’ achievement in reading narrative text?

E. The Objective of the Study

The objective of the study was:

1. To find out the significant Effect of Applying Contextual Guessing Technique on the students' achievement in reading narrative text.

F. The significance of the Study

Findings of the study can be contribute either theoretically and practically.

a. Theoretically

This study are expect to be useful:

1. As a source to give further information about Contextual Guessing technique.
2. As a source information for the need researcher.

b. Practically

This study expect to be useful:

1. The English teacher to apply this teaching technique to improve their students' reading comprehension achievement.
2. The students to improve their reading comprehension achievement by using contextual guessing technique.
3. The other researcher to increase and update their knowledge about how to improve reading skill and as the reference for further study related to this research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Reading

Walker 1996 in (Rahayu, Sri, 2015) defines that reading is an active process in which readers shift between source of information (what they know and the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate, the use context to focus their response. It means that reading activity needs a comprehension to interpret (read between the lines) written text.

According to Williams 1996 in (Rahayu, Sri, 2015) reading is a process of obtaining meaning from written text. Readers carryout knowledge of the writing system, knowledge of the language, and the ability to interpret meaning from a text.

According to Aebersold and Field 1997 in (Rahayu, Sri, 2015) reading is what happens when people look at a text and assign meaning to the written symbols in that text. The similar definition stated by nunan 1998 in (Rahayu, Sri, 2015) that reading is process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences).

Grabe andStoller (2002 : 18) states that Reading is an interactive process in at least two ways. First, the various processes involved in reading are carried

out simultaneously. Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long – term memory, as background knowledge.

Grabe and Stoller (2002 : 19) states that Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally. Reading is also a comprehending process.

According to Patel and Jain (2008 : 114) Reading consists of three processes: recognition, structuring, and interpretation. Recognition is the process to recognize the graphic counterparts of the phonological items. Structuring is the process to recognize to see the syntactic relationship of the items and understands the structural meaning of the syntactical units. Interpretation is the process to comprehend the significance of a word, phrase, or a sentence in the overall context of the discard. Readers make use of background knowledge. Vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand written text.

Furthermore, from the Grabe and Stoller's statement above the writer conclude that reading is an activity of the reader to get linguistic information from the reading text.

Reading involves a variety of skill :

1. Previewing
2. Skimming
3. Scanning
4. Identifying topics
5. Understanding paragraph
6. Predicting
7. Identifying clauses
8. Guessing word meaning
9. Using a dictionary
10. Understanding contextual reference

Heilman, et al (1981 : 4)

- a. Reading is interacting with language that has been coded into print.
- b. Reading is the product of interacting with the printed language should be comprehend.
- c. Reading ability is consely related to oral language ability.
- d. Reading is an active and going that is affected directly by an individual's interaction with his environment.

According to Aebersold and Field 1997 in (Rahayu, Sri,2015) the strategies that can help students read more quickly and effectively include:

- a. Previewing : reviewing titles, section headings, and photo caption to get a sense of the structure and content of a reading selection.
- b. Predicting : Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.
- c. Skimming and Scanning : Using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- d. Guessing from context : Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- e. Paraphrasing : Stopping at the end of a section to check comprehension by restating the information and ideas in the text.

1.1 The Purpose of Reading

There are some purpose of reading:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

3. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

4. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last this discussion for two reasons. First, it is the most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Rivers and Temperly in Nunan (1999 : 251) suggest that there are 7 main purposes of reading, they are:

1. To obtain information for some purpose or because people are curious about some topics.
2. To obtain instruction on how to perform some tasks for their work or daily life.
3. To act in play, play a game, do a puzzle.

4. To keep in touch with friends by correspondence business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened as reported in newspapers, magazines, reports.
7. For enjoyment or excitement.

1.2 Genres of Reading

The word genre in today's world has been used broader to refer the range of ways in which things get done in particular society of culture. Genre is place occasion, function, behavior, and interaction structures. Genre theorist assumes that the organizations of a text genre are classified according to the stages. They move through to attain their purposes (Knapp and Watkins, 2005 : 82).

