

**THE EFFECTIVENESS OF USING CONTEXTUAL GUESSING
TECHNIQUE IN IMPROVING STUDENTS READING COMPETENCE
OF THE SECOND YEAR STUDENTS OF MA GUPPI SAMATA
KABUPATEN GOWA**
(An Experimental Research)



**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**
2015

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A thesis

*Submitted to the faculty of Teachers Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

By

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO

“A large part of virtue consist in good habits”

(Barbara Paley)

I dedicated this thesis for my beloved Parents

and all the people in my life who love me

Thank you.....



ABSTRACT

MUH. IRFAN, 2015. *“The Effectiveness of Using Contextual Guessing Technique in Improving Students Reading Competence of The Second Year Students of MA GUPPI Samata Kabupaten Gowa”*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Sulfasyah and Awalia Azis).

This research aimed to find out the students' reading competence. Subject of this research is class XI of SMA GUPPI Samata Gowa.

To find out the improvement, the researcher used an Experimental Research and using Contextual Guessing Technique. The subject of this research was the eleventh grade students of MA GUPPI Samata Gowa which consist of nine classes. The subject was taken by cluster random smpling technique. The sample was 30 students of XI A as the experimental group and 30 students of XI B as the control group.

Therefore, the data were analyzed quantitatively by using T-test for independent samples. The result of the data analysis shows that the use of Contextual Guessing Technique in students' Reading Competence was more effective than conventional way. It was indicated by the significant difference between students who were taught by using Contextual Guessing Technique (experimental Group) and who were taught by using conventional way (control group). The students' mean score of the experimental group (79.78) is higher than the control group (71.60). It was proven by the value of T-test (4.64) which was higher than the t-table (2,000) with the level of significance (α) = 0.05 and degree of freedom (df) = 58. As stated in findings and conclusion the researcher concludes that use of Contextual Guessing Technique is effective instudents reading comprehension of the eleventh grade students of MA GUPPI Samata, Gowa.

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I dedicated this thesis for my beloved parents, **Dg. Samang and Junasari Dg. Tarring** for always give their prayers, support, and unfailing love untill this time. Therefore,

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g. Headmaster, vice master, English Teacher, and students of SMA GUPPI Samata
Gowa,

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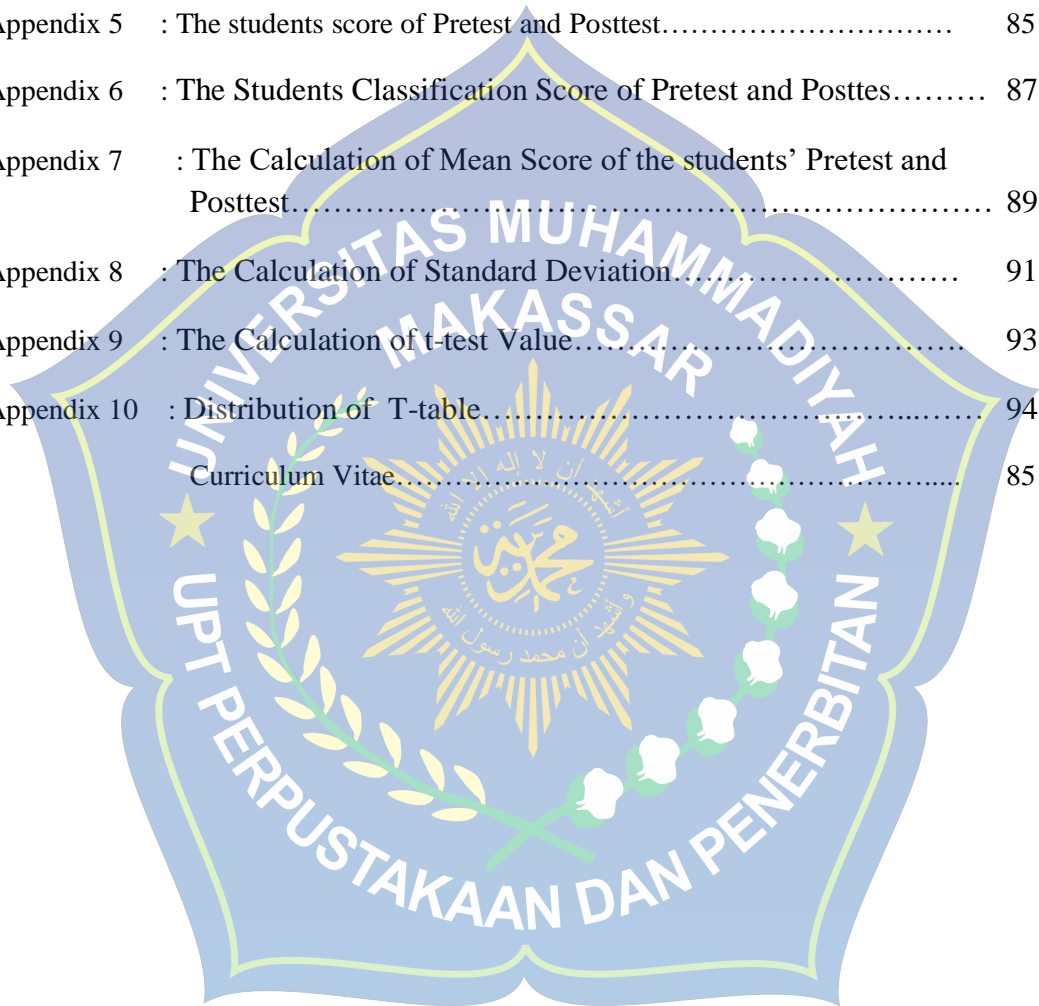
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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, the objective of the research, the significant of the research, and the scope of the research.

A. Background

In learning new language especially English there are four skills will take important roles. These skills can be divided into two main categories. They are productive and receptive skills. These productive skills consist of speaking and writing skill, while, the receptive skills consist of listening and reading skill. It can be seen that the most of English textbooks consist of those skills to measure the ability of the students in mastery of English. It suggests that all of the skills are the main parts in English learning process.

This research only focuses on one of the receptive skill that is reading. Reading has some important roles in our life. Through reading, people can increase their knowledge, enhance their experience, and solve their problem. In teaching and learning new language students especially can improve their vocabulary, grammar understanding, and some other aspects such as the ability in writing, listening, and speaking by reading.

Some experts have different definition about reading. It can be defined that reading is getting thought from the printed page (Good, 1973). In relation to the learning process, the language skill that is very useful in that matter above is

reading to get new information. Through reading students will gain new experiences exploring beyond space and time.

Reading is one of the most important activities in language classes Kirby (2007). It enables learners to work at their own pace and to increase their world knowledge. It also helps them consolidate their knowledge of language. Reading is a means of getting information from different sources including scientific and literary books and journals as well as the internet website.

Pepper (2005) state that good readers read quickly, effortlessly, and with automaticity. When they read aloud or silently, they read with tone and expression, inserting appropriate pauses, and emphasizing appropriate words. If students labor to decode words, then they do not have attention or mental resources left over to dedicate to comprehension and enjoyment, which means they are not really reading, only word calling. Therefore one of the primary goals of reading instruction should be to enhance fluency.

While Kolers (1968) and Smith (1985) indicate that the reading process involves visual information (seeing the text) and non visual information (processing the visual stimuli in the brain). Indeed, the reader picks up visual information through his eyes; however, he also has to employ the non visual information during the reading process. The non visual information includes the process of thinking or predicting the meaning of some words in reading text.

In language teaching and learning reading experience we could find some problems. A problem which is very often faced by teachers and the students is many students spend their time to read without comprehension. This problem

show their competence in reading is still less. It can be caused by some factors for example when the students learn reading in the class they are not practiced to comprehend the text without looking at dictionary. They also give much time finishing their exercise according to their reading. In contrast when the students take a reading test they are in conditions which don't allow them using dictionaries, glossaries, digital dictionary or any other reference such as in mid, final, and national examination. They also have limited time to read the reading text, while the reading text contains many difficult words.

The problems in reading above are probably experienced by students in some of the schools where English as Foreign Language subject is taught. One of them is MAGUPPI SAMATA KAB GOWA. According to an observation conducting in January 2011, some students sometimes still difficult to comprehend what they read because there are some difficult words, phrases or sentences. If they find some difficult words in reading passages, they become hopeless and don't want to continue their reading. Sometimes also they feel bored with the reading material because it consists of many difficult words.

The problem needed to be solved and there were some techniques of reading have been introduced. One of the valuable reading strategies to solve the problem is 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 predictions about their relationship to one another. In addition, the

students may possibly know how to use the certain word while it has different kinds in the sense of different parts of speech and uses. For example:

- 1) The boy who is called Faizal can speak English well.
- 2) My sister keeps a lot of cans in her house.
- 3) NurAfni cans the fish and put it into refrigerator.

The word 'can' in the example above has different kinds of speech and automatically has different uses and meanings as mentioned previously. In the first sentence the word 'can' is as modal auxiliary and means 'be able to'. In the second sentence, the word 'can' means 'tin' or 'container'. The last sentence, the word 'can' is as a verb and means 'put into container'.

By using this technique the students are able to minimize the reading problem they faced. This technique is capable of making them to be sensitive toward the words that exist around the difficult words they found to find their meaning. They must realize that stopping reading or just memorizing without understanding a reading text is not a good completion. They should re-consider the next words or sentence of difficult word because sometimes the meaning of the words or phrases appears in the next sentences.

Based on the reason above the writer interests to conduct a research under the title “The *Effectiveness of Using Contextual Guessing Technique in Improving Students’ Reading Competence of the Second Year Students of MA GUPPI SAMATA KABUPATEN GOWA.*

B. Research Question

Based on the background above, the researcher formulated the research question as the following:

“Is the use of Contextual Guessing Technique effective to improve students’ reading competence at the Second Year Students of MAGUPPI SAMATA KABUPATEN GOWA”.

C. The Objective of the Research

On the basis of the above mentioned problem, it can be stated that general objective of this research as the following:

“To find out whether or not the use of Contextual Guessing Technique is effective in improving students’ reading competence at the Second Year students of MAGUPPI SAMATA KABUPATEN GOWA.”

D. The Significance of the Research

The writer expects that this research may give some significance both theoretically and practically.

1. Theoretical significances

- a. The result of this research is expected to be useful information in learning and teaching process to improve the quality of education, especially in reading competence.
- b. The result of this research is expected to be fruitful information for future researchers who will conduct the same research.

2. Practical significances

- a. This research may improve students' reading competence by recognizing the result.
- b. This research may give understanding about the problems experienced in teaching reading to students.

E. The Scope of the Research

This research discusses about the effectiveness of the using contextual guessing technique in improving students reading competence at the Second Year Students of MAGUPPI SAMATA KABUPATEN GOWA. By discipline, this research is under applied linguistic. It deals with teaching and learning English. In this research, the activities are restricted by reading some type of texts or passages, vocabulary and to guess or comprehend unknown words in each reading text by utilizing context clues.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the previous findings, some pertinent ideas, theoretical framework, and hypothesis.

A. Previous Findings

Several studies have been done and reported by many language teachers and researchers which have purpose to improve English skills, especially in reading skills.

Bahman and Hayati (2009) had conducted a research investigating the effect of reading comprehension strategies, namely, contextual guessing and gisting on second language students' ability in comprehending multiple choice cloze passages. The result of the research revealed that contextual guessing reading strategy was more effective than gisting in comprehending multiple choice cloze passages.

Yang Na, M.A (2009) on research entitled "Context Clues and Contextual Guessing" stated that the effects of context clues and English proficiency in contextual Guessing are significant enough to be considered when college English teachers are designing the question items of lexical guessing in that can help to enhance their reading comprehension.

Bill Fagih in Al-Tamimi(2006) conducted a study under the title the frequent problems faced by Yemeni secondary School Students in Reading comprehension" found that the students had exhibited glaring weaknesses in basic

reading skills such as skimming, scanning, and guessing the meaning of new words from their context. In his analysis of the data the students had also manifested serious deficiencies in discourse-based reading skills such as recognizing text organization and identifying cohesive devices.

