CHAPTER I

INTRODUCTION

1.1 Background of the study

Languange is the system of sounds and words used by human to express, convey, and share their thoughts. People use languange as an effective means of communication to each other. Is used to express ideas, feeling, purpose, and opinions. Learning languange is important and useful for people in the world. One of them is English that is very important role in era of globalization.

As an international languange, English is used as an introductory languange in many kinds of literature. The students can grasp knowledge as much as they need by reading activity. That is why reading becomes the most important goals for students to learn English as foreign languange.

Reading is a means of communication and of sharing information and ideas. It is a complex interaction between the writer and the readers in a textual form. Reading is also needed by peoples life because human beings cannot be apart from the need of writen information. From the written information or written materials people can obtain knowledge. Knowledge is needed by everyone including the students. For the students, gaining knowledge is one of their activities. One of the ways of gaining the knowledge is reading through practices.

There are four skills in English, those are listening, speaking, reading, and writing. Writing and speaking are as productive skills; and reading, listening are as repective skills, in

this research the researcher focuses on reading. Reading is the window of the world. It is a foundation skill for learning personal growth, and enjoyment. By reading comprehension, students are able to gain information to share ideas, event to get pleasure but the most important to get from what he or she read and to improve their nowledge.

Reading activities have developed not only from printed symbols but also from other sources, such as internet, environment, and human life. Reading can guide someone to get the most appropriate way for his/her life and the solution for the problems that are being faced. Both of sentences above prove that reading is very important in life.

Based on the fact, the writer experiences *in program Pelaksanaan Lapangan (PPL) at the Senior High School in SMK N 1 MEDAN*, the writer found that most of students do not interest to learn reading comprehension and got difficulties getting information or the main idea of a text in their text book. It caused by some factors such as; first, the technique that teacher applied in teaching reading is not effective. The teaching teacnique that the teacher frequently used is translation method. The teacher asks the studentsto underline some difficult words. Then find out the meaning of the difficult words in Indonesian languange. After all, the students are asked to translate the meaning of the text, then they are instructed to answer comprehension question in read the reading text. Second, students are not motivated to know about the material given to them. Third, students find that they are still lackof vocabularies and grammars.

Another reason why students have to master reading comprehension is most of nation examination contents are related to reading, since English as a foreign languange many information are share through reading activity. To make easy in reading comprehension we have many technique to apply it. One technique that very famous in reading comprehension is the

technique called contextual guessing. Contextual guessing consist of same question provided before the students read the whole text. It tends to built the students interest and motivation to read the text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about contextual guessing and it is very important to understand about contextual guessing in order to get good comprehension in reading. By using this technique easy to understanding the text and help the students to get important information and idea of the text.

To improve the students reading skill, contextual guessing technique can be applied to find out what the students know, what they are thinking, stimulate them to think, and change their mind set when thinking. It is important to do because the students can guess the information of reading text to find out some interesting 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 texts. Contextual guessing technique can be a focusing and refining device for expanding vocabulary and for developing all level of comprehension, including critical and creative reading. Therefore, using this technique will help the students to enlarge their thinking. In other words, contextual guessing technique makes students to be a good reader who can comprehend reading text easily.

Contextual guessing technique can be focusing and refining device for expanding vocabulary and for developing all level of comprehension, including critical and creative reading. Therefore, using this technique will help the sudents to enlarge their thinking. In other words, contextual guessing technique makes students to be a good reader who can comprehend reading text easily. Based on the explanations above the writer will conduct a study " The Effect Of Contextual Guessing Technique On Students Reading Comprehension Achievement.

1.2 The Problem of the Study

Based on the background of the study, the problem of the study is as follows: "Is there any significant effect of using contextual guessing technique on students reading comprehension?"

1.3 The Objective of the Study

Relate to the problem, the objective of this study is to findwhether there is a significant effect of using contextual guessing technique on students achievement in reading comprehension.

1.4 The Scope of the Study

There are six techniques in teaching reading. They are brainstorming, guided discussion, dictation, note-talking, story telling and contextual guessing technique. The writer will limit the study only use contextual guessing technique and this study will focus on teaching reading comprehension on the students. It will be taken by the senior high school of SMK N 1 MEDAN.

