

CHAPTER I

INTRODUCTION

A. Background

The present study focuses on contextual guessing strategy to develop students reading comprehension which is understanding a text through finding the main idea, topic and specific information. It is aimed at identifying how contextual guessing strategy applying for EFL learners in senior high school. Afterwards, the processes are compared, both before using contextual guessing strategy process and a process after using contextual guessing strategy in reading comprehension activity.

Reading is one of the significant ability in language learning that the student can master a reading skill since much knowledge can be found in a textbook. The process of reading comprehension gains the idea and meaning from text. The aim is understanding the whole explanation in the text rather than to know the meaning of unknown word and sentence. An advance reader can interact with the text, for instance, guessing what continuance of a story by some clues that are provided in the text, creating a question about the topic, main idea, or the text message, and understanding of the situation (Sanders & Maat, 2006). Contextual guessing strategy in reading comprehension is used by advance learner while beginner learner does not use it (Huang & Eslami, 2013).

Based on the preliminary study conducted in one of senior high school in Bandung, during the English learning activity observation, the students' reading comprehension score was 62. According to Kemendikbud (2013), the score is interpreted into poor score. Thus, the contextual guessing strategy is conducted to enrich their vocabulary to comprehend their reading comprehension. However, contextual guessing strategy has not been completely implemented yet, especially in formal school, since the students are requested to analyse unfamiliar words interpreted by some clues in the whole text with vocabulary knowledge (Mokhtar, Rawian, Yahaya, Abdullah, & Mohamed, 2012). As a result, the students have not realized how to guess the meaning of the text comprehensively. According to UNESCO's (United Nations Educational, Scientific and Cultural Organization) survey team, EFL students' motivation toward reading interest, especially in Indonesia, is just 0001% (JP, 2016). It shows that only 1 of 1000 people, who have a reading interest; it is the primary factor that can hamper the process of the strategy. Besides, this strategy stipulates contextual guessing strategy to collect the information and produce the meaning as well as understanding the text. Besides, contextual guessing is one of the most implemented strategies (Paribakht & Wesche, 2000).

The teachers should help the students to facilitate and find the effective strategy to develop students' reading comprehension. It is crucial for the teacher to find the strategy that is easy and can be applied to the students in learning reading. By using the contextual guessing strategy, the students can

identify the word meaning, and the main idea of the text and they can understand the meaning of the unfamiliar word. In the result, they can get the main idea of the text that they read because the students cannot get the main idea if they do not know the meaning of some words (Postman, 2001).

Since contextual guessing strategy appears, many types of research were conducted about contextual guessing strategy through reading comprehension. Linge (2000) stated that contextual guessing strategy enhanced the motivation of students in reading. In addition, the method of research applied the strategy to find information of text and word meaning. Afterwards, Soria (2001) mentioned that contextual guessing technique helped students derive the pronunciation and the meaning of unknown words from its uses in a sentence in reading comprehension. Gaskins (2004) found that the use of contextual guessing techniques was significantly effective in text guessing process in junior high school. Wulandari (2016) in “Developing Students’ Reading Comprehension through Contextual Guessing” research focused on students’ reading comprehension development by knowing a word meaning to gather specific information from a sentence. Moreover, Çetinavcı (2014) had research which was titled “Contextual Factors in Guessing Word Meaning from Context in a Foreign Language” which focused on guessing the unknown word in a sentence context.

Meanwhile, this research analyzes the same topic with the researches above but different area. Thus, this research analyzes the strategy to students who learn in reading class and make them understand the text which is through

knowing the word meaning, topic and main idea of the text. Therefore, the researcher researches the title “The Use of Contextual Guessing strategy to Improve Students’ Reading Comprehension Ability: Classifying Report Text”’.

B. Research Question

Based on the explanation, the problems are formulated into the following research questions:

1. What is the students’ reading comprehension ability before using contextual guessing strategy in classifying report text?
2. What is the students’ reading comprehension ability after using contextual guessing strategy in classifying report text?
3. What is the significant level between before and after using contextual guessing strategy to students’ reading comprehension ability in classifying report text?

C. Research Purposes

The research purposes are as follows:

1. To describe the students’ reading comprehension ability before using contextual guessing strategy in classifying report text.
2. To describe the students’ reading comprehension ability after using contextual guessing strategy in classifying report text.