According to Brown H.D, (2003 : 186) in a foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. There are three types (Genres) of reading:

1. Academic Reading includes:

General interest articles (in magazine, newspaper,etc).

Technical report (e.g. lab report), professional journal articles.

References material (dictionary, etc).

Textbook, theses.

Essay, papers.

Test direction.

Editorials and opinion writing.

2. Job-related Reading includes:

Messages (e.g. phone messages).

Letters / mails.

Memos (e.g. interoffice).

Reports (e.g. job evaluations, project reports).

Schedules, labels, sign, announcements.

Forms, application, questionnaires.

Financial documents (bills, invoices,etc).

Directories (telephone, office, etc).

Manuals, direction.

3. Personal Reading includes:

Newspaper and magazine.

Letters, email, greeting cards, invitations.

Messages, notes, lists.

Schedules (train, bus, plane,etc).

Recipes, menus, maps, calenders.

Advertisements (commercials, want ads).

Novel, short stories, jokes, drama, poetry.

Financial documents (e.g. checks, tax forms, loan applications).

Forms, questionnaires, medical reports, immigration documents, comic strip, cartoon.

2. Reading Comprehension

Some experts in reading say that reading for comprehension is also known as silent reading or mental reading. It is because it involves more mental activation than physical activation (like sounding in reading aloud). This kind of reading is more dependent on the reading speed and comprehension. The characteristic of mental reading is more receptive rather than productive since the reader reads for himself, not for others.

According to Smith and Robinson 1963 in (Karma, C Prima Ferri, 2004) mental reading consists of four skills in activity: scanning, skimming, reading for specific information, and inferring.

- a. Scanning : reading quickly, not thoroughly, for example : reading a newspaper.
- b. Skimming : the skill of noting the main idea rapidly, for example : reading for the main idea.
- c. Reading for specific information : the skill of getting specific information in a text, for example : making an inference from the content of the reading text.

- d. Inferring : the skill of making an inference from the context of the reading text, for example : making an inference from the clues, from premise major and premise minor.

Comprehension is the ultimate goal the driving force of reading. It is viewed as the purpose of reading. While comprehension is often considered the end product of reading and is assessed after reading, it actually place throughout the reading process. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which the is ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individuals words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Woolley (2011 : 15) states that Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. While, Klinger (2007 : 2) states that Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. In addition, Wainwright (2007 : 35) states that Reading comprehension is a complex process which comprises the successful

or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards.

Based on statement above, the most important thing in reading comprehension is a complex process of making meaning from text.

2.1 Level of Comprehension

According to Burns 1984 in (Rahayu, Sri, 2015) said "there are four level of reading comprehension : they are literal, interpretative, critical and creative comprehension." The following levels can tell us about how far the students understand about reading material and which level has been achieved.

1. Literal comprehension

Literal comprehension involves acquiring information that is directly stated in selection. Recognizing stated main ideas, causes and effect, and sequences is the basis of literal comprehension and through understanding of vocabulary, sentence meaning, paragraph meaning is important Heilman (1981 : 246) said literal comprehension is understanding the ideas and information explicitly stated in passage." There are some abilities that should be mastered by students, such as:

- a. Knowledge of word meanings.
- b. Recall of details directly or paraphrased in own words.
- c. Understanding of grammatical clues – subject, verb, pronoun, conjunctions, and so forth.
- d. Recall of main idea explicitly stated.

2. Interpretative comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skill for interpretative reading include, inferring cause and relationship when they are not directly stated, inferring of pronouns, inferring referents of adverbs. Inferring omitted word, detecting the author's purpose in writing, drawing conclusion.

Heilman (1981:246) stated that interpretative comprehension is understanding of ideas and information not explicitly stated in the passage. There are some abilities that should be mastered by students, such as:

- a. Reason with information presented to understand the author's tone, purpose, and attitude.
- b. Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage.
- c. Summarization of story content.

