

**THE EFFECT OF GUESSING MEANING OF UNFAMILIAR
WORD TOWARD STUDENTS' READING COMPREHENSION
(AN EXPERIMENTAL RESEARCH ON THIRD GRADE
STUDENTS OF MTS NURUL KAMAL SAMBIREJO)**

THESIS

This Thesis is Submitted to Fulfill the Requirement
for 'sarjana' Degree in English Language Education



By :

**ELSA ROVICOH
NIM. 11552031**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2019**

Hal : Pengajuan Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di

Curup

Assalamualaikum Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

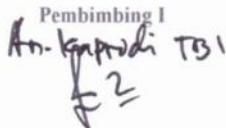
Nama : ELSA ROVICOH
NIM : 11552031
Judul : The Effect of Guessing Meaning of Unfamiliar Word toward Students' Reading Comprehension (An Experimental Research on Third Grade Students of MTS Nurul Kamal Sambirejo)

Dapat diajukan dalam Sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian permohonan ini kami buat. Atas perhatiannya diucapkan terima kasih.

Wassalamualaikum Wr. Wb

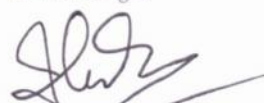
Curup, Agustus 2018

Pembimbing I



Sakut Anshori, S.Pd.I, M.Hum
NIP. 19811020 200604 1 002

Pembimbing II



Ihsanul Hakim, MA
NIP. 19740212 199903 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH**

Jalan Dr. AK Gani NO. 01 Kotek Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : 719 /In.34/FT/PP.00.9/5/2019

Name : ELSA ROVICOH
NIM : 11552031
Faculty : Tarbiyah
Departement : English Study Program
Title : The Effect of Guessing Meaning of Unfamiliar Words toward Students' Reading Comprehension (An Experimental Research on Third Grade Students of MTS Nurul Kamal Sambirejo)

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Thursday, March 15th 2018
Time : 08.00 a.m – 10.30 a.m
At : Munaqasyah Room 1 IAIN Curup

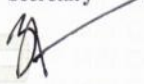
Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Departement of IAIN Curup.

Examiners :

Head


Henny Septia Utami, M. Pd

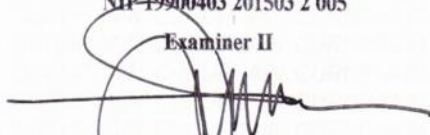
Secretary


Eka Apriani, M.Pd
NIP-19900403 201503 2 005


Examiner I


Desfitranita, M. Pd
NIP 19791225 200912 2 002

Examiner II


Sarwo Edy, S.Pd.I., M.Pd
NIDN. 20011038702

Dean


Dr. Hinaldi, M. Pd.
NIP 19650627 200003 1 002

DECLARATION OF OWNERSHIP

The writer who signed below:

Name : ELSA ROVICOH
NIM : 11552031
Faculty : Tarbiyah
Department : English Education

I hereby certify that this thesis, which was entitled “**The Effect of Guessing Meaning of Unfamiliar Word toward Students’ Reading Comprehension (An Experimental Research on Third Grade Students of MTS Nurul Kamal Sambirejo)**” is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

Curup, February 4th 2019

Writer/Researcher



ELSA ROVICOH
NIM. 11552031

PREFACE

This thesis is a partial requirement for the degree of Strata 1 in English Tarbiyah Department of IAIN Curup. It is a proof of hard work, perseverance, and persistence in finishing my S1 program in IAIN Curup.

I would like to present this thesis for my great husband **Hermawan Shadik** and my beloved daughters **Aisyah Khumairah Azzahra** and **Asyifa Nur Sabrina**. Also for my parents, respectable Mr. Epi Jurianto and Mrs. Rini Kuswati, as well as my father and mother-in-law; Mr. Shadik (Alm) and Mrs. Sukarsih (Almh). My beloved brother Muhammad Zirhan Nur Fikri, thanks for your supports, everything will not completely be nice without your being by my side and also for all members of my big family that I could not possibly name them one by one.