3. To find out the significant level between before and after using contextual guessing strategy to students' reading comprehension ability in classifying report text.

D. The Significances of Study

This research provides significances that can be useful in EFL English learning activity. Practically, this research helps the student to improve their reading comprehension through a text understanding effectively. Furthermore, the student can analyze the problem to master reading comprehension.

Theoretically, the research increases the knowledge of strategy that can help a teacher to implement it to the student and make the new situation of English learning teaching activity. This research can be a guide for EFL teaching learning activity. The other researchers also may refurbish this research for future education case.

E. Rationale

Reading comprehension is the skill to understand the idea and get what the author is trying to convey sentence by sentence (Linge, 2000). Therefore, reading comprehension is an ongoing process of evolving thinking. When readers read, they carry on a conversation with the text. They respond with happiness, amazement, wonder, etc. They make a connection, ask questions

and draw inferences for better understanding and learning from what they read (Wulandari, 2016).

There are many texts that we can read to improve our reading comprehension ability. Brown (2003) asserted that there were three types of reading genres, the first, academic reading, such as thesis, essays, papers, reference materials, dictionaries, and journal; the second is job-related reading, such as letters/emails, phone message, project report, schedule, questionnaires, documents, and announcements; the last was personal reading, for example, newspapers, magazines, greeting cards, invitations, novels, short stories, drama, poetry, and comics. Moreover, to assess reading performance, they are several types of reading; perceptive reading, selective reading, interactive reading, and extensive reading.

Moreover, language learner may face unfamiliar words in context while reading. Finding several unknown words may not disturb general comprehension of the text. However, when readers are not acquainted with numerous words or essential ones in the text, their reading comprehension may be impaired (Soria, 2001). In this case, among the strategies, a contextual guessing meaning of unfamiliar words is a strategy which is worth developing (Rhalmi, 2013). Guessing word meaning from context (lexical inferencing) is a compensation strategy for L1 and L2 reading comprehension (Soria, 2001). By the strategy, a language learner reads most words in the text as sight words and uses information in the text to understand the meaning of unfamiliar words (Gaskins, 2004).

There are two main factors affecting guessing ability: reader-related variables and text-related variables. Reader related variables are vocabulary size, knowledge of grammar, language proficiency, attention to details, cognitive and mental effort, and reader characteristics. As for text-related variables, they are word characteristics, text characteristics, the presence of contextual clues and topic familiarity (Kaivanpanah & Alavi, 2008). However, many ways that can improve contextual guessing ability for English learner. The learner can guess the meaning of a word by these strategies; a pronoun reference, communication relationship, guess hidden meaning between the sentences, culture reference, guessing author message inference and the last is looking for prefixes and suffixes that may give information what part of speech it is (Brown, 2003). The strategy can be extended which helps students to get the meaning of words or at least narrow the possibilities: (1) Synonyms and definitions; (2) Antonym and contrast; (3) Cause and effect; (4) Parts of speech; (5) Examples; (6) Word forms (the morphological properties of the word); and (7) General knowledge (Clarke & Nation, 2004).

Guessing from context refers to the skill to guess the meaning of an expression using contextual clues. These clues may be purely linguistic or situational; (1) Linguistic context: the linguistic environment in which a word is used within a text; and (2) Situational context: extra-linguistic elements that contribute to the construction of meaning this may involve background knowledge of the subject (Rhalmi, 2013). However, this study uses text to

implement contextual guessing for English learning activity. This strategy provides the ways of reading skill in daily activity, actually in the classroom.

F. Hypothesis

The Research assumes that there is different significance between the results of the teaching reading before using contextual guessing strategy and after using contextual guessing strategy. The research has two variables; contextual guessing strategy as “X” and reading comprehension as “Y.” According to Creswell (2003), the hypothesis makes predictive outcomes about the relationship among variables. This paper consists;

Null Hypothesis: There is no different significant on students’ reading comprehension before and after using contextual guessing strategy. (H_0)

Alternative Hypothesis: There is different significant on students’ reading comprehension before and after using contextual guessing strategy. (H_a)

By the basic assumption, the writer will be formulated hypothesis as follows;

H_a : There is a significant improvement in students’ reading comprehension before using contextual guessing strategy.

H_0 : There is no significant improvement in students’ reading comprehension after using contextual guessing strategy.