1.5 The Significances of the Study

(1) Theoritically

The finding of the research can be used as a model for those who want to conduct a research in English teaching-teachnique process especially in teaching reading.

(2) Practically

The findings of the study are important and useful for:

a. The English teacher to apply this teaching teachnique to improve their students reading comprehension achievement.

b. The students to improve their reading comprehenion achievement by using this contextual guessing technique.

c. The readers to increase and update their knowledge about how to improve reading skill and as the reference for futher study related to this research.

1.6 Hypothesis of Study

The research hypothesis is formulated as follows : "there is a significant effect of students achievement in reading comprehension by using contextual guessing technique".

Ha= there is significantly effect contextual guessing technique on students' reading comprehension achievement.

Ho = there is no significantly effect contextual guessing technique on students' reading comprehension achievement.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This thoritical framework is present in order to give some clearer concepts applay in this study is the effect of contextual guessing technique on students reading comprehension. These concepts lead to a much better understanding and analysis of the variables chosen because they help the researches to limit the scope of the problem. Besides, the discussion should start from the theoretical concepts so as to avoid misinterpretation of the terms used in the discussion.

2.2 Reading

Reading is complex communication process in which the mind of the reader interacts with the text in particular setting or context. Reading is one of the most important skill in English languange learning that should be mastered beside speaking, listening, and writing by the students as the learners.reading has large portion of time in teaching and learning activities for many times. Reading is one of the most important skills in English languange learning that should be mastered beside speaking, listening, and writing by the students as the learners. According to Karma (2004 : 126) reading is a complex communication process in which the mind of the reader interacts with the text in particular setting or context.

Reading is the most important factor in modern society as a basic communicative skill beside listening, speaking, writing. According to Gordon Wainwright (2007:35) Reading comprehension is a complex process which compreses the succeful or unsuccesful use of many abilities. Theoretically reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and knowledge. In other words, reading comprehension as a process and about effective reading comprehension instruction. According to Andrew P. Jhonson (2008:4) reading is the practice of using text to create meaning. Comprehension is process by which the reader contracts meaning by interacted with the text. The problem may stem, at least in part, from lack of training and a dearth of instructional resources. Strategies for succesful reading are initially introduced through explicid, teacher led instruction.

2.3 Reading Comprehension

Reading comprehension is required in order to understand and remember the information of the text. It is an active thinking process that depends not only on comprehension, but also on

students experience. So reading comprehension means comprehending what has been read. A successful comprehension occurs if it involves the reader to discover the meaning needed to achieve the particular purposes in the text. It is a process of putting the reader in contact to the ideas, in this case getting in the setence is to find out a number of ideas from a reading text.

In reading process, comprehension in needed to get the goal of reading. In comprehending a topic, the readers interacts with the text relates to the contextual guessing of the text to prior experiences of construc meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

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 (like sounding in reading aloud). This kind of reading is moredependent on the reading is more receptive rather than productive since the reader reads for himself, not for others.

1. Skimming

According to Smith and Robinson (1963:10) mental reading consists of four skills in its activity: scanning, skimming, reading for specific information, and inferring. The skill of nothing the main idea rapidly,skimming is one of effective techniques that useful to enhance the reading comprehension. It is efficient, speedy technique for finding facts in a minimum amont of time. It is specific method of attacking a reading problem and a would-be efficient reader needs to master the technique.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and pharases which can cover all the material he or she in reading. To do the skimming,

the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2   Scanning

Reading quickly, not thoroughly. Scanning is a technique used by a reader to get relevant information in a text. Scanning can quite legitimately be used for leisure time reading, as well as for high-powered study and research. When scanning, the reader does not start from the beginning and read to the end. Instead, what the reader does is jump around in the text, trying to find the information that is needed. Scanning involves moving eyes cross down the text seeking the specific pharases or words.

When scanning the reader lets his or her eyes wander the reader lets his or her eyes wander over the text until her or she is looking for, whether it is a place, a kind of verb, or a specific information. To enable the student to scan effectively, her or she should known what kinds of information he or she should have the strong belief where he or she will find such information needed from the text.