The readers will use a variety of strategies when they encounter new words in reading including “ignoring unknown words”, “consulting a dictionary”, “writing them down for further consultation with a teacher” and “attempting to infer their meanings from context”, etc (Fraiser, 1999; Harley & Hart, 2000; in Yan Na (2009). Among them, contextual guessing has been found to be the most widely used and enjoy the highest popularity among second language learners. In contrast, other strategies were used at a lower percentage (Fraser, 1999; Paribakht & Wesche, 1999; Lin Jian, 2006; Tao Xiao-qiu, 2008 in Yang Na, 2009).

Ozek's (2006) research revealed that one of the most effectively employed strategies was guessing the meaning of a word from the context. Therefore, the results of this study matched Ozek's findings which sized those cloze passages need to be completed through guessing reading strategy.

Another claim in support of the guessing strategy is that it involves generalizeable skills of interpreting surrounding text, predicting, and testing predictions while reading, which enhance reading skills as a whole (Coady and Nation, 1988; Liu and Nation, 1985). In addition, guessing has been advocated instead of dictionary use because stopping to use a dictionary interrupts the flow of reading (Brown, 1972).

By contextual guessing readers can identify important words in reading and can in fact make semantic predictions about their relationship to one another (Brown, 2001).

Based on the previous research findings above, the writer can conclude that the use of contextual guessing technique can be the effective way to comprehend unknown words in reading texts. The writer tries to use contextual Guessing in MA Guppi Samata Kabupaten Gowa especially for the second grade students because according to an observation conducting in January 2011 their ability in comprehending the unknown word is low and they need a technique or strategy to solve this problem which can be faced by them in final examination.

B. Some Pertinent Ideas

1. Reading

a. Definition of Reading

Reading has been defined as a process of thinking, evaluating, judging, imagining, reasoning, and problem-solving (Henry Nelson, 1948). While, Gray William (1948) identifies four steps in reading act: perception, comprehension, reaction, and integration. Perception is the ability to pronounce the words as a meaningful unit; comprehension is the ability to make individual words construct useful ideas as they are read in context; reaction requires judgmental action that is a feeling about what the author has said; and integration is the ability to assimilate the idea or concept into one's background of experience so that it is useful as part of the total experience of the individual.

Mackey in Mukmin (2011) said that reading as an active process where the reader forms a preliminary expectation about the materials and selects the fewest, most productive cues necessary to confirm or reject the expectation. Therefore, reading involves interaction between thought and language, closely relating the readers' background knowledge and the information states in the text.

Ryan and Semmel (1969), Yorio (1971), and Smith (1988) explain that reading is a sampling, prediction, testing, and confirming process. Prediction is not meaningless or reckless guessing. The reader brings his expectations to the text, and his expectations lead him to some hypotheses or prediction about what is likely to be seen. Since reading is a guessing game, reading is a process of sampling the fewest informative cues from the print. After the sampling process, the reader needs to put his guesses or hypothesis to the test to match or confirm his predictions for appropriate meaning which is provided by the text.

According to TianyingQian(2005: 14) Reading is a cognitive process. It starts with perception. It requires perceptual learning of many things and it ends up as a conceptual process. This means that reading is more than reconstruction of the author's meanings. It is the perception of those meanings within the total context of the relevant experiences of the reader.

Miles, et. al. (1978: 85) argues that reading is an important skill in academic study because most of the useful information is written in textual

materials. To his assertion, a person who belongs to academic study, he must be good at this skill in order that he will be able to gain much information for his scientific advancement.

Reading is not only simply spelling word by word in a sentence. Moreover, by reading or reader is expected to be able to comprehend the ideas conveyed by the researcher through written text and get a message from what he or she reads. Reading is a process of getting a message from a text, and extracts the information from the text as efficiently as possible

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated (Wikipedia, 2010).

Reading is not merely a receptive process of picking up information from the page in a word-by-word manner (Grabe, 1991). Rather, it is a selective process and characterized as an active process of comprehending. Therefore, non-English-speaking readers find it important to employ reading strategies to read English texts more effectively.

According to Grabe (1991) effective reading is rapid, purposeful, comprehending, flexible and gradually developing. So, reading is a very complex process, and this is what drives many researchers to attempt to understand and explain its process. Reading comprehension tasks are chosen to be studied in this study since the most important thing that

students can use to communicate with an English language society is through reading.

Finally, the writer can conclude that reading is a complex, complicated and fully concentrated activity to understand the content of the text and to get information. It can be showed that reading is not only looking at word in the form of graphic s symbols but also attaining meaning from word to word or line to line to understand what we read to become the result of comprehension ability.

b. Types of Reading

The types of reading will be determined predominantly be the purpose for the reading. Maxwell (2011) and Batia (1981) deviding some important categories, they are:

1) Skimming Reading

Skimming reading is reading rapidly for the main points. The eyes run quickly over the text to discover what is about, the main idea, and the gist. Thus, skimming occurs in the following.

- a) When the readers look quickly at the contents page of book or at the chapter headings, subheading, etc. This is sometimes called previewing. Another example is when the readers glance quickly through newspaper to see what the main item of the day is. This will often mean just glancing at the headlines.
- b) When the readers go through a particular passage such as a newspaper article merely to get the gist.

2) *Scanning Reading*

Scanning reading is reading rapidly to find a specific piece of information. Here the reader is on the lookout for particular items he believes in the text; for example, the name of the scorer in a football report. Again it is fairly fast reading with instant rejection of all irrelevant data, perhaps most of the text.

3) *Intensive Reading*

Intensive reading is used to teach or practice specific reading strategies or skills. It is also called study reading. This involves close study of the text. As the amount of comprehension should be high, the speed reading is correspondingly correct. Intensive reading is associated with short texts used to make students explore the meaning and get familiar with the writing mechanisms. They are used to practice or focus on specific lexical, syntactical or discourse aspects of the target language or to practice a selected reading strategy.

4. *Extensive Reading*

Extensive reading is reading a short text for detailed information reading longer texts for pleasure and needing global understanding. Extensive reading is an individual activity that can be not only in class but also at home. It helps students to find their way to be independent. Learners can be allowed to select their own reading materials according to their interests and level of language they have.

5. *Reading Aloud*

It is kind of reading that expressed orally every word in the text. It aims to prove the students ability in pronouncing the words, stressing the new words, and producing a good intonation about every sentences in the passage. Through reading aloud, there are advantages thinks the teacher can gain. Namely teacher can evaluate how far his students competence in pronunciation, word stress and sentence intonation

c. **The Aspects of Reading**

1) *Visual Sensory Aspect*

The reader must be able to focus their eyes on a text. Eye movement during reading is considered to determine reading speed and comprehension. a reader makes stops or even regression in order to reach the words and phrase.

2) *Perceptual Aspect.*

Perceptual involves interpretation of the sensory that reach the brain. When reading process occurs, the brain receives visual sensation of words and phrases from the text being read. It recognizes and gives meaning to these words and phrases and relates them with the reader's background knowledge of text- content.

3) *Sequential Aspect*

The material written in English generally appears on a page in a left to right, to bottom sequence. Reader's eyes must follow this sequence when reading.

4) *Thinking Aspect*

In order to comprehend a text thoroughly, a reader must be able to use the information to make inferences and read critically and creatively. This involves thinking process.

5) *Associational aspect*

Reading depends upon a number of types associations. A reader learns to associate objects and ideas with spoken words and then spoken words with written words.

6) *Learning Aspect*

Reading is a complex act that must be learned. It is a mean by which further learning takes place. In other words, learn to read and read to learn.

d. Teaching Reading Strategies

Reading is not merely a receptive process of picking up information from the page in a word-by-word manner (Grabe, 1991). Rather, it is a selective process and characterized as an active process of comprehending. Therefore, non-English-speaking readers find it important to employ reading strategies to read English texts more effectively. According to Grabe (1991), effective reading is rapid, purposeful,

comprehending, flexible and gradually developing. So, reading is a very complex process, and this is what drives many researchers to attempt to understand and explain its process.

Effective language teacher shows students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include:

- 1) *Previewing*: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- 2) *Predicting*: using knowledge of the subject matter to make predictions 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
- 3) *Skimming and scanning*: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- 4) *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
- 5) *Paraphrasing*: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- 1) By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- 2) By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- 3) By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- 4) By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.
- 5) Predicting: using knowledge of the subject matter to make predictions 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.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

2. Contextual Guessing

a. The Definition of Contextual Guessing

In order to have a clear concept about contextual guessing strategy, we firstly have better to know what actually the *context* itself. Some Experts have each definition of context as follow as:

- 1) Cherped (1984: 45) in Wahyuni (2010) defines that context is a sentence; paragraph or larger unit of writing that surrounds a word and determine its meaning. The context can provide the way of unknown word.
- 2) McWhorter (1993: 225) in Wahyuni (2010) states that context is the part of written or spoken language in which a word occurs, surroundings.
- 3) Gambrel and Headley (2006) in Jessie (2009) say that context refers to the words, sentences and paragraph that occur before and after an unknown word in a text.
- 4) Good (1973: 225) in Syamsiah (1998) explains the definition of context. He stresses that context is the textual material in which a particular word, phrase or statement is found may apply to written and spoken material.

- 5) Hornby (1974) points out that context are word come before and after a word, phrase, statement, etc helping to show what its meaning.

From various definition of context above, the writer also quoted some definitions of contextual guessing.

Aspatore (1984) in Bahman (2008) stated that contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary, to 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.

Contextual guessing is the important skill used by most readers in attacking new words (Qian, 2005: 15). It is the technique of finding the meaning of an unknown word through its use in a sentence and is known as context identification, or the use of context clues. It is closely related to comprehension and this is one of the most practical skills students learn.

Of all the reading strategies commonly recognized today in both First and second language reading, arguably the most widely studied and encouraged is the guessing of the meaning of unknown words from context (hereafter referred to as the "guessing strategy"). It has a long history of research relative to first language reading in and schema theory, which are now widely accepted in English as Second Language and English as Foreign Language circles. This is especially English (Johnson and Bauman, 1984). Justification for applying it to second language reading has come from cognitive science models of reading true of models

that emphasize top-down processing, with Goodman's (1967) famous characterization of "reading as a psycholinguistic guessing game" as probably the most influential.

Based on the definition of the contextual guessing above the writer can conclude that the definition of contextual guessing is one way to know the meaning of difficult word in the reading passage or sentence without using dictionary, to use contextual clues to guess general meaning of the word.

b. The Kind of Context

Broer in Rahmaddin (2009:14) points out that there are two main types of context as follows:

1) Verbal Context

We rarely find the words in isolation when reading a book, magazine, newspaper, and etc. Even when we read a smaller scope as phrases of sentences, we usually find they are surrounded by other words. These surrounding words make up that so called "verbal context" of word. When a word is unknown or unfamiliar the verbal context can provide to its meaning. For example:

"After seeing the picture of starving children, we all felt *compassion* or pity for their suffering.

The word "compassion" is not a common word and quite likely students do not know it. But the words "pity for their suffering" along with the words, "compassion" means "rasa kasihan/ keharuan".

2) *Physical Context*

Physical context covers events or object in the students is talking about. The Physical context always helps to differentiate words of different meaning and origin that are spelled and pronounced the same. Keeping the physical context in mind will help the student to know the meaning of word the writer intends. For example:

“She doesn’t think to put her money at the *bank*. Her home is so far from city.

“She is standing by river *bank*. She is waiting for her father.”

The word “bank” at the first sentence certainly refers to “financial institution”. Likewise, the second sentence refers to “the edge of a river”. Surely, then, the context determines the meaning as Boer (1982) suggested that keeping physical context in mind will help students to know which meaning of word the writer intends.

c. **Using Context Clues in Guessing**

James and Stewig in Syaharuddin (2003: 15) explain that an effective way to develop our guess the meaning of unknown word is by using context when we read and we can do this when we heard the words that we do not know about their means. Notice how the word is used. Then try to substitute a word in a place of unknown word that may help us to find a synonym for the words. People often give clues to the meaning of difficult words they use.

Students who are able to use context clues will be easy to guess the meaning of unfamiliar words which they found when they are reading. Wello in Rahmaddin (2009:8) defines context clues as words from other portion of a sentence or paragraph that help to explain the meaning of the difficult words. While McWhorter (1992: 336) states that context clues is the words around unknown word that contain clues to its meaning.