G. Previous Research

Before conducting the research, five previous studies about contextual guessing meaning strategy in reading comprehension have been conducted. First, Linge (2000) research which entitled “Improving Reading Comprehension through Contextual Guessing Technique at The Second Grade Students of SMA Negeri 1 Palopo,” concentrated on students’ motivation in reading class and the context identification. The purpose of the research were to find out the extent to which contextual guessing technique can improve the students’ reading comprehension and also find out the students’ attitudes toward the use of contextual guessing technique in reading comprehension. The sampling technique to take sample was the purposive technique where the sample consisted of 10th grade of a senior high school student. The research used pre-experimental design with one group pretest and posttest design. Furthermore, using contextual guessing technique was effective in improving students’ reading comprehension. Also, the students have low ability in reading comprehension before treatment, and they reach a significant improvement when they have already given treatment using contextual guessing technique.

Afterwards, Soria (2001) research which was titled “The Students’ Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA Negeri 1 Galesong Selatan,” point was helping students to derive the pronunciation and the meaning of an unknown word from its uses in a sentence in reading comprehension. This research aimed to find out the development of students’ ability by Contextual Guessing Technique

contains some steps in Reading Comprehension. The participant was submitted to cluster sampling technique which consisted of 10th grade of senior high school. In addition, this research used Quasi-Experimental design as the research method. This design consists of Pre-test, treatment, and Post-test. Treatment of this research was eight meetings. The research finding indicated that the use of Contextual Guessing Technique improved the students' ability in Reading Comprehension for senior high school students. Moreover, the research finding indicated that the use of Contextual Guessing Technique improved the students' ability in Reading Comprehension for senior high school students.

Gablasova (2015) research which entitled "Learning Technical Words through L1 and L2: Completeness and Accuracy of Word Meanings" focused on similarities and differences between students who learned new words through their L1 and their L2. The paper investigated the quality of knowledge of technical words that high-school students learned from subject reading. Students were separated into two groups and requested to listen and read to two expository texts. One group received the texts in their L1 (Slovak) and the other group in their L2 (English). Afterwards, the participants were tested on their knowledge of twelve technical words that appeared in the texts. The responses were examined regarding the completeness of word meaning and the presence of errors. The results showed that compared to the L1-instructed students, the L2-instructed participants provided word meanings that were uncomplete and less precise. Word meanings from both groups contained errors involving

omission of correct meaning components and inclusion of incorrect meaning components. L2-instructed participants made more errors of both kinds. The differences between the two groups are discussed concerning vocabulary acquisition and subject learning.

Moreover, Wulandari (2016) in “Developing Students’ Reading Comprehension through Contextual Guessing” research focused on developing students’ reading comprehension by knowing a word meaning to gather information from a sentence. The participants were the first-semester university students who were taken by non-random sampling technique. Pre-experimental design with pre-test and post-test design group was implemented by this research. The treatment used Brown’s theory which applied to infer the word meaning. Furthermore, the finding was students began to improve their reading skill after giving the material and applying the technique. There were only a few students who wrong in reading some words in a reading text.

Çetinavcı (2014) had research which was titled “Contextual Factors in Guessing Word Meaning from Context in a Foreign Language” which focused on word meaning guessing by a sentence context. The purpose of the research was to analyze whether language learner uses contextual guessing strategy in the process. Moreover, the prep school students who used Turkish as native language were participants who were taken by purposive sampling technique. The research implemented the pre-experimental design with pre-test and post-test design group. The finding showed that rich context could help the language learners to guess word meaning correctly. One single clue did not help the

language learner understood the context with its detail. In addition, there was a significant difference between the results in guessing word meaning with rich context and poor context.

Five types of research have analyzed contextual guessing strategy, and the result of research can improve students' reading comprehension. Based on the researchers, there are some similarities that they analyzed. The researches above use non-random sampling to take a sample. The researches discussed word meaning to improve students' vocabulary and to understand a text through word meaning. In contrast, the researcher of this research focuses on contextual guessing strategy to improve students' reading comprehension with its detail in report text. By contextual guessing strategy, students are ordered to consider its topic, main idea and some information in a text. It is a deep strategy to face of students' daily life. Contextual guessing meaning analyzes the unknown word meaning by its context and knowing a paragraph meaning, so the students can search topic, main idea, and details in the paragraph.