2.4Levels of Reading Comprehension

The following levels of reading comprehenion can tell us about how the students understand teaching materials and which level that has been achieved when they are reading. And levels that very suitable in students reading comprehension in senior high school is literal comprehension because in literal comprehension students able to understand the ideas of information from the passage or the text. According to brussell & rasinski (2008:7), there are four levels of comprehension that must be achieved in reading comprehension. Four levels of reading comprehension are identified as below:

1. Literal Comprehension

Literal comprehension, the lowest of three levels, requires a reader to be able to retell or recall the facts of the setting are examples of literal comprehension. The information required for literal comprehension comes largelyfrom the text itself. Recall comprehension can easily be evaluated in responding to a literal question, the reader either can recall the information from the text or he or she cannot.

Reading for literal comprehension emphasizes the understanding the ideas of information clearly stated in the passage. It requires the ability of:

1. Knowledge of words meaning .
2. Recall of details directly stated or paraphrased in own words.
3. Understanding of grammatical clues-subject, verb, pronouns, conjunction.
4. Recall of main idea clearly and,
5. Knowledge of sequence of information presented in passage.

2. Interpretative comprehension

Interpretative reading involves reading between the lines or making inferences. It is process of driving ideas that are implied rather than directly stated. Skills for interpretative reading include:

1. Inferring main idea of passage in which the main idea are not directly stated.
2. Inferring caused-and-effect relationships when they are not directly stated.
3. Inferring referents of pronouns.
4. Inferring referents of adverb.

5. Inferring omitted words.

6. Detecting mood.

7. Detecting the author's in writing , and

8. Drawing conclusions.

3. Critical Comprehension

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness and timeless. The criticl reader must be an active reader, questioning, searching, for facts, and suspending judgement until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretative comprehension, and gasping implied ides is especially important.

If people are to make intelligent decisions based upon the material that they read, such us which political candidate to support, which product to buy, which movie attended, which program televisions to watch, and so on the must read critically. Since children are faced with many of these secisions early in life, they should receive instruction in critical reading early.

Teacher can begin promoting critical reading in the first grade, or even kindergarden, by encouranging critical thinking. When reading a story to the class, they can ask, "Do, you think this story is real or make-believe? Why do you think so? If the children have difficulty in answering, questions such as "could the things in this story really have happened? Do you know of any children who can fly? Have you ever heard of anyone who stayed the same age all the

time? Do all people grow up after enough year have passed? Can be helful. By asking "Can animals really talk? Have you ever heard an animal's talk?" teacher can help children understand ho to judge the reality or fantasy in a story. Critical thinking can also be promoted at an early stage throuh critical reading of picture.

4. Creative Comprehension

In this level requires the students involment with the information presented as reader used it to formulate or to rethink ideas of his own word. Obviously, the reader is best able to think creatively about the information reader has read when reader knows what the author has written, has made interpretation basic to his purpose, and has evaluated the useful of the information.

In this study there will be limited and focused on literal and interpretative comprehension because of based on curriculum that both these levels appropriate for the students in order students can understand about reading material and achieve literal and interpretative comprehension.

2.5 Technique

Brown (2000:14) says that technique are the specific activities manifasted in the classroom that are consistent with a method and therefore are harmony with an approach as well. It is very interesting to improve the students reading comprehension achievement by using contextual guessing technique. Because it is a prerequisite of successful teaching of reading that whenever techniques are taught, or books chosen for childrens use meaning should always be in the foreground.

Brown (2000 : 306) states they are ten technique that can be practically applied in reading classroom, they are identify the purpose in reading. Efficient reding consist of clearly identifying the purposein reading something. use graphemic rules and patterns to aid in bottom-up decoding (especially for begining level learners). Students usually find difficulties in making correspondences between spoken and written English in learning to read, therefore the lecturer cn use graphemic rules and pattern to aid in bottom-up decoding. Use efficient silent reading technique, in order to increase reading efficiency intermediate to advance level students can be helped by teaching them few silent reading rules, there are : students don't need to pronounce each word, try to visually perceive more than one word at a time; and if a word is absolutely crutical to global understanding skip over it and try to infer its meaning from its context. Skim text for main ideas, skimming consists of quickly running one's eyes across a whole text for its gist. Scan the text for specific information, scanning is quickly searching for some particular piece or piece of information in a text. Scanning excercise may ask students to look for names or dates. Use semantic mapping or clustering, reader can easily overwhelmed by a long string of ideas or events. Guess when you are not certain, learners can use guessing to guess the meaning of a word, guess a grammatical relationship infer implied meaning guess about cultural reference, guess content message. Analyze vocabulary, one way for learnesr to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

In order to accomplish certain goal of teaching foreigh languange, a technique will be familiar to the teachers. A technique can help them to improve the students ability in mastering English. In other words, techniques are very useful to be aoolied in the classroom. It is true that most teacher are often confuses the term "technique" with an "approach" or " method". This is

due to the over lapping meaning of each term also the other terms may include the basic idea of technique.