Especially, for my best friends; Emi Juliana, Eko Yuliawan, Septya Hartanty, Ravita Diana, and Selvy Restiany,

For my classmates, in PBI NR 2011 (Agus Safarudin, Anton Adi P, Darlin Agustian, Dini Sartika, Elsa Rovicoh, Emi Juliana, Fhenty Novita Sari, Mora Juliadi, Nova Desri Rahayu, Novi Yanti, Okta Tri Sandi, Rahmad Joni, Redho Sanjaya Abadi, Reka Puspita Sari, Santy Nevidia Sari, Susilawati, Septya Hartanti, Titik Widarti, Zeva Baroze, Umar Dani, Widyawati, Yana Reftina); thanks for your support, I will be missing you guys, cause we are all one big family.

MOTTO

**“ Your Success depends on your relation
with your God, Allah SWT
and your relation with other human being ”**

(Elsa Rovicoh)

ACKNOWLEDGEMENT

Assalamualaikum Wr, Wb

Alhamdulillah, praise to Allah SWT the Al-Mighty and Merciful God whose blessing and guidance have made this thesis possible to finish completely. Praying and greeting to Prophet Muhammad SAW and to all of his family and also to his followers who brought us from the darkness to the lightness.

This Thesis entitled **“The Effect of Guessing Meaning of Unfamiliar Word toward Students’ Reading Comprehension (An Experimental Research on Third Grade Students of MTS Nurul Kamal Sambirejo)”** presented in fulfillment for the degree of Strata-1 in English Tarbiyah Department of Institute Agama Islam Negeri (IAIN) Curup.

In this occasion I would like to express my deepest gratitude to:

1. Dr. Rahmat Hidayat, M.Ag., M.Pd. As rector of IAIN Curup.
2. Dr. H. Ifnaldi, M.Pd as the head of Tarbiyah Faculty of IAIN Curup.
3. The leader of English Tarbiyah Department of IAIN Curup
4. Sakut Anshori, S.Pd.I, M.Hum as my advisor, who always give me support since I did not have any tittle, who give so much suggestion and for all time in guiding researcher through all of the process inwriting thesis.
5. Ihsan Nulhakim, MA, as my co-advisor, who always give a hard word to me then I could learn how to be strong. who has read, checked this thesis

patiently and always gave the suggestions and corrections for its improvement. For all time you give Allah will give his bless for you.

6. All the lecturers and staff of IAIN Curup the researcher would like to thank their guidance in study at the beloved college

Finally, the writer hopes this thesis can help the English teacher and students who want to learn this subject. The writer realized that this thesis is still far from being perfect. Therefore, any suggestion and comment always welcomed.

Wassalamu'alaikum.Wr.Wb

Curup, February 2019

Writer

ELSA ROVICOH
NIM. 11552031

ABSTRACT

Elsa Rovicoh (2019) : The Effect of Guessing Meaning of Unfamiliar Word toward Students' Reading Comprehension (An Experimental Research on Third Grade Students of MTS Nurul Kamal Sambirejo). English Tadris Department, Tarbiyah Faculty. State Institute for Islamic Studies. Institut Agama Islam Negeri (IAIN) Curup

The objective of this research was to know the effect of guessing meaning of unfamiliar word toward students reading comprehension of third grade of MTS Nurul Kamal Sambirejo, there was using conventional method, and one more using guessing meaning of unfamiliar word technique toward students reading comprehension. This education research used guessing meaning technique, and this research is quasi experimental research. All of the data, the researcher took from student at MTS Nurul Kamal Sambirejo, the population consist of two classes, there are control class and experiment class. The researcher also gave pre-test before treatment was begun and post-test after treatment, and finally, the researcher found the increasing was as much 2,0 point of average of total score 55,5 to 57,5 in control group. That means there were significant increasing in speaking ability although the students using conventional method. And it is supported by the data, in which the mean score of the students in the pre-test from the experimental group (57,5) had improved 1,8 point in the post test, in which the students mean score is (59,3). This increasing result of experiment group was lower than control group . In applying the t-test formula for the students post-test for both groups, it was found that the t-test value 0,4864 was much lower than the value of the T-Table (1,008). It means that the null hypothesis was rejected and the alternative hypothesis was accepted. Finally, it could be concluded that the using of Guessing Meaning of unfamiliar word technique in teaching had a contribution and a significant influence in developing reading comprehension students.