3. Critical comprehension

Critical comprehension involves the students analyzes, evaluates, and makes judgements about by using some criteria-external or internal. The criteria may be based on written sources, authorities of the reader, or the reader's personal view. During critical reading, readers may be asked to judge where events, incidents, or characters are real or fictions. Readers decide if statements are fact or opinion

4. Creative comprehension

Creative reading uses different thinking skills to go beyond the literal comprehension, interpretation and critical reading level. In creative reading the readers try to come up with new or alternate solution to this presented by the writer.

Anderson 1969 in (Rahayu, Sri, 2015) points out some specific and method of improving reading comprehension, they are :

- a. Determine the purpose of reading. Ask your self what you want to gain from reading the passage of selection.
- b. Pay attention to words each subject in the curriculum has it is own special vocabulary and the students' success will depend on some

extend on their mastery of it. The students' should look at all words carefully.

- c. Utilize context clues. The use of surrounding context can help the students' derive the full meaning from a passage.
- d. Use the six WH question in all reading. Comprehension is based on the question who, where, what, when, why, and how.
- e. Phrase reading not only reduces the usual number of fixation per line, but also makes the meaning clearer.
- f. Examine the structure paragraph.

3. Contextual Guessing Technique

It is very interesting to improve the students by using contextual guessing technique. Contextual guessing is using context to discover the meaning of unknown words to comprehend a reading text. By contextual guessing readers can identify important words in reading and can in fact make semantic predictions about their relationship to one another. Asporate (1984 : 5) in (Rahayu, Sri, 2015) suggest the contextual guessing is asking students to underline unknown words without looking up the meaning in dictionary, the use contextual clues to guess the general meaning to skip unknown words, and to focus on cognates, roots, prefixes, and suffixes while reading a text (Chaistain, 1988 : 238).

According to Oxford in (Huang, Shufen and Zohren Eslami 2013), contextual guessing strategies can be made based on a wide range of clues namely, linguistic and non linguistic clues.

Laufer's (1996 : 20-22) states that there are providing some interesting conclusion regarding the importance of using contextual guessing:

- a. Students tend to rely heavily on words as landmarks of meaning in text, less so on background knowledge, and to virtually ignore syntax.
- b. Vocabulary knowledge has been consistently shown to be more strongly related to reading comprehension than other components of reading.
- c. Even if reader has and uses good metacognitive strategies in source language they will not be of use in the target language until the reader develops a solid language base.

Guessing from the context is one of the most useful skills learners can acquire and apply inside and outside classroom and more importantly, can be taught and implemented relatively easily Thornbury 2002 in (Rahayu, Sri, 2015).

3.1 Advantages of Using Contextual Guessing Technique

Smith (2001:14) stated that there are some advantages of using contextual guessing technique. They are:

1. Using contextual guessing can stimulates the mind, and is one-way of encouraging creativity by involving the senses. The students will be stimulated directly after reading a text and starting to guess what the meaning of the sentences in their mind.
2. Contextual guessing save time, as recognition of an object is immediate and so cuts out the need for lengthy explanations and drawing funny pictures on the board. Elicitation becomes much easier and holding up the object with a raised eyebrow will usually result in the desired word being spoken. The students guess spontaneously after getting and knowing the information from reading text without open dictionary. And it makes the teaching learning process on time.
3. Contextual guessing give the chances of students remembering the new words have taught them increase. For example they have not known about the object, automatically they will guess the difficult words and try to know the real meaning of the words.

3.2 Procedure of Using Contextual Guessing Technique

Sarah (2001:56) states that there are some procedures of using contextual guessing technique in teaching reading comprehension.

a. Prediction

The students try to predict the words are difficult after reading the text. For example, they have note of the difficult vocabulary and to try to predict the real meaning of the words to find the meaning of the words to understand the reading text.

b. Answer selection

After guessing the meaning of words in their reading text, the students can answer some question based on the teacher's instruction. They select the suitable answer based on their prediction.

c. Use context clues

To get all information from reading text, the students can use context clues, these clues can help them, to find some information which is very difficult to understand. It guides them to understand all of information from reading text.