James and Stewig in Syaharuddin (2003: 12) contribute the use of context clues into four types as follow:

1. A definition within one sentence or following it.
2. A synonym near the difficult word.
3. A comparison that help to explain the word through similarly or contrast.
4. A summary in which the meaning of the difficult words in clarified.

In addition Gilbert (1988: 81) explains the use of context clues to develop our capability to guess the meaning in reading as follow:

- 1) Using definition as context clues

If begin to look for these definitions and mark them in textbooks, we will learn many terms that ask you read example: reread the first sentences of the preceding paragraph and mark the definition of words context if you have already done. Sometimes the sentences are the new word, but the definition often precedes or follows in a different sentence.

2) Using detail and example to make educated guess

If you cannot determine the meaning of a word by analyzing its context, you can take an educated guess. Rule out what you can and you will still develop a good vocabulary even if you do not guess the correct meaning.

3) Using signals in details an example to help with new word.

You should apply what you have learned about signal for definition or synonym as you read the details and example in each sentences or paragraph in your text. Then this explanation will help you to build up your reading comprehension.

d. The Types of Context clues

In English lexicology, Zhang (2007) has summed up eight types of context clues namely: definition, explanation, example, synonymy, antonymic, hyponymy, relevant details and word structure. Among them clues of definition, explanation, example and relevant details are all about the specific functions of clues. That is, they define, explain or illustrate the new word directly. That is, they define, explain or illustrate the new word directly. Or they provide some related information about the meaning of the word concerned indirectly. Synonymy, antonym, and hyponymy resort to the sense relations between clue words and the target words. Word structure concerns the form of the words in question, and therefore, this type of clues is more frequently found in derivational words and compound words.

McWhorter in Rahmaddin (2009; 15) contributes six types of context clues that can be used in determining the meaning of word. The types of clues provide certain signals of clues for looking for when a reader becomes stuck on other unfamiliar words or difficult words. The four basic types of context clues are as follows:

1. *Definition Clue*

Definition Clue is a statement of the meaning of new term. A writer gives a brief definition usually in the same sentence as the word being defined. Sometimes a writer indirectly defines a word immediately following its use. Usually the writer does this when he/she suspects that some readers may be unfamiliar with the new term or concept.

A writer will include a formal definition at the types you might find in a dictionary in this case the meaning of words will be started directly, at the other times a writer may formally restate the idea or often a synonym a word that mean the same thing. Synonyms may be a single word or short phrase that is substitute for a variety of related words expressing similar meaning. A difficult word in sentences often has a synonym occurring in the same sentences or in the text.

Example:

- a. *Ethnology* is the study of the behavior of animals and human in their natural setting.
- b. *Induction* refers to the process or reasoning from the general to the specific one.

c. *The dictionary* is a book in which the meaning of words can be found.

2. *Synonym clue*

The author include synonym clue to help readers understanding the meaning of a word. A synonym is a word that means the same as or nearly the same as other word. For example: “After seeing the picture of the starving children, we all felt *compassion* or pity for their suffering.”

3. *Example Clue*

Example clue clarify or illustrate the important concept and ideas. If we are unfamiliar with the word or concept, we can figure out the meaning of words by studying the examples. The example is signaled by certain words and phrases. Such as *and including* are used here. Other common signals are *for instance, to illustrate, for example*.

- a. Dian experienced many *traumas* during early childhood including injuring in auto accident, the death of her grandmother and the divorces of their parents.
- b. Collecting *demographic* data on potential consumers including are marital status, residence and income is an essential part of market research.

4. *Contrast/antonym Clue*

Contrast clue are words or phrases that provide opposite meaning of unknown word. Thus hint to the true meaning of that word.

When this type is used, the readers realize that the word must mean the opposite which is used by the writer.

Example of the Contrast or antonym clue :

- a. My sister is clever but my brother is *stupid*
- b. John is thin but George is *obese*
- c. He is very diligent but his son very *lazy*

5. Inference Clue

Inference clue force the reader to use rationale or reasoning skill in order to figure out the meaning of unknown word. Even though the word is not directly defined. The readers can logically reason out the meaning using the information provided in the context:

- a. My father is *versatile* man. He is a successful business man, sport man, and sport car mechanic.
- b. In *wind instruments* such as trumpet, sounds are emitted directly by the vibrations o air columns in the instrument.
- c. No one believes that particular news paper because it famous for printings *canards*.

6. Summary Clue

At times, an unfamiliar word is explained in summary form. The unfamiliar words appear to wrap up a whole situation. A reader can reason out the new words' meaning because he knows the circumstance that the new word is summing up. Occasionally, the circumstance that the word sums up is encountered before the unknown word.

C. Theoretical framework

Theoretical framework is given in the following diagram:

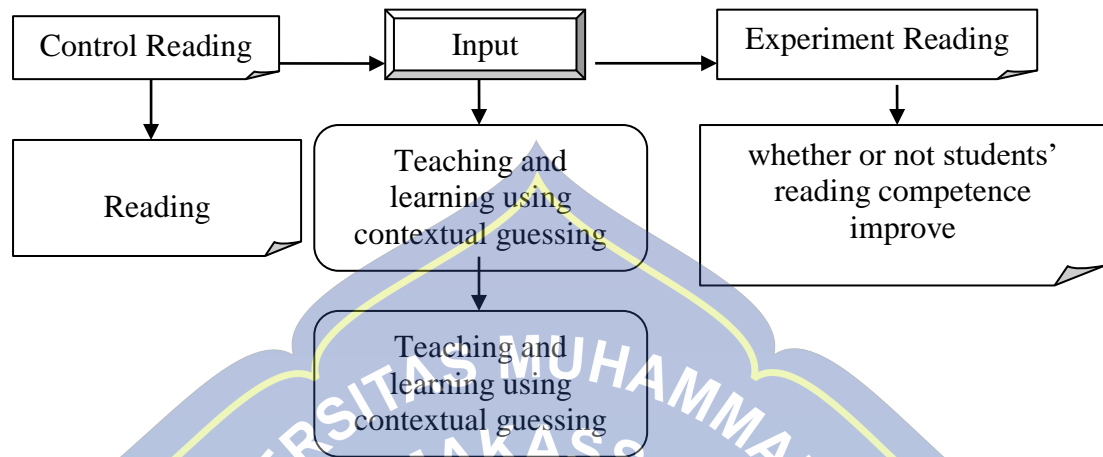


Figure 1. Theoretical Framework

- Input** : The term input in the diagram above refers to the reading material. It is used sentences or passages which are consist of unknown words.
- Process** : The term process in the diagram above refers to activities during teaching leaning process.
- Output** : The term output in the diagram above refers to the result of using contextual guessing in reading comprehension.

D. Hypothesis

This research formulates the hypothesis as follows:

1. H_o = the use of contextual guessing technique did not significantly improve the students' reading comprehension
2. H_i = the use of contextual guessing significantly improved students' reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design, variable and their operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The method applied in this research is a quasi-experimental design. It means that the writer uses two different classes, one class as a control group and other as an experimental group. Both of the groups work on the same reading materials, the difference only the focus of the study. The teacher conducted contextual guessing technique as reading comprehension strategies for the experimental group while the control group receives conventional reading technique or strategy.

In this research both the control and the experimental group will give pre test, treatment, and post test. The research design can be seen in the following diagram:

G_E	O_1	X_1	O_2
G_C	O_1X_2	O_2	

Figure 2. Research Design

Where:

G_E = the Experimental group

G_C = the Control group

O_1 = the Pre-test

O_2 = the Post-test

X_1 = the treatment by using contextual guessing technique

X_2 = the treatment by using conventional technique

(Mukarramah, 2007)

B. Variable and Indicator

1. Variable

This research employ 2 kinds of variables:

- a. Independent variable teaching English Reading using contextual guessing technique.
- b. Dependent variable is students' reading competence.

2. Indicator

In this research there are some essential points define briefly as follows:

- a. Contextual guessing is the technique of finding the meaning of an unknown word through its use in a sentence and is known as or context identification, or the use of context clues.
- b. The student's reading competence is the ability of the students in reading after applied contextual guessing technique toward the second grade students of MA Guppi Samata Kab Gowa whether it is improve or not.
- c. Reading is one of important skills in learning English which is contextual guessing technique can be apply.

C. Population and Sample

1. Population

The population of this research the Second Year Students of MA GUPPI SAMATA, GOWA Academic Year 2013/2014 in Gowa regency, especially science and social classes.

2. Sample

In this research the writer apply cluster random sampling to determine a sample. It might be the possible method of selecting the sample of this research because of reminding that the population is too big that is it consists of four classes or 120 students and the researcher was quite unable to obtain a list of all the members of population. Also, the researcher didn't have any special requirement to select individual participants as she may like. The other reason is it is easier to obtain permission to work with all the students in some classes than to work with few students in many classrooms.

So, the researcher will choose two of the classes randomly. Each class has the same opportunity to be select by the researcher. The total sample of this research is 60 students, where are Class XI A (30 students) and Class XI B (30 students).

D. Instrument of the Research

The instrument of this research an objective or multiple choices reading test. The test conducted twice namely pretest and post-test. The test consist of 30 items and conduct twice namely pretest and posttest.

E. Procedure of Collecting Data

The procedure of collecting data in chronologically perform as follow as:

1. Pre-test

The pre-test give toward two different classes before the treatment. It aims at finding out the students' prior knowledge and the students' reading competence before applied the contextual guessing technique. The result of this pre-test use to determine the experimental and control group. The class higher mean score the control group and the class less mean score the experimental group.

2. Treatment

The next step the treatment. The experimental class treat by applied the contextual guessing technique in reading comprehension; while the control group apply conventional reading techniques at the school. The treatments carry out into 3 meetings. At the first, especially for the experimental group the teacher explain about contextual guessing technique itself. The next the writer try to use this technique by giving practice and exercises. The writer could prepare some passages in a piece of paper that will be distributed to the students. The writer then ask the students to read the passages carefully and ask them to figure out the meaning of difficult words that they found by using context guessing technique.

3. Post-test

The post-test conducted to find out the students' reading competence after applying contextual guessing technique. The test was the same as the pre-test that consists of 30 items multiple choice tests. The test give both experimental and control group. The result of processing data use to verify the truth of research hypothesis.

F. Technique of Data Analysis

Technique of analyzing data used in this research is descriptive statistic and inferential statistic.

1. Descriptive Statistic

Descriptive statistic is a set of brief descriptive coefficients that summarizes a given data set, which can either be a representation of the entire population or a sample. The measures used to describe the data set are measures of central tendency and measures of variability or dispersion.

Descriptive statistics are use through out data analysis in a number of different ways like descriptive statistic analysis aims to describe the effectiveness of using contextual guessing through the description of score distribution characteristic of students' reading achievement both the students whom were taught using contextual guessing technique and using conventional activities in reading.

The result of the test will be analysed quantitatively. The procedures take perform as follows:

- a. Scoring the students' answer

$$Score = \frac{Students' correct answer}{The total number of items} \times 10$$

- b. Classifying the students' scores as follows:

No.	Classification	Score
1.	Very good	86 - 100
2.	Good	71 - 85
3.	Fair	56 - 70
4.	Poor	41 - 55
5.	Very Poor	≤ 40

(Depdiknas, 2005)

- c. Computed the frequency of the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency of item

N : Total sample

- d. Finding out the mean score of the students' pretest and posttest by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum X$ = Total of square score

N = the number of sample

(Gay, 2006: 320)

- e. Finding standard deviation of students' posttest both experimental and control group by applying this formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where:

SD = Standard Deviation

$\sum x$ = The Sum of all score

$\sum x^2$ = The Sum square of all score

N = The Number of Students

(Gay, 2006:321)

2. Inferential Statistical Analysis

Inferential statistical analysis use to test the research hypothesis with t-test. Before testing the hypothesis we test the basics of analysis formerly, the test for normality and homogeneity tests.

a. Normality Test

Normality test use to determine whether the samples are normally distribute or not. Normality test carry out on learning outcomes of students both in experimental and control group.

Testing the normality of students' learning outcomes data use *Statistical Package for Social system Science* (SPSS) version 15.0.