Keyword: Guessing Meaning, Reading Comprehension

LIST OF CONTENT

Title Page	i
Submission Letter	ii
Approval	iii
Declaration of Ownership	iv
Preface	v
Motto and Dedication	vi
Acknowledgement	vii
Abstract	ix
List of Content	x
List of Table	xii
List of Appendix	xiv

CHAPTER I INTRODUCTION

A. Background of Research	1
B. Research Question	4
C. Objectives of the Research	5
D. The Limitation of the Research	5
E. Operational Definition.....	5
F. Hypothesis	6
G. Significance of the Research.....	7
H. Systematic of the Research	8

CHAPTER II LITERATURE REVIEW

A. Review of Related Theories	9
1. Definition of Reading	9
2. Reading Comprehension	12
3. Teaching Reading to Junior High School Students	18
4. Guessing Meaning from Context	22
B. Review of the Related Studies.....	27

CHAPTER III RESEARCH METHODOLOGY

A. Kind of Research	29
B. Population.....	31
C. Homogeneity Test	33
D. Sample	34
E. Technique of Collecting Data	35
F. Research Instrument	38
G. Procedure of the Research	45
H. Technique of Analysis Data.....	52

CHAPTER IV FINDING AND DISCUSSION

A. Finding	56
B. Discussion	75

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	78
B. Suggestion	80

REFERENCES

APPENDIX

BIBLIOGRAPHY

LIST OF TABLE

1. Table 3.1 Population of the Research	32
2. Table 3.2 The result of mean score from the population	33
3. Table 3.3 The result of mean score from the population.....	33
4. Table 3.4 The schedule of the treatment in experimental and control group	40
5. Table 3.5 The Range Score and Interpretation of Reliability.....	48
6. Table 3.6 The If index Range and Interpretation	49
7. Table 3.7 The Result of the Item Difficulty Analysis	49
8. Table 3.8 The Indices of Item Discrimination.....	50
9. Table 3.9 The result of the Item Discrimination Analysis	51
10. Table 3.10 The Range Score and Interpretation of Validity	52
11. Table 4.1 The scores of students' pre-test in control class.....	56
12. Table 4.2 The result of students' post-test in control class	58
13. Table 4.3 Five aspects of Score	60
14. Table 4.4 The result of students' pre-test in experimental class	61
15. Table 4.5 The result of students' post-test in experimental group	64
16. Table 4.6 The five aspects result of students' post-test in experimental group.....	66
17. Table 4.7 The comparative result between control and experimental group.....	67
18. Table 4.8 The score of pre-test and post-test.....	69
19. Table 4.9 Data analysis of post-test in control and experimental group.....	70

LIST OF APPENDIX

1. **Appendix 1.** Lesson Plan for IX Grade of Junior High School
2. **Appendix 2.** English Curriculum for IX Grade of Junior High School
3. **Appendix 3.** Blue Print for Reading Text
4. **Appendix 4.** Expert Validation for Reading Text
5. **Appendix 5.** Research Schedule
6. **Appendix 6.** Students' Test Sheets

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the background of the research and states about the importance of using alternative technique of guessing meaning of unfamiliar words in improving student's reading comprehension. The research questions, objectives, limitation of research, hypothesis, and operational definition are written to focus the research proposal.

A. Background of the Research

Reading is one of four basic language skill. Generally, Reading is ability of someone to understand about what they read and to find the message from the text. Reading is defined as a set of skills that involves making sense and deriving meaning from the printed word.¹ For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he/she has read.

Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. For both children and adults, the ability to read opens up new worlds and opportunities.² It enables us to gain new knowledge, enjoy literature, and do everyday things that are

¹ Caroline T. Linse, 2006. Practical English Language Teaching: Young Learners. New York: Mc Graw-Hill Companies, Inc. p. 69

part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, and maps.

