

ABSTRACT

Rizal Hasan Al Mujaddid. 2018. The Use of Contextual Guessing Strategy to Improve Students' Reading Comprehension Ability: Classifying Report Text (An experimental Study at The Eleventh Grade of SMA Karya Budi Bandung).

Reading is a subject in English learning teaching. Students should be able to master reading skill since a lot of knowledge can be found in a text. This research aim is supporting the students to understand the whole explanation of classifying report text rather than to know the meaning of unknown word. The contextual guessing strategy can be applied by teachers to improve their students' reading comprehension ability.

Moreover, the purposes of the research which was conducted at SMA Karya Budi Bandung are to find out (1) students' reading comprehension ability before using contextual guessing strategy, (2) students' reading comprehension ability after using contextual guessing strategy, and (3) significant level of improvement between before and after using contextual guessing strategy to students' reading comprehension ability at eleventh grade class of school.

Quantitative approach was applied for this research which used experimental study method. Thus, this design consisted of pre-test, six treatments, and post-test for experimental group which had 176 population and 32 participants by adopting group random sampling technique. The experimental group was taught by contextual guessing strategy as treatments. Moreover, pre-test and post-test were conducted by written test to find out the students' improvement of contextual guessing strategy on students' reading comprehension ability in classifying report text. The results of data were proceeded by using statistical procedures.

The contextual guessing strategy on students' reading comprehension ability in classifying report text has a significant influence with 950 significant points because the result of pre-test was 1.440 points and the post-test was 2.390 points from 3.200 total of score. In addition, the statistical data shows that the score of t_{count} (11,79) is higher than t_{table} (2,04) which indicates alternative hypothesis (H_0) is accepted. Alternative hypothesis means that there is a significant improvement by the treatments while null hypothesis (H_0) was rejected with no improvement. On the other word, the use of contextual guessing strategy could improve students' reading comprehension ability in classifying report text.

Key Words: Reading Comprehension, Teaching Reading, Contextual Guessing Strategy