Learning outcomes of the population will have normal distribution if sig (2-tailed) $> \alpha$ with significance level $\alpha = 0.05$.

b. Homogeneity Test

Testing homogeneity of learning outcomes data also used *Statistical Package for Social system Science* (SPSS) version 15.0. The testing criteria used was $\text{sig} < \alpha$ where significance level $\alpha = 0.05$.

c. Hypothesis Testing

Inferential statistical analysis use to test hypotheses using t-test with the following formula as follow as:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

\bar{X}_1 = the mean score of experimental group

\bar{X}_2 = the mean score of control group

SS_1 = the standard deviation of experimental group

SS_2 = the standard deviation of control group

n_1 = the number of students of experimental group

n_2 = the number of students of control group

Where:

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{n_1}$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{n_2}$$

(Gay, 2006: 349)

The research hypothesis verified in this research was:

1. $H_0: \mu_1 = \mu_2$ (no difference)
2. $H_1: \mu_1 \neq \mu_2$ (any difference)

The verifying criteria is if $t_{test} > t_{table}$ means H_0 is refused and H_1 is receive. It shows there is a significant difference between the control groups and the experimental group students' achievement. Conversely, if $t_{test} < t_{table}$ means H_0 is received and H_1 is refused, means that there is no difference between the control group and the experimental group. The verifying criterion use in this research would be *Statistical Package for Social Sciences (SPSS)*.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion about the findings. The findings consists of the result of data collected through multiple choice reading test while the discussion covers more detail of the findings.

A. Findings

The findings of the research cover the description of the result of data analysis about the students' reading competence through using contextual guessing technique which was collected from 30 students in each of control and experimental group by using multiple-choice test. These tests was given as pre-test and post-test as the researcher stated in chapter 3.

The researcher collected the data through pre-test that aimed at knowing the students' reading comprehension before giving treatment. And at the last meeting, the researcher gave students post-test in order to know the students reading comprehension after giving treatment of the second year students of MA Guppi Samata Kab Gowa. The result of data analysis can be seen as the following as:

1. Descriptive Statistic Analysis Result

The result of students' classification and frequency distribution score both in the experimental and control group is presented in the following data:

Table 1.1. Students' Classification and Frequency Distribution Score of Experimental and Control Group

Classification	Score	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		F	P (%)	F	P (%)	F	P (%)	F	P (%)
Very Good	86 – 100	0	0	7	23.33	0	0	0	0
Good	71 – 85	0	0	19	63.33	4	13.33	22	73.33
Fair	56 – 70	15	50	4	13.34	19	63.33	8	26.67
Poor	41 – 55	14	46.67	0	0	5	16.67	0	0
Very poor	≤ 40	1	3.33	0	0	2	6.67	0	0
Total		30	100	30	100	30	100	30	100

Table 1 shows the students' classification and frequency distribution score both experimental and control group in pretest and posttest. In experimental group, the students' pretest score was very low. It can be seen from the table that there were no students has very good and good score, however there were 15 students 50% got 'fair' score, 14 students (46%) got 'poor' score, and 1 student (3.33%) got 'very poor' score. Fortunately, in posttest, there was an improvement of students' score. There were 7 students (23.33%) got 'very good' score and 19 students (63.33%) got 'good' score, only 4 (13.34%) students got fair score and there were no students got 'poor and very poor' score.

In pretest of control group, there were no students got 'very good' scores. The table 1 shows that there were 4 students (13.33%) got 'good' scores, 19 students (63.33%) got 'fair' score, 5 students (16.67%) got poor score and 2 students (6.67%) got very poor 'score'.

From the data above the researcher concludes that the students' rate percentage in posttest was higher than the rate percentage in pretest. Experimental group score was also higher than control group score in posttest. It means that there was a significant improvement or the students' reading competence in Experimental group after giving treatment.

The improvement was also seemed when the researchers found the mean score and standard deviation of students' pretest and posttest both in the experimental and control group. The mean score and standard deviation of both of the group are presented as follow as:

Table 1.2. Mean Score and Standard Deviation of Pretest and Posttest

No	Group	Mean Score		Standard Deviation	
		Pretest	Posttest	Pretest	Posttest
1	Experimental	55.11	79.78	7.52	6.89
2	Control	62.14	71.60	10.60	6.61

The Table 2 shows for the experimental group, the mean score in pretest was 55.11 with standard deviation was 7.52 while the mean score in posttest increased to be 79.78 with standard deviation was 6.89. It indicates that the students' reading comprehension improve quite significantly after giving treatment by using card sort strategy. In control group, the mean score in pretest was 62.14 with standard deviation was 10.60 while the mean score in posttest to be 71.60 with standard deviation was 6.61. It indicates that the students' reading comprehension was improved but not significantly. It also means that the

students' reading comprehension before and after the treatment using card sort strategy is nearly the same.

a. T-Test Value

The t-test value of the students' performance is shown below.

To find out degree of freedom (df), the researcher used the following formula:

$$\begin{aligned} df &= N_1 + N_2 - 2 \\ &= 30 + 30 - 2 \\ &= 58 \end{aligned}$$

For the level significance (α) = 0,05 and degree of freedom (df) = 58

Table 1.3. T-test and T-table Value at Experimental and Control

No	Variable	t-test	t-table
1	Control	-2.89	2.000
2	Experimental	4.64	2.000

Table 3 shows that t-test value at pretest was -2.89 and t-table value was 2.000. In this case t-test value was smaller than t-table value ($-2.89 < 2.000$). Actually the t-test value of pretest was not used to determine the conclusion of this research because as the writer said in previous chapter that the result of pretest is only used to determine which one as experimental group and which one as control group. So, it was just to complete the data.

The t-test value of posttest was 4.64 and t-table was 2.000. In this case, t-test value was greater than t-table value ($4.64 > 2.000$). It indicates that the difference between those mean scores were statistically significant. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

B. Discussion

The discussion part reveals the data analysis interpretation related to the students' reading comprehension and card sort strategy. This part deals with the interpretation of the findings.

The pretest was conducted on June 4th 2015. The topic was taken from the material based on syllabus at the school that was narrative text. The researcher asked the students to answer the question on the multiple-choice test. Most students found the difficulties to comprehend the text especially about inferential level. Most of them gave wrong answers on the test, it showed that their reading comprehension were still low. Based on the students' problem in reading comprehension which had been appeared in pre-test, the researcher conducted treatment in four meetings.

The first meeting was on June 8th 2015. It was the first day for treatment in experimental group. The researcher conducted the first treatment by using contextual guessing technique. The researcher taught the reading comprehension by using contextual guessing technique. Firstly, the researcher explained about narrative text. After that the researcher explained the activity today (the use of contextual guessing technique), the researcher shuffled the text and distributed to students, made sure each students to guessing the meaning of unknown words the

found in the text or passage given. The students discussed with they group to found unknown words of each paragraph, each group presented their result of discussion, and the researcher gave multiple choice tests to the students. In the first meeting they are still lack guessing context in the text or reading comprehension.

The second meeting was on Juny 9th 2015. It was the second treatment, reading activity by using contextual guessing technique. The researcher still did the reading activity; but it use different topic, it was the second topic. The students being interested in the activity and they can answer the questions better than before. The researcher gave correction at the end of the lesson.

The third treatment was on Juny 11th 2015. The researcher used the two types of the text namely report and narrative. In this meeting students worked in pairs. Each pairs of the students got the two types of texts. Then the students were asked again to find some difficult word or unknown words in reading text given. After that, one member of each group had to write down the difficult words they found in the whiteboard. All of the unknown words on the white board were discussed. Then the students were asked again to guess the meaning of unknown words by using focusing on the context. Each group had to write down their guess result of the unknown words' meaning on the paper and answer the question included on the text. The researcher collected the students' paper and gave them chance to open their dictionary to adjust their guess. In this meeting their ability seemed improved, it was showed by their understanding after receiving contextual guessing technique. The students also could answer the questions very well.

Last meeting was on June 15th 2015. In using contextual guessing technique the researcher distributed the texts that its topic is different than before. after that they discussed and understood the meaning difficult words of the text. Each group presented their result of discussion. After all those activities the researcher collected the students' paper to check their answer . At the end the lesson, the researcher gave the chance to open their dictionary to adjust their guess.

Students' reading comprehension in guessing context the both groups had improved but experimental group was better than control group. In the first and second meeting, students' comprehension was still poor. In the third meeting, students' reading comprehension in control group improved very little only, while in experimental group students' reading comprehension improved significantly. In the fourth meeting, students' reading comprehension in experimental was better than control group.

On June 16th 2015, the researcher conducted the posttest as the measuring of what the students had learn. The researcher used the same reading comprehension in pretest as the test of this post-test. Post-test was given to both groups.

The data of this research showed that there was a significant difference of students' reading comprehension between control and experimental group after the treatment. Based on the results of the data analysis was performed with SPSS for windows 20 show the use of contextual guessing technique improve the reading competence of the second year students of MA Guppi Samata Kab Gowa. It

can be shown from the results of statistical analysis descriptive and inferential statistics.

Table 2 shows that descriptive statistics analysis for the pretest and posttest. The experimental class values obtained the mean value 55,11 while values obtained for the control class mean 62.14. After treated by using contextual guessing technique in improving students' reading competence of the experimental class and without using contextual guessing technique of the control class, obtained the values of student learning outcomes in posttest, for the experimental class at 79.78, while the mean value obtained for the control class at 71.60. This proves the improvement of student learning outcomes as seen from the mean value of its pretest and posttest. In addition, the results of this descriptive analysis show that mean value on the posttest experimental class larger than mean value in the control class.

From above statements, it can be stated that there was a significant difference between the second grade students of MA Guppi Samata Kab Gowa who were taught by using contextual guessing technique and the students who were taught by using conventional way in their reading competence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion based on the analysis and findings presented in the previous chapter.

A. Conclusion

Based on the result of data analysis and finding in the previous chapter, the researcher concludes that “Contextual Guessing Technique” was effective to improve students’ reading competence at the Second Year Students of MA Guppi Samata, Gowa. It is proven by the result of the students’ pretest and posttest where the mean score of posttest (79.78) was greater than the mean score of pretest (55.11) and the value of the t-test is greater than the t- table ($4.64 > 2.000$). Therefore, using “contextual guessing” was effective to improve students’ reading competence at MA Guppi Samata Kab Gowa.

The researcher also concludes that the contextual guessing technique could be done by using or utilizes context clues. So, context clues is the way to make the students’ can guess the meaning of unknown word in some reading texts or passages in order that they can improve their reading competence

B. Suggestion

Considering the conclusion above, the researcher further states some suggestion as follow as:

1. Using Contextual Guessing Technique can be recommended to the English teacher of class XI MA Guppi Samata Gowa especially in reading section

in order to improve their students' basic knowledge about contextual meaning, so that they will not skip any unknown words in reading text or passages which can affect their comprehension.

2. For the teacher who are interested to use contextual guessing technique in teaching English are hoped to apply this technique by providing not only some explanations but also try to make a media which can help the students become more enjoy the technique and don't get boring during teaching and learning process.
3. For the next researcher who wants to conduct the same research they are expected to give many examples and more explanation to the students about contextual guessing in order that she can reach the better result.
4. For the next researcher, they can make this study as their topic one to conduct the same research in the different time and place and with some breakthroughs and use this thesis as an additional reference.

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Appendix 1

LESSON PLAN

(Control Group)

School/ Level : MA Guppi Samata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : City/ New York City

Type of Text : Descriptive text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can understand meaning in descriptive text

Basic Competence :

The students can understand meaning in simple text accurately, fluently, and correctly

Objective/Indicators :

1. Learners are able to identify the main ideas of reading text given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in Descriptive form

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.
2. Main Activity
 - The teacher explains about descriptive text.

- The teachers divided students into four groups
 - The teachers give the same reading text to each group.
 - The students read the reading text given.
 - Each group can consult with dictionary directly if they found some unknown words in reading text
 - The teachers have one of the students from each group to retell the reading text in their own word in written and oral form according to their cooperation work.
 - The teachers give test to the students about the reading text.
 - The students do exercise given individually.
1. Post Activity
 - Conducting reflection or making summary by involving learners.
 - Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

Learning Resources

1. Downlod: *www.Microsoft ® Encarta ® 2007*
2. The English Textbook at the second year students of Senior High school.

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : multiple choice test
5. Assessment guidance:
 - Maximum score = 100
 - Student score = $\frac{\text{student score}}{\text{Maximumscore}} \times 100$

Gowa, Juni 2015

Mahasiswa Penelitian

Muh.Irfan

NIM: 10535 4181 09

LESSON PLAN

(Control Group)

School/ Level : MA Gupp iSamata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : Politic / Corruption in Indonesia

Type of Text : Analytical Exposition text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can reveals the meaning of the monologue in the form of *reports, narrative*, and *analytical exposition* accurately, smoothly, and acceptable in the context of everyday life and access to science.