In fact technique is a kind of strategy to make students easier to understand the lesson. In other words, the teacher devices a kind of activity then simulates the curiously of the students when the learning process run. Technique is an implementation which actually takes places in the classroom. It is a particular trick, strategy or contrivance use to accomplish and immediate objective technique must be consistent with a method and therefore in harmony with an approach as well. Further, technique depends on teacher, his individual art and and on the composition of the class particular problem can be tracked equally succesful by the use of different technique.

2.6 Contextual Guessing

Contextual guessing is the most important skill used by most reader in attacking new words. It is closely related to comprehension and this i one of the most practicl skill students learn. Contex clues have several uses in reading. According to Berrin Manga Cetinavci (2013: 267) contextual inference or contextual guessing is defined as an important strategy in the absence of dictionaries or human assistance and it entails guessing the meaning of target word based interpretation of its immediate contex with or without reference to knowledge of the world. The four uses named below are of special importance to readers of foregn languanges:

First, context clues help readers to derive the pronounciation and meaing of a known word from its uses ina sentence. Second, contex clues also help to determine the pronounciation and meaning of an unknown word from its use in a sentence. When contex is used for this purpose, a students reads around an unknown word, gets the general meaning of the sentence and then guesses at the pronounciation and meaning of the unfamiliar word from the way it is used.

Third, context determines how the accentution of similar words used in different context or with different grammatical usages affects thir meanings. Fourth, context provides clues to the meanings of words that vary according to the subject area in which they are used. Context clues can function only if the material is suited to the reader in terms of difficulty and familiarity or interest. If the context os too involved, or if there are too many unknown words, context is of little value.

A languange learner reads most words in text as sight words and uses information in the text to unlock the meaning of unkown words (Gaskins, 2004:2). Contextual guessing technique are commonly used to infer the meaning of unfamiliar words in situation when languange learners have a lack of knownledge in vocabulary, grammar , or other linguistic elements to read a given text. Contetualguessing strategies can be made based on a wide range of clues; namely, linguistic and nonlinguistic clues.

Languange learners establish the meaning of a new word based on interpretation of its immediate text, which is one or two words before or following the unknown word. Learners also use other linguistic clues, such as semantic or syntantic knowledge to unlock the meaning of new words. With regard to nonlinguistic clues, languange learners aplay the knowledge of context, text structure, and general world knowledge. In a similar vein, Nagy (1995:2) suggest that the effects of contextual guessing are determined by languange learners knowledge of linguistic, strategies, and the world. Linguistic knowledge includes knowledge with regard to syntax, word schemas, and vocabulary.

The meaning of a word determines its syntactic behavior. Likewise, the syntactic behavior of a word in text provides important information concerning its word meaning.

Languange learners with strong syntactic knowledge tend to accurately infer the meaning of unknown words; the contex contrains the possible meanings for a given word in text. Knowledge of the words surrounding an unknown wor helps languange learners infer the meaning of the words in context. Learner can guess the meaning of the unknown words based on the schema created by the words. Vocabulary also provides learners with information regarding the words using their affixes to predict its meaning. For instance, the words "dictionary", "predict", and "diction" share the same affix, "dict". With the knownledge about the affix, languange learners can easily and accurately predict the meaning of the word.

Strategic knownledge is defined as conscious control over cognitive resources, which enables languange learners to effectively unlock and gain better retention of the meaning of unknown words. 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. Learning a word from context requires matching to familiar concepts, which brings in the concepts, which brings in the concept of world knowledge.

Contextual guessing is defined as an important startegy in the absence of dictionaries or human assistance and it entails guessing the meaning of target word based on interpretation of its immediate context with or without reference to knowledge of the worls. (Haastrup, 1989 in Parel, 2004:848).