According to Young, “Reading comprehension is the ability to understand and give meaning to written material”³. The objective of reading is not only for pleasure or gaining knowledge and information, but also for comprehension which is as the basic objective of reading. In other words, reading comprehension is the ability to understand what the readers read. By reading texts, the readers can get knowledge and information about everything.

Among the four language skills, reading is the crucial language skill, for successful reading process, an individual must process basic intellectual ability or background knowledge and experience relating to the topic of reading. Mackay pointed out that the comprehend text is necessary in order to include the readers background knowledge experience, intellectual power as well as interest. To comprehend the text we must read the text first, then we would include the reader’s background knowledge experience. Reading is important skill in teaching and learning English. Through reading the students can get some information and knowledge through the text that they have read. In reading the student should know how to understanding and comprehending

³Young, Nancy. 2010. *Unlock your child’s Learning Potential k-6*. London :A Humanics Learning Publication. p. 117

the text because reading can influence their success in getting knowledge. Generally, MTS or Islamic junior high school students encounter problem in comprehending English text since most of the text consist of unfamiliar word when they read the text for the first time. Moreover, MTS students lack conceptual knowledge regarding to reading activity towards most of English texts. Thus the result of teaching learning process is far from satisfactory.

Reading is important component in learning and teaching English. Through reading the student can get some information and knowledge through the text they have read. In reading the student should know how to understanding and comprehending the text because reading can influence their success in getting knowledge. In teaching reading the teacher should have many alternative to guide student learning and increasing student ability in teaching reading more active, enjoy, and effective. Because doing this research, we would know how is the students reading comprehension before using guessing meaning of unfamiliar word technique, how they ability in comprehending the reading text. And we would know to how is the effect of guessing meaning technique. Because, the studying manner is very give an effect in students reading comprehension.

In this matter, the teacher has strategy to solve problem, it is an appropriate strategy to improve student's skills in facing the unfamiliar words. One of strategies is guessing meaning from context. However, in order to know whether the strategy has an effects on students reading comprehension

or not, it is important to do a research. Guessing meaning from context is trying deduce the meaning of unknown word from a text.⁴ It means that one of the valuable strategy to understand the meaning of unknown word by guessing or deducing the meaning of unknown word from the text. Considering some clues before or after the unknown word the students are hoped can guess the meaning of the word correctly. Based on the facts above, research is interested to analyze **‘The Effect of Guessing Meaning of Unfamiliar Word toward Students’ Reading Comprehension (An Experimental Research on the eighth grade of MTS Nurul Kamal Sambirejo, Academic year 2016-2017)**

B. Research Questions

The problems would solved in this research are:

1. How is the students reading comprehension before using guessing meaning of unfamiliar word technique?
2. How is the students reading comprehension after using guessing meaning of unfamiliar word technique?
3. How is the effect of guessing meaning of unfamiliar word toward students reading comprehension?

⁴ Nunan, David. 1995. *Language Teacing Methodology*:A Textbook for teacher London: Phoenix ELT

C. Objectives of the research

The objective of the research are to investigate:

1. The students reading comprehension before using guessing meaning of unfamiliar word technique.
2. The students reading comprehension after using guessing meaning of unfamiliar word technique.
3. The effect of guessing meaning of unfamiliar word toward students reading comprehension.

D. The Limitation of the Research

Based on the formulation of the problem above, the limited the problem only about the effect of guessing meaning of unfamiliar word in reading text to the student's comprehension.

E. Operational Definition

1. Reading Comprehension

Students' reading comprehension based on Bozena is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this research, reading comprehension is the ability of third grade at MTS Nurul Kamal Sambirejo in understanding, interpreting, evaluating and constructing the

meaning of the procedure and report texts. Further, the procedure and report texts are affected in scores of completing a set of reading comprehension test that is designed by the researcher to measure these reading skills.