Basic Competence :

The students Understand and respond to meaning in the text of the monologue / essay that uses variety of written language accurately, fluently and acceptable in text form: analytical exposition

Objective/Indicators :

1. Learners are able to identify the meaning in reading *analytical exposition* text given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in the form of *analytical exposition*.

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing reading technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.

2. Main Activity

- The teachers explain about analytical Exposition text
- The teachers give reading text to the students.
- The students read the text silently.
- The students can consult with dictionary, glossaries, etc during the are reading.
- The teachers have the students to retell the reading text given orally one by one in front of the class.
- The teachers give exercise to the students according to the text they have read.
- The students do the exercise given individually.

3. Post Activity

- Conducting reflection or making summary by involving learners.
- Conducting follow-up by giving activities or assignments as part of enrichment

Learning Resources/ aids:

1. Downlod: [www. Readcast.Reading-Materi-Pokok-Analytical-Exposition-Text.htm](http://www.Readcast.Reading-Materi-Pokok-Analytical-Exposition-Text.htm)
2. Sudarwati and Eudia Grace.2007. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : multiple choice test
5. Assessment guidance:
 - Maximum score = 100
 - Student score = $\frac{\text{student's score}}{\text{Maximum score}} \times 100$

Gowa, Juni 2015

Mahasiswa Penelitian

Muh.Irfan

NIM: 10535 4181 09

LESSON PLAN

(Control Group)

School/ Level : MA Guppi Samata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : Animal/ the story of Monkey and Crocodile

Type of Text : Narrative text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can reveals the meaning of the monologue in the form of *reports, narrative*, and *analytical exposition* accurately, smoothly, and acceptable in the context of everyday life and access to science

Basic Competence :

The students Understand and respond to meaning in the text of the monologue / essay that uses variety of written language accurately, fluently and acceptable in text form: analytical exposition

Objective/Indicators :

1. Learners are able to identify the main ideas of reading text in narrative form given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in the form of *narrative*

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing reading technique.

Teaching Learning Scenario

1. Pre-activity
 - o Asking/answering section anything about students' condition.
 - o Introduce the material to the learners that is going to be taught.

2. Main Activity

- The teachers explain about narrative text.
- The teachers show the text which is written in narrative text.
- The students read the reading text given.
- The students can consult directly with the dictionary if they found some unknown words in reading text.
- The teachers appoint some students to retell the story given in English and Indonesia by using their own words.

3. Post Activity

- Conducting reflection or making summary by involving learners.
- Conducting follow-up by giving activities or assignments as part of enrichment.

Learning Resources/ aids:

1. Downlod: ww.jardiknas.depdiknas.go.id/index.php?Itemid=437
2. Sudarwati and Eudia Grace.2007. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : Essay multiple choice test

Gowa, Juni 2015

Mahasiswa Penelitian

Muh.Irfan

NIM: 10535 4181 09

LESSON PLAN

(Controll Group)

School/ Level : MA Guppi Samata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : Health/ Harmful insects

Type of Text : Report text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can reveals the meaning of the monologue in the form of *reports, narrative*, and *analytical exposition* accurately, smoothly, and acceptable in the context of everyday life and access to science

Basic Competence :

The students Understand and respond to meaning in the text of the monologue / essay that uses variety of written language accurately, fluently and acceptable in text form: report text.

Objective/Indicators :

1. Learners are able to identify the main ideas of reading text in narrative form given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in the form of *report text*

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing reading technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.

2. Main Activity

- The teacher divided students into four groups.
- The teacher gives a difference *report text* to each group
- The students read the reading text given.
- The teachers have the students to find unknown or difficult words in each reading text given
- One of the students from each group writes some difficult word that they found from the text in whiteboard.
- All groups discuss about the difficult words written in whiteboard and try to using contextual guessing to discover their meaning.
- The teachers guide the students to find the meaning of unknown word. They can consult each other and using dictionary.
- Each group has to retell the reading text given in their own words.
- The teachers give exercise to the students.
- The students do exercise given individually.

3. Post Activity

- Conducting reflection or making summary by involving learners.
- Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

Learning Resources/ aids:

1. Downlod: ww.jardiknas.depdiknas.go.id/index.php?Itemid=437
2. Sudarwati and Eudia Grace.2007. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga.

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : Essay multiple choice test
5. Assessment guidance:
 - Maximum score = 100
 - Student score = $\frac{\text{student's score}}{\text{Maximum score}} \times 100$

Gowa, Juni 2015

Mahasiswa Penelitian

Muh.Irfan

NIM: 10535 4181 09

APENDIX 2

LESSON PLAN

(Experimental Group)

School/ Level : MA Guppi Samata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : City/ New York City

Type of Text : Descriptive text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can understand meaning in descriptive text

Basic Competence :

The students can understand meaning in simple text accurately, fluently, and correctly

Objective/Indicators :

3. Learners are able to identify the main ideas of reading text given.
4. Learners are able to summaries the reading text given.

Learning Materials :

Written text in Descriptive form

New York (city), the largest city in the United States, the home of the United Nations, and the center of global finance, communications, and business. New York City is unusual among cities because of its high residential density, its extraordinarily diverse population, its hundreds of tall office and apartment buildings, its thriving central business district, its extensive public transportation system, and its more than 400 distinct neighborhoods. The city's concert houses, museums, galleries, and theaters constitute an ensemble of cultural richness rivaled by few cities. In 2000 the population of the city of New York was 8,008,278; the population of the metropolitan region was 21,199,865. New York City consists of five boroughs they are Queens, Brooklyn, Staten Island, The Bronx, and Manhattan.

There are so many attractive places in the city. One of its most popular landmarks is the statue of liberty. It is a symbol of freedom for many, was one of the first sights to welcome immigrants arriving in the United States. The statue stands 93 m (305 ft) tall on Liberty Island in New York Harbor. It was designed by French sculptor Frédéric-Auguste Bartholdi and is a gift from France commemorating the first centennial of U.S. independence from Britain.

New York's 250 museums cater to every specialty and every taste. It has museums in such fields as natural history, broadcasting, fire-fighting, crafts, and ethnic cultures. As the world's greatest art center, New York City has more than 400 galleries and is a Mecca for artists, art dealers, and collectors. Madison Avenue between 57th and 86th Streets is the most important locale for galleries, but dozens of others are located in SoHo (south of Houston Street) and adjoining neighborhoods.

New York also has a famous botanical garden. It is called Brooklyn Botanic Garden, 21- hectare (52-acre) botanic garden, located in the borough of Brooklyn, in New York City. The garden includes such attractions as the Children's Garden, the first of its kind in the world.

Taken from: Microsoft ® Encarta ® 2007.

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.
2. Main Activity
 - The teacher divided students into four groups.
 - The teacher gives a reading text to the students which consists some passages according to
 - The students read the reading text given.
 - The teachers have the students to find unknown or difficult words in the passages.
 - Teacher checks the result of students' identification for each group.
 - One of students from each groups write some difficult word or unknown word in whiteboard.
 - The teacher checks whether or not some groups have the same unknown words written.
 - The teachers have the students to find the meaning of unknown words written without using dictionary, glossaries, digital dictionary or something like that.
 - The students try to find the meaning of unknown word by using context.
 - The students giving instruction how to use context clues in reading.
 - The teacher and the students discuss about the meaning of unknown words.
 - The teachers give exercise to the students.
 - The students do exercise given individually.
3. Post Activity
 - Conducting reflection or making summary by involving learners.

- Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

Learning Resources/ aids

1. Downlod: *www.Microsoft® Encarta® 2007*
2. The English Textbook at the second year students of Senior High school.

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : multiple choice test
 1. What is the text about?
 - A. Washington D.C.
 - B. The statue of Liberty
 - C. New York boroughs
 - D. The culture of New York
 - E. New York City
 2. The following is true about New York, except
 - A. It have a botanical garden
 - B. It is the home of the statue of Liberty
 - C. It has 250 museums
 - D. It consists of four boroughs
 - E. It has more than 500 galleries
 3. Where is the statue of liberty located?
 - A. Liberty Island
 - B. Brooklyn
 - C. SoHo
 - D. Manhattan
 - E. Queens
 4. What does the word commemorating in the second paragraph means?
 - A. Acknowledgement
 - B. Ignore
 - C. Memorize
 - D. Celebration
 - E. Memorializing
 5. What does the word "it" in the last paragraph refers to?
 - A. New York
 - B. Brooklyn
 - C. Children's garden
 - D. Museum
 - E. Botanical garden

6. How many galleries are there in New York?

- A. 400
- B. More than 400
- C. Less than 400
- D. Not more than 500
- E. More less than 350

Kunci: E D A E E B

5. Assessment guidance:

- Maximum score = 100
- Student score = $\frac{\text{student's score}}{\text{Maximum score}} \times 100$

6. Assessment column:

No	Explanation	Score
1	Every correct answer	20
2	Every wrong answer	0
3	No Answer	0

Gowa, Juni 2015

Mahasiswa Penelitian

Muh.Irfan

NIM: 10535 4181 09

LESSON PLAN

(Experimen group)

School/ Level : MA Guppi Samata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : Politic / Corruption in Indonesia

Type of Text : Analytical Exposition text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can reveals the meaning of the monologue in the form of *reports, narrative*, and *analytical exposition* accurately, smoothly, and acceptable in the context of everyday life and access to science.

Basic Competence :

The students Understand and respond to meaning in the text of the monologue / essay that uses variety of written language accurately, fluently and acceptable in text form: analytical exposition

Objective/Indicators :

1. Learners are able to identify the meaning in reading *analytical exposition* text given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in the form of *analytical exposition*

Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.

Firstly, Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.

Secondly, The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department,

courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had bribed the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption. Therefore, we can say that corruptions become our culture. Do you like it?

The last, The citizens have no goodwill to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing reading technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.
2. Main Activity
 - The teacher divided students into six groups.
 - The teacher gives a reading text to each group
 - The students read the reading text given.
 - The teachers have the students to find unknown or difficult words in the passages according to their group (group 1 and 3 (paragraph 1), group 2 and 4 (paragraph 2), and group 5 and 6 (paragraph 3).
 - Teacher checks the result of students' identification for each group.
 - One of students from each groups write some difficult word or unknown word in whiteboard.
 - The teacher checks whether or not some groups have the same unknown words written.
 - The teachers have the students to find the meaning of unknown words written without using dictionary, glossaries, digital dictionary or something like that.
 - The students try to find the meaning of unknown word by using context.
 - The students giving instruction how to use context guessing in reading.
 - The teacher and the students discuss about the meaning of unknown words.
 - The teachers have the students check the meaning of unknown using dictionary.
 - The teachers give exercise to the students.

- The students do exercise given individually.