2.7Factor Affecting Guessing

According to shiva Kaivanpah (2016: 79) the two important components of any reading activity are the text and the reader, therefore, text-related and reader-related variables are expected to influence guessing. Reader-related involve:

1.Vocabulary Knowledge

In order to guess accurately, readers should possess a substansial vocabulary. The use of contex is affected by the proportion of known to unknown words. When the proportion of unknown to known words is great, learners may be unable to use available clues. Endore the value of guessing in specific contexts, but they argue that guessing from context is difficult because, in order to guess succesfully.

2. Knowledge of Grammar

Reader's use of textual clues for guessing is affected by their knowledge of grammar. Study reveals, learners make extensive use of linguistic knowledge in order to guess the meaning of unknown words. If one form of a word is known, the meaning of the other word in the same languange can be deduce.

3. Languange Proficiency

Languange profiency accurate guessing in influenced by the level of languange proficiency of readers. Beginning readers and advanced readers have been shown to use guessing strategies more than intermediate readers. Beginners use more guessing strategies because they are not familiar with many words and cannot stop to check the meaning of every unknown word they come across. In other words, the knowledge of known words helps advanced learners guess the meaning of unknown words. Teacher encourage learners to read extensivelyin order to expand their vocabulary knowledge, yet the problem is that poor readers cannot read well or guess appropriaately because they do not know many words. This is paradoxical insofar as readers cannot learn words, or indeed enough grammar to read.

4. Attention to Details

Attention to details learners may not notice the presence of an unknown word or assume that they know the meaning of the word which in fact they do not. Moreover, even in cases they judge it unnescessary for comprehension.

5. Cognitive and Mental Effort

Cognitive and mentaal effort learners' cognitive and mental involvement in reading contributesto their guessing ability. Fraster argues that the greater the mental effort in processing a text, the greater the possibility of inferencing. He say the cognitive and mental effort also insist the mental activities that learners engange in when they encounter a new word, their focus of attention, and the nature and depth of their resonses to new lexical information influences what is (or is not) understood and what may be learnt'.

6. Reader Characteristics

Reader variables including their background their background knowledge, interest, familiarity with topic, previous learning experiences, procedural knowledge, attention to details in context, the inclination to use context effectively, perception about the meaning of a word, and usefulness of prefiously known information impact learning process.

2.8 Previous Research

The writer take the review of literatur from other journal, thesis or through article that was published. Some researcher they were took in journal, book. The first in one of journal by C. Prima Ferri Karma from FKIP Universitas Tidar Magelang (2004). In his research, he investigated the related studies about Contextual-Guessing Reading as a Technique to Teach

Reading Comprehension. He provided that the reading comprehension, essense of reading and help students better understand the reading process.