4. Narrative Text

Narration or narrative provides details of telling of story. According Joyce and Feez 2000 in (Mulyaningsih, Dini Utami, 2013) Narratives are stories about person or a group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social

and cultural values and entertain the audience. Narrative text is a type of the text that is appropriate to tell the activity or even in the past which highlight problematic experience and resolution for the purpose of entertaining and often intended to give moral lessons to the reader.

The classification based on analysis of three main element of a text namely:

- a. The purpose of the text : why is the text made and what is the text made for by its writer.
- b. The generic structure of the text : analyzing the use of structure in composing the text
- c. The language features : taking a look at the linguistics characteristic of the text, what kind of language features is used to build a text by its writer.

B. Previous Research

1. The first research which has carried out by Sri Rahayu with the title research “Improving Reading Comprehension Through Contextual Guessing Technique at the Second Grade Students of SMA Negeri 1 Palopo.” The result of this research shows that there is significant difference between pre test and post test ($5.03 < 8.90$). the result of t-test value and t-table ($17.31 > 2.037$) also implies that there is a significant improvement in students’ reading comprehension after treatment. It means that by using contextual guessing technique is effective in improving students’ reading comprehension.

2. The second research which has carried out by Fitriani. N with the title research “The Effectiveness of Using Contextual Guessing Technique in Improving the Reading Comprehension of the Second Grade Students’ of MTsN Bangkala, Kab. Jenepoto.” The result of this research was (1) the mean score obtained by students through pre-test of experimental group was 53.15 and pre-test of control group was 50.3 and post-test of experimental group was 76.25 and post test of control group was 58.7. (2) the t-test value was higher than t-table ($6.1 > 2.021$). there was a significant difference between the result of the students’ pre-test and post-test. Therefore, hypothesis H_0 was rejected and H_1 was accepted.

3. The third research which has carried out by Morteza Bakhtiarvarnd with the title research “The Effect of Contextual Guessing Strategy on Vocabulary Recognition in Reading Comprehension Texts of Iranian EFL Junior High School Students”. The result ($T_{observed} = 8.67$, $t_{critical} = 2.048$ at the 0.05 level of significant) showed that $T_{observed} > t_{critical}$ and there fore the null hypothesis was rejected. It means that contextual guessing technique improved vocabulary recognition of third – grade junior high school students in reading comprehension texts.

C. Conceptual Framework

Reading is active cognitive process of consulting meaning written symbolic done by the reader. In reading, the reader make a conversation with the author by interpreting what the author means in his writing and connects is with prior knowledge.

In reading comprehension, the reader does not only try to understand what the author wants to give, but also the reader should compare what he reads and what he has known, called prior knowledge. Here the reader will be practiced more in developing his thinking while he is reading a text. It is called critical reading comprehension. By doing this, the reader will be a critical reading comprehending what the author writes and find out some information. The information which is suitable for him is selected and he gives his opinions about the contents of the text including the accuracy, appropriateness and timeless after reading it.

Using contextual guessing technique, the students can discover the meaning of unknown words by guessing information. they can identify important words in reading and predict the message to relate the whole information. It means that by using contextual guessing technique, the students can underline unknown words without looking up the meaning in dictionary, use contextual clues to guess the general meaning, to skip unknown words, and to focus on cognates, roots, prefixes, and suffixes while reading a text.

D. Hypothesis

In accordance with the theoretical and conceptual framework, the hypothesis are formulated as following:

H_a : There is a significant effect of Contextual Guessing Technique on the students' achievement in reading narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA Harapan Mekar Medan, Jalan Marelan Raya No. 77 Rengas Pulau. The research taken from November 2016 until March 2017.