3. Post Activity

- Conducting reflection or making summary by involving learners.
- Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

Learning Resources/ aids:

1. Downlod: [www. Readcast.Reading-Materi-Pokok-Analytical-Exposition-Text.htm](http://www.Readcast.Reading-Materi-Pokok-Analytical-Exposition-Text.htm)
2. Sudarwati and Eudia Grace.2007. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : multiple choice test
 1. The whole text tells us about.....
 - A. The impact of corruption in Indonesia
 - B. The corruption happened many places in Indonesia
 - C. The corruption to be a bad culture and happened for a long time in Indonesia.
 - D. The corruption happened because the citizens are not disciplined
 - E. The corruption becomes the culture of Indonesian people
 2. The best word to replace the word “admitted” in line three is.....
 - A. got
 - B. received
 - C. agreed
 - D. understood
 - E. refused
 3. Which of the following statement is TRUE according to the text
 - A. Only few Indonesian people care with corruption
 - B. Corruption becomes the modern culture in Indonesia
 - C. Corruption has been occurred for many places and time in Indonesia
 - D. The citizens of Indonesia have made good planning to ban the corruption
 - E. To be discipline is the main priority of the Indonesian citizens.
 4. What is the function of the first paragraph?
 - A. Repeating the thesis or proposal
 - B. Stating the proposal
 - C. Stating the reasons behind the thesis
 - D. Describing the problem
 - E. Giving arguments
 5. What is the function of the last paragraph?
 - A. Describing the problem

- B. Stating the reasons behind the thesis
- C. Giving arguments
- D. Stating the proposal
- E. Repeating the thesis or proposal

5. Assessment guidance:

- Maximum score = 100
- Student score = $\frac{\text{student's score}}{\text{Maximum score}} \times 100$

6. Assessment column:

No	Explanation	Score
1	Every correct answer	20
2	Every wrong answer	0
3	No Answer	0

Gowa, Juni 2015

Mahasiswa Peneliti

Muh.Irfan

NIM: 10535 4181 09

LESSON PLAN

(Experimental Group)

School/ Level : MA Guppi Samata kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : Animal/ the story of Monkey and Crocodile

Type of Text : Narrative text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can reveals the meaning of the monologue in the form of *reports, narrative*, and *analytical exposition* accurately, smoothly, and acceptable in the context of everyday life and access to science

Basic Competence :

The students Understand and respond to meaning in the text of the monologue / essay that uses variety of written language accurately, fluently and acceptable in text form: analytical exposition

Objective/Indicators :

1. Learners are able to identify the main ideas of reading text in narrative form given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in the form of *narrative*

Monkey and Crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing reading technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.
2. Main Activity
 - The teacher have the students find hi/her pair.
 - The teacher gives a reading text to each pair.
 - The teachers choose one of students from two pairs two read the text in front of the class.
 - The students from two pairs chosen by teachers read the reading text given loudly.
 - The others pair of students listen to their friends.
 - The teachers get the students from another pairs to retell what their students read.
 - The teachers and the students discuss about some difficult or unknown word from the text.
 - The teachers have the students to use contextual guessing to discover the meaning of unknown word in narrative reading text given
 - The teachers give exercise to the students.
 - The students do exercise given individually.
3. Post Activity
 - Conducting reflection or making summary by involving learners.
 - Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

Learning Resources/ aids:

1. Downlod: ww.jardiknas.depdiknas.go.id/index.php?Itemid=437

2. Sudarwati and Eudia Grace.2007. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga

Assessment

1. Technique : Performance assessment
 2. Procedure : whilst and post test
 3. Form : Reading text
 4. Instrument : Essay multiple choice test
-
1. The crocodile stopped in the middle of the river because
 - A. his father wanted to eat a heart of a monkey
 - B. the monkey forgot to bring his heart
 - C. he had to eat a heart of a monkey
 - D. his father was very sick
 - E. he was hungry
 2. The monkey wanted to return to the river bank
 - A. in order to get his heart
 - B. as he talked to the crocodile
 - C. so he could get some coconuts
 - D. to run away from the crocodile
 - E. because the crocodile stop swimming
 3. What can we learn from the text?
 - A. Intelligence is everything
 - B. Strength will win the game
 - C. Strength will defeat smartness
 - D. Smartness without strength is nothing
 - E. Strength can be defeated by smartness

Gowa, Juni 2015
Mahasiswa Peneliti

Muh.Irfan

NIM: 10535 4181 09

LESSON PLAN

(Experimental Group)

School/ Level : MA Guppi Samata Kabupaten Gowa

Subject Matter/ Area : English

Theme/ Sub-theme : Health/ Harmful insects

Type of Text : Report text

Skill : Reading

Grade/ Semester : XI/ 2

Time Allotment : 2 x 45 minutes

Standard competence :

The students can reveals the meaning of the monologue in the form of *reports, narrative*, and *analytical exposition* accurately, smoothly, and acceptable in the context of everyday life and access to science

Basic Competence :

The students Understand and respond to meaning in the text of the monologue / essay that uses variety of written language accurately, fluently and acceptable in text form: report text.

Objective/Indicators :

1. Learners are able to identify the main ideas of reading text in narrative form given.
2. Learners are able to summaries the reading text given.

Learning Materials :

Written text in the form of *report text*

House-flies are kinds of insects which are found all worlds. They spread many harmful disease spread many harmful disease such as typhoid fever, cholera, diarrhea, and even tuberculosis.

The body of house –fly is dividing into three parts. They are head, thorax, and abdomen, and the entire body is covered with numerous stiff hairs. The head of house fly bears a pair of very large compound eyes, a pair of rather short antenna, and three simple legs. The house-fly has a pair of wings which are membranous and used for flying, and pair of hind wing which are use for balancing when it flies.

The house fly breeds in almost all kinds of decaying matters. The female lays eggs in hatches of 100 to 150 eggs at a time. Its egg is only 12-24 hours into small creamy-white headlines and legless larvae which have 12 body segments. The larva moves by wriggling

through the soft, moist, decaying material with the help of the books and spiny pads. The larva is the first stage, while the pupa is the second stage before becoming the imago.

The house-fly spread disease to us by its legs and mounts. The house fly in decaying organic material here there are many bacteria in it. It gets its hair leg and mouth dirty with filth containing bacteria later the house fly flies off and lands on our food. If you eat the bacteria eight it., If the bacteria are those of typhoid, cholera, dysentery, diarrhea, or other disease and you become very ill.

Learning Media

- Work sheet
- Laptop

Learning method/ technique

- Teaching reading comprehension by using contextual guessing reading technique.

Teaching Learning Scenario

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.
2. Main Activity
 - The teacher divided students into four groups.
 - The teacher gives a difference *report text* to each group
 - The students read the reading text given.
 - The teachers have the students to find unknown or difficult words in each reading text given
 - One of the students from each group writes some difficult word that they found from the text in whiteboard.
 - All groups discuss about the difficult words written in whiteboard and try to using contextual guessing to discover their meaning.
 - The teachers guide the students to find the meaning of unknown word using contextual guessing.
 - Each group has to retell the reading text given in their own words.
 - The teachers give exercise to the students.
 - The students do exercise given individually.
3. Post Activity
 - Conducting reflection or making summary by involving learners.
 - Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

Learning Resources/ aids:

2. Downlod: ww.jardiknas.depdiknas.go.id/index.php?Itemid=437
3. Sudarwati and Eudia Grace.2007. *Look Ahead: An English Course for Senior High School Students Year XI, Science and Social Study Program*. Jakarta: Erlangga.

Assessment

1. Technique : Performance assessment
2. Procedure : whilst and post test
3. Form : Reading text
4. Instrument : Essay multiple choice test
 1. In what way are houses flies harmful to us?
 - A. They spread diseases
 - B. They eat our food
 - C. Its covered with numerous stiff hairs
 - D. They bread very fast.
 - E. They fly breeds in decaying matters
 2. A house fly has..... pairs of walking legs
 - A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
 3. Which one is not correct according to the text?
 - A. A House fly has compound eyes.
 - B. House-fly has three pairs
 - C. The flies hind wings are the wings for balancing when its fly
 - D. House flies are harmless insects
 - E. Pupa is formed after larva
 4. How does a house fly spread disease?
 - A. by becoming imago
 - B. by its legs and mouth
 - C. by eating decaying matter
 - D. by breeding fast
 - E. by flying in the air
 5. The adult house fly is called.....
 - A. Larva
 - B. Pupa
 - C. Imago
 - D. Insects
 - E. Eggs

Gowa, Juni 2015

Mahasiswa Penelitian

Muh.Irfan

NIM: 10535 4181 09

Appendix 3

Teaching material of class control and Experimental class

Lesson plan 01-02

1. Pre-activity
 - Asking/answering section anything about students' condition.
 - Introduce the material to the learners that is going to be taught.
2. Main Activity
 - The teacher divided students into four groups.
 - The teacher gives a reading text to the students which consists some passages according to
 - The students read the reading text given.
 - The teachers have the students to find unknown or difficult words in the passages.
 - Teacher checks the result of students' identification for each group.
 - One of students from each groups write some difficult word or unknown word in whiteboard.
 - The teacher checks whether or not some groups have the same unknown words written.
 - The teachers have the students to find the meaning of unknown words written without using dictionary, glossaries, digital dictionary or something like that.
 - The students try to find the meaning of unknown word by using context.
 - The students giving instruction how to use context clues in reading.
 - The teacher and the students discuss about the meaning of unknown words.
 - The teachers give exercise to the students.
 - The students do exercise given individually.
3. Post Activity
 - Conducting reflection or making summary by involving learners.
 - Conducting follow-up by giving activities or assignments as part of enrichment (Learners find Reading text consists two passages and identify the unknown words without looking at dictionary)

APPENDIX 4

INSTRUMENT OF PRETEST AND POSTTEST

Petunjuk Pengerjaan:

1. Isilah namadankelas di lembarjawabandenganbenar
2. Bacalah teks bacaan yang tersediadengan seksamalah jawablah pertanyaan pilihan ganda yang adadibawah teks bacaantersebut dengan memilih jawaban yang dianggap paling benar.

Contoh:

A B C ~~D~~ E

D adalah jawaban benar

Jika anda ingin meralat jawaban anda berilah tanda '=' pada jawaban sebelumnya

~~A~~ B C ~~D~~ E

A adalah jawaban benar

3. Jawablah soal tersebut dilembar jawaban yang telah disediakan
4. Alokasi waktu = 90 menit

Reading Text I

One upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. A group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. The best word replace "destroyed" is....
 - A. remedied
 - B. damaged
 - C. repaired
 - D. rusted
 - E. backdown
2. What destroyed the homes of all rats?
 - A. a group of mice did

- B. the hunter did
 - C. elephant-hunter did
 - D. a group of elephant did
 - E. elephant's herd
3. What helped the elephant's herd free?
- A. the elephant-hunter did
 - B. the hunters did
 - C. the trapped elephants did
 - D. a group of king did
 - E. entire group of rats did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- A. Identification
 - B. Orientation
 - C. Complication
 - D. Resolution
 - E. Description
5. At the end of the story, how was the elephant's herd?
- A. Angry
 - B. Sad
 - C. Happy
 - D. Dead
 - E. Disappointed

Reading Text II

Once upon a time, there was a king of the AntahBerantah Kingdom wishes DewiSekartaji by changing her into a golden snail: Keong Mas. The God told Keong Mas to drift along the river in order to find her husband, Panji Asmara Bangun.

One day a poor widow, Mbok Rondo Dadapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of a sudden, unexpected good things took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take care of her house and to do cooking. When this went on for several days, she could not resist the temptation to find out who the mysterious kind person was. So, one day, instead of fishing, she peeped through a hole in the wall of her house.

6. Who wanted to marry DewiSekartaji?
- A. Panji Asmara Bangun did
 - B. The God did
 - C. Mbok Rondo Dadapan did
 - D. Keong Mas did
 - E. The King of AntahBerantahKingdoom did
7. Who was the husband of DewiSekartaji?

- A. the King of AntahBerantahKingdooom was
 - B. the god was
 - C. Keong Mas was
 - D. Panji Asmara Bangun was
 - E. E. A poor old widow was
8. There, she put the snail in a jar and took good care of it.
What does the word "it" refer to?
- A. The river
 - B. The dishes
 - C. The snail
 - D. A far
 - E. Poor old widow
9. What did Mbok Rondo Dadapan do to know who the mysterious kind person was?
- A. She peeped through a hole in the wall of her house
 - B. She went on several days
 - C. She ate delicious dishes on the table
 - D. she came back from her daily fishing early
 - E. she asked someone near her house
10. All of a sudden, unexpected good things took place in Mbok Rondo's life. (Look at par, 2) What does the word "took place" mean?
- A. Came
 - B. Visited
 - C. Participated
 - D. took part
 - E. happened
11. What is the purpose of the text? It is to
- A. describe the golden snail
 - B. persuade readers to have good behavior
 - C. entertain the readers with the story
 - D. present some point of view
 - E. discuss something

Reading text III

The statue of liberty is one of the first sights to welcome immigrants arriving in the United States, national monument proclaimed in 1924. Located in New York City, the monument consists of two small islands, Liberty Island and Ellis Island that lie in Upper New York Bay. The statue of Liberty is located on Liberty Island; Ellis Island was once the location where most immigrants entered the United States.

The statue of Liberty is a monumental sculpture that symbolizes freedom throughout the world. Its normal name is Liberty Enlightening the world. The statue depicts a woman escaping the chains of tyranny, which lie at her feet. Her right hand holds a loft of burning torch that presents liberty. Her left hand hold a tablet inscribed with the date "July 4, 1776" (in

roman numerals), the day the United States declared its independence. She is wearing flowing robes and the seven rays of her spiked crown symbolize the seven seas and continents.