The second previous research was written by Suhaidah (2007) The Students' Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA NEGERI 1 GALESONG SELATAN. In this research, the purpose of the study is to know whether the implimentation of draw technique students ability in using contextual guessing in reading comprehension. In this research, the researchers conduct by using clasroom action research. The population of this study was class XI.IPA1 SMA N 1 Galesong Selatan. This study was conducted in two cycles. The instrumen of collecting data in this research was pre-test (reading comprehension test) post-test (observation). The result of this study showed that contextual guessing technique is one of technique that can be applied in teaching reading. The use of contextual guessing gave significant improvement in students reading comprehension.
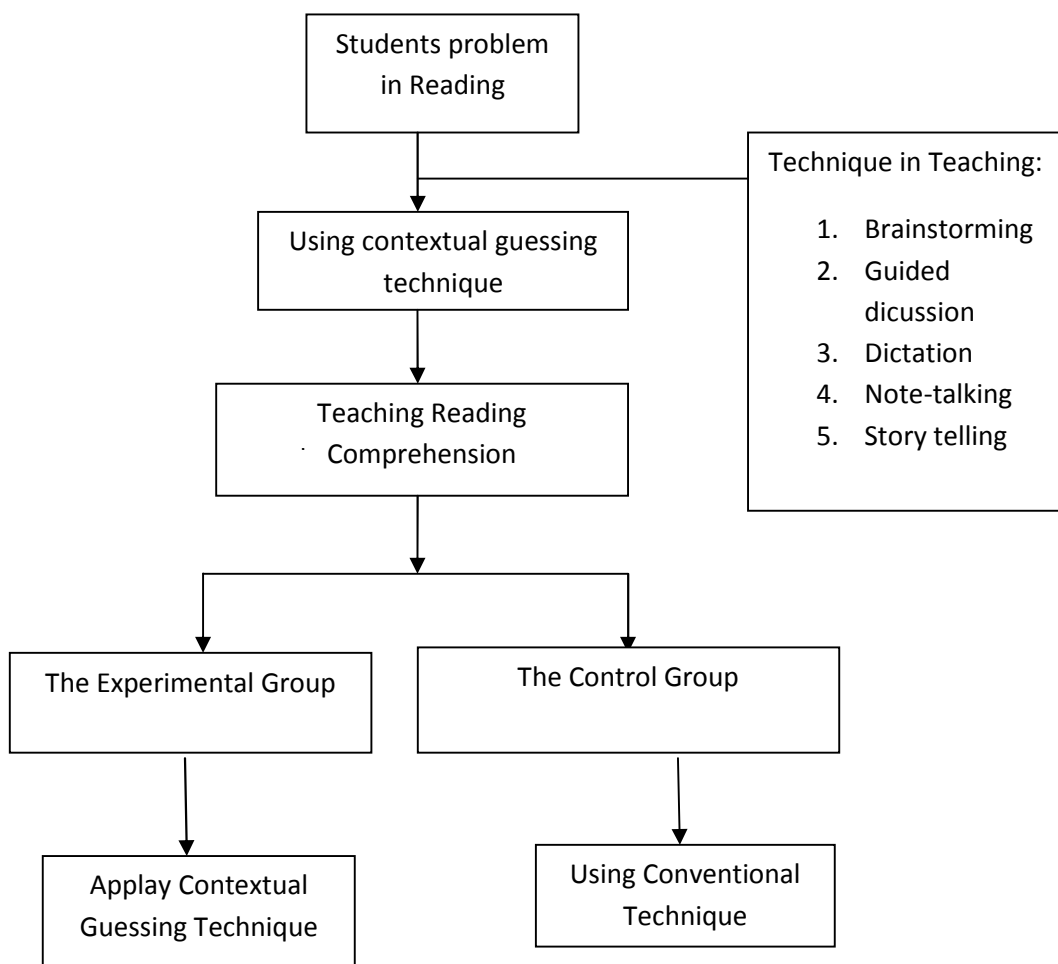
The difference of the writer research with the previous research is the using diffrent technique in teaching reading. The similarity of the writer researchwith previous research with previous research is to improve students reading comprehension.

2.9 Conceptual Framework

Reading is one of English languange skill considered important for students growth as an individual in many aspects of life. Based on its importance, it is taught more emphasize compared to other languange skill. In reading comprehension, the students are served as many instruction task varies in levels of comprehension from the lower into higher as it is stated previously. Reading is one of the most important skill to gain knowledge. Without reading, we

will not know anything so the more we read the more we know. Teaching reading is very important task in teaching English.

Contextual guessing technique is one of an effective technique that is useful to enchance the reading comprehension. Beside, contextual guessing technique itself can build the students interest and motivation before students read the whole text. In line with this study, students may improve their reading comprehension if they know about contextual guessing and it is very important to understand about contextual guessing in order to get good comprehension in reading.

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┌─────────────────────┐
│  Students problem   │
│    in Reading       │
└─────────────────────┘
          │
          ▼                        ┌──────────────────────────┐
┌─────────────────────┐           │ Technique in Teaching:   │
│ Using contextual    │───────────│                          │
│ guessing technique  │           │  1. Brainstorming        │
└─────────────────────┘           │  2. Guided               │
          │                       │     dicussion            │
          ▼                       │  3. Dictation            │
┌─────────────────────┐           │  4. Note-talking         │
│  Teaching Reading   │           │  5. Story telling        │
│   Comprehension     │           │                          │
└─────────────────────┘           └──────────────────────────┘
          │
          ├──────────────────────────────┐
          ▼                              ▼
┌─────────────────────┐      ┌─────────────────────┐
│ The Experimental    │      │  The Control Group  │
│       Group         │      │                     │
└─────────────────────┘      └─────────────────────┘
          │                              │
          ▼                              ▼
┌─────────────────────┐      ┌─────────────────────┐
│ Applay Contextual   │      │ Using Conventional  │
│ Guessing Technique  │      │    Technique        │
└─────────────────────┘      └─────────────────────┘
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Figure 2.7.1 The Conceptual Framework of The Effect of Contextual Guessing Technique on