B. Population and Sample

1. Population

The population of this research is in XI grade students of SMA Harapan Mekar Medan in academic year 2016/2017, which consist of two classes which XI IPA consist of 30 students, and XI IPS consist of 30 students, so the total population are 60 students.

2. Sample

According sugiyono (2016 : 81) state that sample is piece of the total or characteristic which are belong of that population sample in this research are students class XI IPA that consist of 30 students which taken by purposive sampling technique. Purposive sampling technique is based

on certain consideration. In this research, the researcher choose the class XI IPA as an experimental group.

Table 3.1

Population and Sample of the Research

No	Classes	Population	Sample
1	XI IPS	30	-
2	XI IPA	30	30
Total		60	30

C. Research Design

The study was conducted by using experimental design. This experimental design is to show whether using the great contextual guessing technique will be better technique for the students in learning reading. The sample of this study is experimental group that will be taught by using contextual guessing technique. It can be seen from the following table:

Table 3.2
Research Design for Experimental Group

Group	Pre-test	Treatment	Post-test
Experimental	√	Contextual Guessing Technique	√

Based on the table 3.2 experimental is the class which receive by using contextual guessing technique in teaching reading.

1. Pre Test

Pre – test is administrated to sample before doing the treatment. Pre – test was given to experimental group. It is used to measure students’ ability before applying the treatment. Pre – test consist of multiple choice.

2. Treatment

Table 3.3

Treatment in Experimental

Meeting	Experimental group
First	<ol style="list-style-type: none"> 1. Teacher wasgreet the students to open the class. 2. Teacher was given pre-test to the students. 3. Teacher collected the answer sheets of students. 4. Teacher was calculated the score.
Second	<ol style="list-style-type: none"> 1. Teacher distributed material 2. Teacher gave the examples about narrative text already understand or not. 3. Teacher asked the students to read a text. 4. Teacher asked the students to find out the difficult words. 5. Teacher asked the students to predict the meaning of words based on context of material. 6. Teacher asked the students to select their answer related the question.

	7. Teacher asked the students to use context clues to find the right answer and get the clear information.
Third	1. Same as the second meeting but different in exercises.
Fourth	<ol style="list-style-type: none"> 1. Teacher was given direction related to the post-test. 2. Teacher was given post-test to the students. 3. Teacher was collected the answer sheets of the students. 4. Teacher was calculated score.

3. Post – Test

After giving the treatment, the post – test was conducted. This post – test was the final test in the research, especially in measuring the treatment, whether it was significant or not, after conducting the post – test, there will be scores. The scores became the data. The data will be analyzed to find out the effect of Contextual Guessing Technique on students' reading achievement.

D. Instrument of the Research

The data of this research was collected by applying multiple choices test. The test was an objective test which consist of 25 items. It was given to experimental group.

$$Score = \frac{\text{Total of true answers}}{\text{Total of question}} \times 100\%$$

E. Technique of Collecting Data

To collect the data of the research, the researcher use some steps:

1. Giving pre-test to both classes.
2. Teaching in experimental group by applying contextual guessing technique, and in control group by conventional method.
3. Giving post-test to both classes. The researcher make the same test again to collect the post-test score and it will consist of multiple choice.
4. Scoring the students test.

F. Techniques of Data Analysis

1. Scoring the students' answer for correct answer and the wrong answer.

$$\text{Score} = \frac{\text{true items}}{\text{members of item}} \times 100$$

2. Tabulating the students score in Pre-test and Post-test.
3. Calculating the total score post-test in experimental group.
 - a. Determining coefficient r^2 by formulation (Sugiyono 2010:183)

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} - \{n \sum y^2 - (\sum y)^2\}}}$$

- b. Determining T – test by formula (Sugiyono 2010 : 197)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = t - test

n = total sample

1 = number constanta

r = correlation of product moment

- c. Testing linier regression (Sugiyono 2010 : 188)

$$\hat{y} = a + bx$$

$$a = \frac{\sum x}{n} - b \frac{\sum x}{n}$$

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

Where:

Y = the prediction score

a = constanta or if X = 0

b = regerasi coefficient

X = variable independent score

N = total of sample

$\sum x$ = total score of post test

$\sum y$ = total score of pre-test

$\sum xy$ = total summary of pre-test and post-test

d. Calculating Determinasi

$$D = (r_{xy})^2 \times 100\%$$

G. Statistical Hypothesis

Based on the problems of the study, the hypothesis will be formulated as the following

Ha = There is a significant effect of contextual guessing technique on the students' achievement in reading narrative text.