The statue of Liberty is 46 m (151feet) high. Its base and pedestal increase the height of the monument to 93 m (305 feet). The surface of the statue is composed of hammered copper sheets 2.4 mm (0.01 in) thick that are riveted to an iron framework. The iron frame was devised by French engineer Alexander Gustave Eiffel, who also built the Eiffel Tower in Paris. The statue rests upon a concrete and granite pedestal designed by American architect Richard Morris Hunt. A star-shaped wall surrounds the 47 m (154 feet) pedestal. This wall was part of Fort Wood, which was built in the early 19th century to defend New York during the war of 1812(1812-1815).

- 
12. What kind of text is the text above?
- A narrative text
 - A description text
 - an anecdote text
 - an analytical exposition
 - a recount text
13. Which of the following statement is true according to the text?
- The United States proclaimed its independence in 1924
 - The statue of Liberty is in the Ellis Island
 - Most immigrants entered the United States from Liberty Island
 - The statue of Liberty is situated in the Liberty Island
 - The location where most immigrants entered the United States is the New York City
14. What is the real name of the monument?
- Liberty Enlightening the world.
 - The statue of Liberty
 - A woman escaping the chain off
 - A monumental
 - Freedom throughout the world
15. What happened on July 4, 1776?
- the monument was declared
 - the statue of Liberty was first built
 - the United states got its independence
 - the Roman got its independence
 - the first world war was stopped
16. The purpose of the text is ...
- to share unusual event
 - to tell about past events

- C. to describe the statue of liberty
 - D. to inform about the statue of liberty
 - E. to evaluate the building of statue of liberty
17. The statue depicts a woman escaping the chains of tyranny which lie at her feet. What is the synonym of depicts?
- A. Represents
 - B. Devotes
 - C. Celebrates
 - D. Party
 - E. Funny

Reading Text IV

Bees are flying insect that are found all over the world. There are over twelve thousand different species of bees, but only two thousand of these are found in North America.

Bees can be divided into two groups according to their living styles. Solitary bees live alone. On the other hand, social bees, like ants, live in groups. Only about six hundred species are of his social category.

Social bees are interesting because in their "society" there different classes of bees. Each class performs a different task. Queen bees lay an egg. Workers, underdeveloped females, work in the hive but never produce. Males do not work: their only task is to mate with the queen.

Solitary bees occur as males and females. Every female makes a nest after an egg is laid and put in a cell, the female also add some pollen and honey for food. Then she seals the cell. The females then go else where to build a new nest or die. When the eggs hatch, the larvae will feed on the pollen and honey which the female left for them.

18. What kind of text is the above text?
- A. a discussion text
 - B. a description text
 - C. a recount text
 - D. an explanation text
 - E. a report text
19. What is special about social bees?
- A. There are different classes of bees and each class performs a different task
 - B. They are interesting bees
 - C. Queen lays eggs
 - D. Males do not work. Their only task is to mate with the queen
 - E. Making a nest in the ground where she lays her eggs into

20. The larvae will feed on the pollen and honey the female left for them. (look at par. 4)
What does the word "feed" mean?
- A. eat food
 - B. cook food
 - C. give food
 - D. produce food
 - E. look for food

Reading Text V

Nuclear power seems in some ways much cleaner than other sources of energy. Take oil or coal as an example. When they are used in power stations, a great deal of smoke is produced. The smoke contains a great deal of acid. Even if the smoke is cleaned by filters, a lot of the acid still escapes into the air. This can be carried by clouds from power stations in England to Scandinavia. When it rains there, the acid comes down with the rain. As a result, the fish, in lakes and trees in forests begin to die.

But many people are still against nuclear power. They believe that the problem is not just the danger of an accident in the atomic power stations. Highly radioactive material is used. Radioactivity can cause cancer and other illnesses. Only a part of the material is used. The rest - called waste - is just as radioactive. Although it is still highly dangerous, this radioactive waste is often thrown into the sea. Nobody can be certain what will happen to it there. Only one thing is certain. It will be highly dangerous for at least 240.000 years.

21. What is mainly discussed in the text ?
- A. The acid rain.
 - B. An alternative energy.
 - C. An atomic power station.
 - D. Highly radioactive material
 - E. The advantages and disadvantages of nuclear power.
22. The main idea of paragraph 2 is that
- A. Nuclear power is very dangerous
 - B. Radioactivity may cause some diseases
 - C. Radioactive material is highly dangerous for man's life.
 - D. Many people disagree with the use of nuclear power
 - E. Radioactive waste will be highly dangerous for at least 240.000 years
23. All of the following statements are true, EXCEPT
- A. Acid rain makes plants fertile
 - B. The smoke produced by the burning coal contains a lot of acid
 - C. Nuclear power may cause some health problems
 - D. People should be aware of the danger of radioactive waste
 - E. When oil or coal is burned, it produces some smoke
24. "Nobody can be certain what will happen to it there," (paragaraph 2)
The underlined word means

- A. Locate
- B. Exist
- C. Come
- D. Occur
- E. last

Reading Text VI

Should Americans be Forced to Use Public Transportation?

by Jack Davis

First, let me define what the question is and isn't asking. It isn't asking if we should we all abandon cars right now, nor is it asking if we should abandon them completely, nor is it asking if every American should do so. It is asking whether some Americans should have to take public transit some of the time, and I would say yes.

Oil use and pollution aside, in some cities like Los Angeles and New York there just isn't room for any more roads, so in order for large cities to grow, they need more people to take public transit or risk permanent traffic jam. One bus can safely hold 40 people, so even at half capacity that's nearly 20 cars' worth of space in traffic cleared up, and nearly 20 parking spaces that don't need to be built.

There are a lot of people that can take public transit with little inconvenience but simply don't because they never have in the past. If residents in areas with plenty of transit had to buy transit passes as part of their property taxes then they would have little excuse not to bus occasionally. A number of universities already bundle a 'U-Pass' with their tuition fees, forcing their students to take the bus. When given the chance the majority of those students have voted to keep these programs.

A similar system in apartments where a portion of the tenants are not issued parking spaces in exchange for a discount on their rent would also be forcing people to use public transit. This is already being done with the assignment of one community car to several apartment tenants that arrange a schedule for the car, and this program gets many positive reviews.

So yes, I would say that Americans should be forced to use public transit, as Americans whom are already forced to do so find that it works well for them.

25. What does the writer suggest?
 - A. Americans should learn to use public transportations
 - B. American should give up their cars.
 - C. Americans should be forced to use public transportations
 - D. The government should limit the number cars.
 - E. The government should charge extra taxes for those who use cars.
26. The following is one of the writer's suggestions in forcing people to use public transportations
 - A. Make people buy transit passes as part of their property taxes
 - B. Banning the use of cars.
 - C. Stop automobiles productions.
 - D. Fine people who do not use public transportations
 - E. Limit the number of gasoline.

27. What is the purpose of the article?
- A. Defining the functions of public transportations.
 - B. Arguing that American should not use public transportations.
 - C. Suggesting American the ways to use public transportation.
 - D. Asking for more public transportations.
 - E. Suggesting that American should be forced to use public transportations.
28. What is the function of the first paragraph?
- A. Repeating the thesis or proposal
 - B. Stating the proposal
 - C. Stating the reasons behind the thesis
 - D. Describing the problem
 - E. Giving arguments
29. What is the function of the last paragraph?
- A. Describing the problem
 - B. Stating the reasons behind the thesis
 - C. Giving arguments
 - D. Stating the proposal
 - E. Repeating the thesis or proposal
30. In the article you find the word transit a few times. What does it means?
- A. Stop
 - B. Transportation
 - C. Exit
 - D. Entrance
 - E. Bus stop



ANSWER KEYS PRE TEST and POST TEST

TEST 1

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E

TEST 2

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E

Appendix 5.The Students' Score of Pretest and Posttest

a. Experimental Group

NO	Students	Pretest	Posttest
1	Abd. Rahim Rasyid	46.67	90
2	Abd . Rahman Rasyid	53.33	86.67
3	Abu Dzar Alfadillah	30.00	83.33
4	Andi Agung Nurul Patta	63.33	90
5	Andre Aan Saputra	53.33	90
6	Anita Maerani	56.67	83.33
7	Asrianto	53.33	80
8	Fajar Ramadhani	43.33	83.33
9	Firdayanti	53.33	76.67
10	Firman Danial Ali	53.33	83.33
11	Halimah	53.33	76.67
12	Harliana	63.33	76.67
13	Iin Niswanti	56.67	76.67
14	Kamariyah syam	53.33	83.33
15	Lisna	66.67	76.67
16	Marlinda	56.67	76.67
17	Minni	56.67	90
18	Muh. Adrian	53.33	76.67
19	Ilham HS	66.67	76.67
20	Masniar	46.67	90
21	Ali Mansyah	63.33	73.33
22	Aldi	53.33	73.33
23	Abd. Fatir Mappanto	50.00	90
24	Anna Mariana	63.33	73.33
25	Dewi andriani	56.67	73.33
26	Hajrawatul Aswad	63.33	70
27	Hardianto	56.67	83.33
28	Hasrawati	50.00	70
29	Hendrawan	60.00	70
30	Husna	56.67	70

b. Control Group

NO	Students	Pretest	Posttest
1	Muh Aqil Alfatahilah	60.00	73.33
2	Muh. Ihram	70.00	80
3	Muldin	40.00	76.67
4	Musdalifah Zahabuddin	56.67	80
5	Nur Annisa	50.00	73.33
6	Nur hidayah	60.00	80
7	Nurhaeni	63.33	73.33
8	Paisal J	70.00	76.67
9	Rahmawatii	50.00	73.33
10	Reskiana	50.00	80
11	Riswana	73.33	60.33
12	Satriana	63.33	76.67
13	Satriani	70.00	60.33
14	Siti Ainun Damayanti	70.00	76.67
15	Sri Asrianti	63.33	60.33
16	Sri Riska Rahayu	40.00	76.67
17	Suhardi	73.33	76.67
18	Ummi Zakiah Zulfah S. Uran	63.33	73.33
19	Zaenal	66.67	73.33
20	Selvi Indah Pratiwi	77.67	73.33
21	Indar Ariadi	70.00	73.33
22	Suardi	73.33	73.33
23	Muhammad Yusuf Habibi	70.00	73.33
24	Noor Zahra Ainum Syam	50.00	70.33
25	Muh Ibrahim	70.00	70.33
26	Nnung Prawati	63.33	67.33
27	Nur Intan	66.67	60.33
28	Nur Diana	60.00	67.33
29	Oki Wahyudi	40.00	60.33
30	Rahmatiah	70.00	60.33