Students Reading Comprehension Achievement (Iramawati Sihombing. 2018)

CHAPTER III

REASEARCH METHODOLOGY

3.1 Research Design

This research was designed by using experimental quantitative research. Arikunto (2014:160) states that research design was the researche's way to collect the data. The sample was devided into two groups. They were exprimental and control groups. The experimental group was the group would receive the treatment by using contextual guessing technique, while the control group would receive treatment by using conventional method. Both of the groups would get the pre-test and post-test with the same items.

Table 3.1 Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	✓	Using Contextual Guessing Technique	✓
Control	✓	By using Conventional Method	✓

3.2 The Population and Sample of Research

In this research, the writer was found the population and sample before taking the data.

3.2.1 population

Population is the group of interest of writer. It can be consists of people, animals, plants and thing, etc. According Arikunto (2014:173) " populasi adalah keseluruhan subjek penelitian" (a population is a set or collecction of all elements processing one or more attributes of interest). Population of this research is the eleventh grade students SMA IMELDA MEDAN. From the explantion above, the population of this research is students at the eleventh grade of SMA IMELDA MEDAN which consists of four classes they are MIA 1, MIA II, IPS I and IPS II but the writer just focus on two class MIA 1, MIA II.

3.2.2 Sample

According to Arikunto (2014:174) " *sample adalah sebagian atau wakil populasi yang diteliti"* (sample is some or the representative of population which is going to be observed). According to Arikunto (2014:177) states " *sample random adalah teknik dimana peneliti*

mencapur subjek di populasi sehingga semua objek memiliki kesempatan yang sama " (

random sampling is a technique which is the writer mixes the subject in population so all the

subject has the same opportunity). The researcher was used total sampling in this research. In

experimental group (XI mia1) consistsof 20 students and in control group (XI mia2) also

consists of 20 students. So the total number of the sample is 40 students.

3.3 The Instrument of Collecting The Data

In this research, the instrument of colecting the data was reading test pre-test were conducted

both experimental and control group. The students would answeredthe reading test, it was an

objective test, and set of multiple choices wouldadministered. The reading test would given

for the Grade XI.

3.4The Procedure of Collecting Data

The procedure in this research consists of two groups. The first group was experimental group

which was taught by using contextual guessing technique and the second group was control

group which this taught without contextual guessing technique. In obtaining the data, the

researcher given pre-test, treatment and post-test to the sample or to the experimental group and

the researcher also given the pre-test and post-test but treatment did not.

3.4.1 Pre-test

Both of groups, the experimental group and the control group were given the same pre-test.

Before started the treatment, the teacher administered pre-test. It would used to find the

homogenous students in each group. It was conducted in order to known the students reading comprehension achievement. The result of this test compared with the post test to found out the effect of contextual guessing technique on students reading achievement.

3.4.2 Treatment

Treatment was the process when the researcher appllied his cercitude technique in the fild. In teaching for experimental group, the teacher would done the tretment. The treatment would conducted after the pre-test. The experimental groups was taught by using contextual guessing technique to affect students reading comprehension. While in control group without using contextual guessing technique or using conventional way. The process of experimental group is conducted in there meetings. The activities during the treatment could be briefly described as follows:

Table 3.2 Teaching recount in the Experimental Group using Contextual Guessing Technique

No	Teacher	Students
1	**Opening** (1) Greeting the students	- Giving responses and information
2	**Teaching Learning Activities** (1) Predicting - Read the title - Guessing what the know about the text - Express their prediction (2) Scanning - Ask the students to get specific information (3) Skimming - Ask students to glance at the text to get the whole text.	- Reading the title - Giving the information predicting the text - Expressing their prediction - Getting the specific information from the text - Getting the gist of the whole text - Getting the conclusion of the text - Identifying the pronouns - Getting the meaning of the meaning of the difficult words

	(4) Reading between lines - Ask the students to get implicit meaning from the text (5) Detecting references - Ask students identify the pronouns (6) Deducting meaning - Ask the students to get the meaning of the difficult words		
3	**Closure** (1) Measuring students comprehension - Ask read the text - Answer the question (2) Closing	- Rereading the text and answering the comprehend questions.	