Ho = There is not significant effect of contextual guessing technique on the students' achievement in reading narrative text.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for experimental group, pre – test and post – test. The following were students' score on the pre – test and post – test of the experimental group.

Table 4.1

The Score of Pre – test and Post – test of Experimental Group

No.	Students' Initial	Pre-test (O_1)	Post-test (O_2)
1.	AAS	32	60
2.	A	32	64
3.	AL	32	60
4.	AA	48	76
5.	AN	36	64
6.	AIL	56	80
7.	BS	32	72
8.	BSP	44	72
9.	CM	60	84
10.	DS	60	80
11.	DE	44	84

12.	ENW	52	80
13.	EBS	60	80
14.	FAD	52	76
15.	GK	44	72
16.	HS	60	92
17.	ISR	64	92
18.	IAN	48	72
19.	KSL	56	76
20.	MAP	44	68
21.	N	36	60
22.	ND	28	60
23.	NFB	36	68
24.	N	52	76
25.	RK	60	92
26.	RTP	60	84
27.	SS	60	80
28.	VMI	60	80
29.	W	60	84
30.	WNS	40	64
Total Score		1448	2252
Means		48.26	75.06

Based on the table 4.1 showed that the mean of Pre – test was 48.26 and the mean of Post – test was 75.06.

B. Data Analysis

Table 4.2

The Calculation Table of Experimental Group

No.	Students' Initial	Pre-test (x)	Post-test (y)	x^2	y^2	$x.y$
1.	AAS	32	60	1024	3600	1920
2.	A	32	64	1024	4096	2048
3.	AL	32	60	1024	3600	1920
4.	AA	48	76	2304	5776	3648
5.	AN	36	64	1296	4096	2304
6.	AIL	56	80	3136	6400	4480
7.	BS	32	72	1024	5184	2304
8.	BSP	44	72	1936	5184	3168
9.	CM	60	84	3600	7056	5040
10.	DS	60	80	3600	6400	4800
11.	DE	44	84	1936	7056	3696
12.	ENW	52	80	2704	6400	4160
13.	EBS	60	80	3600	6400	4800

14.	FAD	52	76	2704	5776	3952
15.	GK	44	72	1936	5184	3168
16.	HS	60	92	3600	8464	5520
17.	ISR	64	92	4096	8464	5888
18.	IAN	48	72	2304	5184	3456
19.	KSL	56	76	3136	5776	4256
20.	MAP	44	68	1936	4624	2992
21.	N	36	60	1296	3600	2160
22.	ND	28	60	784	3600	1680
23.	NFB	36	68	1296	4624	2448
24.	N	52	76	2704	5776	3952
25.	RK	60	92	3600	8464	5520
26.	RTP	60	84	3600	7056	5040
27.	SS	60	80	3600	6400	4800
28.	VMI	60	80	3600	6400	4800
29.	W	60	84	3600	7056	5040
30.	WNS	40	64	1600	4096	2560
Total		1448	2252	73627	171792	111520

Notes

$$N = 30$$

$$\sum x = 1448$$

$$\sum y = 2252$$

$$\sum x^2 = 73637$$

$$\sum y^2 = 171792$$

$$\sum xy = 111520$$

Based on the data at the table above, finding correlation between pre – test and post – test by using this formula :