Appendix 6

The Students Classification Score of Pretest and Posttest

a. Experimental Group

NO	Students	Pretest	Classification	Posttest	Classification
1	Abd. Rahim Rasyid	46.67	Poor	90	Very Good
2	Abd . Rahman Rasyid	53.33	Poor	86.67	Very Good
3	Abu Dzar Alfadillah	30.00	Very Poor	83.33	Very Good
4	Andi Agung Nurul Patta	63.33	Fair	90	Very Good
5	Andre Aan Saputra	53.33	Poor	90	Very Good
6	Anita Maerani	56.67	Fair	83.33	Very Good
7	Asrianto	53.33	Poor	80	Very Good
8	Fajar Ramadhani	43.33	Poor	83.33	Very Good
9	Firdayanti	53.33	Poor	76.67	Good
10	Firman Danial Ali	53.33	Poor	83.33	Good
11	Halimah	53.33	Poor	76.67	Good
12	Harliana	63.33	Fair	76.67	Good
13	Iin Niswanti	56.67	Fair	76.67	Good
14	Kamariyah syam	53.33	Poor	83.33	Good
15	Lisna	66.67	Fair	76.67	Good
16	Marlinda	56.67	Fair	76.67	Good
17	Minni	56.67	Fair	90	Very Good
18	Muh. Adrian	53.33	Poor	76.67	Good
19	Ilham HS	66.67	Fair	76.67	Good
20	Masniar	46.67	Poor	90	Very Good
21	Ali Mansyah	63.33	Fair	73.33	Good
22	Aldi	53.33	Poor	73.33	Good
23	Abd. Fatir Mappanto	50.00	Poor	90	Very Good
24	Anna Mariana	63.33	Fair	73.33	Good
25	Dewi andriani	56.67	Fair	73.33	Good
26	Hajrawatul Aswad	63.33	Fair	70	Fair
27	Hardianto	56.67	Fair	83.33	Good
28	Hasrawati	50.00	Poor	70	Fair
29	Hendrawan	60.00	Fair	70	Fair
30	Husna	56.67	Fair	70	Fair

b. Control Group

NO	Students	Pretest	Classification	Posttest	Classification
1	Muh Aqil Alfatahilah	60.00	Fair	73.33	Good
2	Muh. Ihram	70.00	Fair	80	Good
3	Muldin	40.00	Very Poor	76.67	Good
4	Musdalifah Zahabuddin	56.67	Fair	80	Good
5	Nur Annisa	50.00	Poor	73.33	Good
6	Nur hidayah	60.00	Fair	80	Good
7	Nurhaeni	63.33	Fair	73.33	Good
8	Paisal J	70.00	Fair	76.67	Good
9	Rahmawatii	50.00	Poor	73.33	Good
10	Reskiana	50.00	Poor	80	Good
11	Riswana	73.33	Fair	60.33	Fair
12	Satriana	63.33	Fair	76.67	Good
13	Satriani	70.00	Fair	60.33	Fair
14	Siti Ainun Damayanti	70.00	Fair	76.67	Good
15	Sri Asrianti	63.33	Fair	60.33	Fair
16	Sri Riska Rahayu	40.00	Very Poor	76.67	Good
17	Suhardi	73.33	Fair	76.67	Good
18	Ummi Zakiah Zulfah S. Uran	63.33	Fair	73.33	Good
19	Zaenal	66.67	Fair	73.33	Good
20	Selvi Indah Pratiwi	77.67	Fair	73.33	Good
21	Indar Ariadi	70.00	Fair	73.33	Good
22	Suardi	73.33	Fair	73.33	Good
23	Muhammad Yusuf Habibi	70.00	Fair	73.33	Good
24	Noor Zahra Ainum Syam	50.00	Poor	70.33	Fair
25	Muh Ibrahim	70.00	Fair	70.33	Fair
26	Nnung Prawati	63.33	Fair	67.33	Fair
27	Nur Intan	66.67	Fair	60.33	Fair
28	Nur Diana	60.00	Poor	67.33	Fair
29	Oki Wahyudi	40.00	Very Poor	60.33	Fair
30	Rahmatiah	70.00	Fair	60.33	Fair

Appendix 7. The Calculation of Mean Score of the students' Pretest and Posttest in

a. Experimental Group

No	Student	Score			
		Pretest		Posttest	
		X_1	$(X_1)^2$	X_2	$(X_2)^2$
1.	Abd. Rahim Rasyid	46.67	2178.09	90	8100.00
2.	Abd . Rahman Rasyid	53.33	2844.09	86.67	7511.69
3.	Abu Dzar Alfadillah	30.00	900.00	83.33	6943.89
4.	Andi Agung Nurul Patta	63.33	4010.69	90	8100.00
5.	Andre Aan Saputra	53.33	2844.09	90	8100.00
6.	Anita Maerani	56.67	3211.49	83.33	6943.89
7.	Asrianto	53.33	2844.09	80	6400.00
8.	Fajar Ramadhani	43.33	1877.49	83.33	6943.89
9.	Firdayanti	53.33	2844.09	76.67	5878.29
10.	Firman Danial Ali	53.33	2844.09	83.33	6943.89
11.	Halimah	53.33	2844.09	76.67	5878.29
12.	Harliana	63.33	4010.69	76.67	5878.29
13.	Iin Niswanti	56.67	3211.49	76.67	5878.29
14.	Kamariyah syam	53.33	2844.09	83.33	6943.89
15.	Lisna	66.67	4444.89	76.67	5878.29
16.	Marlinda	56.67	3211.49	76.67	5878.29
17.	Minni	56.67	3211.49	90	8100.00
18.	Muh. Adrian	53.33	2844.09	76.67	5878.29
19.	Ilham HS	66.67	4444.89	76.67	5878.29
20.	Masniar	46.67	2178.09	90	8100.00
21.	Ali Mansyah	63.33	4010.69	73.33	5377.29
22.	Aldi	53.33	2844.09	73.33	5377.29
23.	Abd. Fatir Mappanto	50.00	2500.00	90	8100.00
24.	Anna Mariana	63.33	4010.69	73.33	5377.29
25.	Dewi andriani	56.67	3211.49	73.33	5377.29
26.	Hajrawatul Aswad	63.33	4010.69	70	4900.00
27.	Hardianto	56.67	3211.49	83.33	6943.89
28.	Hasrawati	50.00	2500.00	70	4900.00
29.	Hendrawan	60.00	3600.00	70	4900.00
30.	Husna	56.67	3211.49	70	4900.00
Total		1653.32	92754.11	2393.33	192310.49

b. Control Group

No	Student	Score			
		Pretest		Posttest	
		X_1	$(X_1)^2$	X_2	$(X_2)^2$
1.	Muh Aqil Alfatahilah	60.00	3600.00	73.33	5377.289
2.	Muh. Ihram	70.00	4900.00	80	6400
3.	Muldin	40.00	1600.00	76.67	5878.289
4.	Musdalifah Zahabuddin	56.67	3211.49	80	6400
5.	Nur Annisa	50.00	2500.00	73.33	5377.289
6.	Nur hidayah	60.00	3600.00	80	6400
7.	Nurhaeni	63.33	4010.69	73.33	5377.289
8.	Paisal J	70.00	4900.00	76.67	5878.289
9.	Rahmawatii	50.00	2500.00	73.33	5377.289
10.	Reskiana	50.00	2500.00	80	6400
11.	Riswana	73.33	5377.29	60.33	3639.709
12.	Satriana	63.33	4010.69	76.67	5878.289
13.	Satriani	70.00	4900.00	60.33	3639.709
14.	Siti Ainun Damayanti	70.00	4900.00	76.67	5878.289
15.	Sri Asrianti	63.33	4010.69	60.33	3639.709
16.	Sri Riska Rahayu	40.00	1600.00	76.67	5878.289
17.	Suhardi	73.33	5377.29	76.67	5878.289
18.	Ummi Zakiah Zulfah S. Uran	63.33	4010.69	73.33	5377.289
19.	Zaenal	66.67	4444.89	73.33	5377.289
20.	Selvi Indah Pratiwi	77.67	6032.63	73.33	5377.289
21.	Indar Ariadi	70.00	4900.00	73.33	5377.289
22.	Suardi	73.33	5377.29	73.33	5377.289
23.	Muhammad Yusuf Habibi	70.00	4900.00	73.33	5377.289
24.	Noor Zahra Ainum Syam	50.00	2500.00	70.33	4946.309
25.	Muh Ibrahim	70.00	4900.00	70.33	4946.309
26.	Nnung Prawati	63.33	4010.69	67.33	4533.329
27.	Nur Intan	66.67	4444.89	60.33	3639.709
28.	Nur Diana	60.00	3600.00	67.33	4533.329
29.	Oki Wahyudi	40.00	1600.00	60.33	3639.709
30.	Rahmatiah	70.00	4900.00	60.33	3639.709
Total		1864.32	119119.21	2150.62	155440.15

Appendix 8. The Calculation of Standard Deviation

1. Experimental Group

Pretest

- Maximum Score : 66.67
- Minimum Score : 30.00
- Mean Score

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1653.32}{30} \\ &= 55.11\end{aligned}$$

- Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{92754.11 - \frac{(1653.32)^2}{30}}{29}} \\ &= \sqrt{\frac{92754.11 - \frac{2733467.02}{30}}{29}} \\ &= \sqrt{\frac{92754.11 - 91115.57}{29}} \\ &= \sqrt{\frac{1638.54}{29}} \\ &= \sqrt{56.50} \\ &= 7.52\end{aligned}$$

$$\begin{aligned}SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\ &= 92754.11 - \frac{(1653.32)^2}{30} \\ &= 92754.11 - \frac{(2733467.02)}{30} \\ &= 92754.11 - 91115.57 \\ &= 1638.54\end{aligned}$$

Posttest

- Maximum Score : 90.00
- Minimum Score : 70.00
- Mean Score

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2393.33}{30} \\ &= 79.78\end{aligned}$$

- Standard Deviation

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{192310.49 - \frac{(2393.33)^2}{30}}{29}}$$

$$= \sqrt{\frac{192310.49 - \frac{5728028.49}{30}}{29}}$$

$$= \sqrt{\frac{192310.49 - 190934.28}{29}}$$

$$= \sqrt{\frac{1376.21}{29}}$$

$$= \sqrt{47.45}$$

$$= 6.89$$

$$SS_1 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

$$= 192310.49 - \frac{(2393.33)^2}{30}$$

$$= 192310.49 - \frac{(5728028.49)}{30}$$

$$= 192310.49 - 190934.28$$

$$= 1376.21$$

2. Control Group

Pretest

- a. Maximum Score : 77.67
b. Minimum Score : 40.00
c. Mean Score

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1864.32}{30} \\ &= 62.14\end{aligned}$$

- d. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{119119.21 - \frac{(1864.32)^2}{30}}{29}} \\ &= \sqrt{\frac{119119.21 - \frac{3475689.06}{30}}{29}} \\ &= \sqrt{\frac{119119.21 - 115856.30}{29}} \\ &= \sqrt{\frac{3262.91}{29}} \\ &= \sqrt{112.51} \\ &= 10.61 \\ SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\ &= 119119.21 - \frac{(1864.32)^2}{30} \\ &= 119119.21 - \frac{(3475689.06)}{30} \\ &= 119119.21 - 115856.30 \\ &= 3262.91\end{aligned}$$

Posttest

- a. Maximum Score : 80.00
b. Minimum Score : 60.33
c. Mean Score

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2150.62}{30} \\ &= 71.68\end{aligned}$$

- d. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{155440.15 - \frac{(2150.62)^2}{30}}{29}} \\ &= \sqrt{\frac{155440.15 - \frac{4625166.38}{30}}{29}} \\ &= \sqrt{\frac{155440.15 - 154172.21}{29}} \\ &= \sqrt{\frac{1267.94}{29}} \\ &= \sqrt{43.72} \\ &= 6.61 \\ SS_1 &= \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} \\ &= 155440.15 - \frac{(2150.62)^2}{30} \\ &= 155440.15 - \frac{(4625166.38)}{30} \\ &= 155440.15 - 154172.21 \\ &= 1267.94\end{aligned}$$

Appendix 9. The Calculation of t-test Value.

1. T-test value of pretest

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{55.11 - 62.14}{\sqrt{\left(\frac{1638.54 + 3262.90}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{-7.03}{\sqrt{\left(\frac{4901.44}{58}\right) \left(\frac{2}{30}\right)}} \\
 &= \frac{-7.03}{\sqrt{(84.51)(0.07)}} \\
 &= \frac{-7.03}{\sqrt{5.92}} \\
 &= \frac{-7.03}{2.43} \\
 &= -2.89
 \end{aligned}$$

2. T-test value of Posttest

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{79.78 - 71.69}{\sqrt{\left(\frac{1376.21 + 1267.94}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{8.09}{\sqrt{\left(\frac{2644.15}{58}\right) \left(\frac{2}{30}\right)}} \\
 &= \frac{8.09}{\sqrt{(45.59)(0.067)}} \\
 &= \frac{8.09}{\sqrt{3.04}} \\
 &= \frac{8.09}{1.74} \\
 &= 4.64
 \end{aligned}$$

APPENDIX 10

Distribution of T-table

<i>df</i>	Level of Significant for One – Tailed Test					
	.10	.05	.025	.01	.005	.0005
	Level of Significant for Two – Tailed Test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.866	2.290	4.303	6.955	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.741	4.604	8.610
5	1.476	2.015	2.571	3.355	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.168	4.587
11	1.363	1.796	2.201	2.716	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.955
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.060	2.518	2.931	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	2.980	2.358	2.617	3.373
X	1.262	1.645	1.960	2.326	2.576	3.291

(Gay, 1996:611)

CURRICULUM VITAE



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