Table 3.3 Teaching Recount of Control Group Activities Using Conventional Method

Meeting	Teacher's Activities	Students Activties
1	Step 1. Teacher greet the students to open the class Step 2. Give pre-test	1. The students give their respond to show their politeness 2. Do the pre-test
2	Step 2. Treatment 1. Teacher explains the topic (based on the textbook) 2. Teacher shares the handout or worksheet 3. Teacher asks the students to understand about the text	1. Students pay attention to the teacher's explanation about the material 2. Students read the worksheet by individuals 3. Students try to comprehend the text
3	Step 3. 1. Teacher gives the text base on the material 2. Give post-test	1. Listen to the teacher direction 2. Do the post-test

3.4.3. post-test

The post-test given after treatment, both of groups had the post-test. It is aimed to knew the students reading comprehension after treatment. It was given to knew the difference scores of both of the groups and to knew the contextual guessing technique affected the students reading comprehension.

3.4.4 Scoring the Test

After finish doing there steps above, the writer counted the score of the students. fifty items of multiple choice test were given to the students. It consisted four namely a, b, c, d, should be answered for 30 minutes before the end of meeting. In scoring the test, the cumulative score range is from 0-100 counting the correct answer scoring and applying this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S= Score number of the test

R= Number of the correct answer (s)

N= Number of the question

3.5 The Technique of Analyzing Data

To prove the hypothesis in this research, the writer was done the data analysis follows the procedures:

1. Tabulating the data for experimental and control group
2. Comparing the students scores between pre-test and post-test by using t-test formulate.
3. Making the conclusion

The formula of the t-test is :

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2}\right]\left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

where:

t= the mean of experimental group;

Mx = the mean of control group;

dx^2 = score of experimental group

dy^2= score of the control group

Nx = number of experimental group

Ny = number of control group

3.6 The Validity and Realiability of the Test

3.6.1 The Validity of the Test

Validity a test is valid if test what it is supposed to test, would be given consistent result (Hammer 2003:322). According to Arikunto (2014:168) states the validity is measurement which shows the levels of the instruments validity. An insstrument can be said valid if it can measure what is supposed to be measured. Thus by applied content validity, the writer would be known whether the test items are valid or not the behavioral objectives.

There are several different types of validity: content, construct, concurrent and predictive validity. This study was applied content validity, which concern how well the test can measure the subject matter and to be an outcome during the instruction period.

The content validity is the degree to which a test measures and intended content. The content validity of the test must show that the test can represent all the material and objective to be obtained by the students.

Content validity which the items of the test are representative both the content of curriculum and behavioral adjectives are not classified into knowledge, comprehension, application, but into literal, interpretative, critical, and creative. It is noted that reading comprehension instruction was depend upon comprehension, and it can be as divides as mentioned before.

3.6.2. Reliability of The Test

Reliability refers to consistency of the measurement. According to Kahn, (2006:289) stated that, "Reliabiity test is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently. " Reliability is a necessery but not sufficient condition for validity. That is, a test must be reliable for it to be valid, but a test can be reliable and still not be valid. The test is reliable when it can show stable outcome.

According to Arikunto (2014:22) reliability is the quality of consistency that the instrument or procedure demonstrates over a period of time. If the test is administered to the same candidates on different occasions, then to the exam that it produces differing results, it is not reliable. The test in thi study use reading test form.

Reliability is another characteristic of a well-constructed achievement. The reliability of the test is calculated by using Kurder Richardson (KR-21).

The formula as follow:

$$(KR21) = \frac{k}{k-1}(1 - \frac{M(K-M)}{KS2})$$

Where:

KR21 = Reliability of the test

K = number of test item

M = mean of the score

S^2 = the square of standart deviation of the score

The value of coefficient correlation will b categorized in the following criteria by Arikunto (2014:187)

Where :

0.0-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81- above = the reliability is very high