1. Finding the correlation

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(30)(111520) - (1448)(2252)}{\sqrt{\{30(73627) - (1448)^2\} \{30(171792) - (2252)^2\}}}$$

$$r_{xy} = \frac{3345600 - 3260896}{\sqrt{\{2208810 - 2096704\} \{5153760 - 5071504\}}}$$

$$r_{xy} = \frac{3345600 - 3260896}{\sqrt{\{112106\} \{82256\}}}$$

$$r_{xy} = \frac{84704}{\sqrt{9221391136}}$$

$$r_{xy} = \frac{84704}{96028.074}$$

$$r_{xy} = \mathbf{0.882}$$

2. Determining T –test

After finding the correlation, the T – test was calculated as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.882\sqrt{30-2}}{\sqrt{1-(0.882)^2}}$$

$$t = \frac{0.882\sqrt{28}}{\sqrt{1-(0.777)^2}}$$

$$t = \frac{0.882 (5.291)}{\sqrt{0.223}}$$

$$t = \frac{4.666}{0.472}$$

$$t_{\text{observed}} = 9.885$$

Based on the calculating of t-observed, it was found that t-observed was 9.885 and based on the level of significant of 0.05 with the degree of freedom 28 (N-2) = 30 – 2 = 28, t-table was 1.701.

Which :

$$H_a = t_{\text{observed}} > t_{\text{table}} = 9.885 > 1.701$$

It meant that there was significant effect of applying contextual guessing technique on the students' achievement in reading narrative text.

3. Testing Linear Regression

$$\hat{y} = \alpha + bx$$

In finding \hat{y} find the value of α and b with the following this formula:

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{(30)(111520) - (1448)(2252)}{(30)(73627) - (1448)^2}$$

$$b = \frac{3345600 - 3260896}{2208810 - 2096704}$$

$$b = \frac{84704}{112106}$$

$$b = \mathbf{0.755}$$

$$\alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$\alpha = \frac{2252}{30} - (0.755) \frac{1448}{30}$$

$$\alpha = \mathbf{75.066 - 36.441}$$

$$\alpha = \mathbf{38.625}$$

After finding value of a and b input the value and the finding as the following :

$$\hat{y} = \alpha + bx$$

$$\hat{y} = 38.625 + 0.755x$$

4. Calculating Determination

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.882)^2 \times 100\%$$

$$D = 0.777 \times 100\%$$

$$D = 77.7 \%$$

From the determination above it was known that the effect of applying contextual guessing technique on the students' achievement in reading narrative text was 77.7% and 22.3% was influenced by other factors.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of applying contextual guessing technique on the students' achievement in reading narrative text. It can be simple see from the differences of mean score of pre – test and post – test in experimental class. They were 48.26 in pre – test and 75.06 in

post – test of experimental class, the mean of pre – test increase after using contextual guessing technique from 48.26 to 75.06.

Based on the testing of hypothesis, the value of $t_{observed} = 9.885 > t_{table} = 1.701$, it means that there is a significant effect of applying contextual guessing technique on the students' achievement in reading narrative text. The value of the effect of using contextual guessing technique is about 77.7% and 22.3% from other factors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis and the discussion, there are some conclusion that can be described as follows:

The findings were that the find hypothesis was $t_{\text{observed}} = 9.885$, $t_{\text{table}} = 1.701$ $\alpha = 0.05$ at $df\ 30 - 2 = 28$ students. So, the researcher could know that is t_{observed} higher than t_{table} that is $9.885 > 1.701$ or $t_{\text{observed}} > t_{\text{table}}$ so it meant that there was significant effect of applying contextual guessing technique on the students' achievement in reading narrative text. The effect of applying contextual guessing technique on the students' achievement in reading narrative text was 77.7% and 22.3% was influenced by other factors.

B. Suggestions

Related to the conclusion above, some suggestion were put forward as following :

1. The English teachers are expected to use Contextual Guessing technique, Because this strategy can help students to increase their reading narrative text.
2. Contextual Guessing Technique can help students in reading narrative text it can stimulate their knowledge to comprehend the text.

3. It is suggest to other researchers who are interested and want to do research to use these findings as source of information for further related studies.

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