2. Guessing Meaning

Guessing meaning is the effort to the predictor comprehend the meaning of unfamiliar words. Unfamiliar words is the words which the student do not understand the meaning and it is seldom find efore what one has read in comprehending a text.⁵

F. Hypothesis

The hypotheses of this research can be mastered alternative and null hypotheses. The hypotheses are as follows:

- Ho : There is no significant effect of using guessing meaning to improve student's reading comprehension.
- Hi : There is significant effect of using guessing meaning to improve student's reading comprehension.

⁵ Vecca Jo Annel.1998. *Reading and Learning to Read*. USA :Little Brown and company

G. Significance of the Research

The writer hopes that after this study has been completed, it would give some significance values as follow:

1. For the English teacher, they can use guessing meaning technique as an alternative technique in teaching reading and it may give them more understanding and option on how to implement herringbone technique.
2. For the student, they can get advantages from this technique in which they are coached to use their potential cognition while learning in the classroom and by this technique, the students can also be easy to comprehend the reading materials because they themselves who analyse the English textbook and use their critical thought while reading, automatically their reading comprehension can increase.
3. For the researcher, the researcher can enlarge and get experiences on the conducted study and also encounter the effectiveness of guessing meaning technique toward students' reading comprehension. The teaching technique would help the researcher in teaching in the future time.

H. Systematic of the Research

Chapter I is introduction. This chapter consists of the background, Research Questions, Research Objective, Operational Definition, and significance of the Research and Organization of the Research. Chapter II consists of Review of related literature, this chapter consists of theories that become the ground of the research. Chapter III consists of methodology of research, it includes the kind of the research, population and sample, techniques of collecting the data, instrument, techniques of data analysis, research. Chapter IV consists of Finding and Result Analysis. Finally Chapter V provides Conclusion and Suggestions.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides the theory about the importance of using new technique of guessing meaning of unfamiliar words in improving student's reading comprehension. The research provides the reviews about reading in general, reading comprehension, and guessing meaning theory. Finally it provides the previous researches conducted about improving students' reading comprehension using guessing meaning strategy.

A. Review of Related Theories

1. Reading

According to Tarigan, reading is a process in which done by reader to get message or information from the writer through printed media.⁶ It is very complex process in which recognize and comprehend written symbols are y skill, decoding, experiences, language background, mindset and reasoning of reader. Reading is receptive language process. It is a psycholinguistic process in that it start with a language representation encoded by a writer and ends with meaning which the reader constructs the writer encodes thought as language and the reader decode language to thought. Reading is also often defined as a natural process that involved the work of the reader's brain. This process need eye movement, Wouldiam states that reading is a process of obtaining meaning from written text or way to get the meaning from the text

⁶ Tarigan, Op. Cit

or sentence.⁷ Reading an exercise dominated by eyes and the brain. The eyes receive message and the brain has to work out significant of the message.

According to Mellisa, the purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.⁸

From the definition above, can be understood that reading is very complex with including physical (eyes, brain) and mental process ability to call to mind particular meaning and ability to shift or reallocate meaning until the construct or concepts presented are clearly grasped, crucially, accepted, and applied or rejected.

According to Harmer “Reading is an exercise dominated by the eyes and the brain”.⁹ Specifically, Nunan said that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences)”.¹⁰

⁷ Wouldiam, Julia.1986. *Improving Reading Comprehension : Some current Strategies Language Teacing Forum*. Volume 26,1 January 1986

⁸ *Ibid*

⁹ Harmer, Jeremy.1985. *The Practice of English Language Teaching*. New York: Longman, Inc.

¹⁰ Nunan, David. 1989. *Design Task for The Communicative Classroom*. New York: Prentice.

Reading skill is regarded as important skill in our life, but to possess it not easy. It is a complex skill requiring the coordination of a number of interrelated sources of information.¹¹ Reading is the process of constructing meaning through the dynamic interaction among reader's existing knowledge, information suggested by the text being read, and the context of the reading situation.¹²

Reading is process communication between reader and text. Templeton says that reading involve readers and text particular context.¹³ Mey-Yun adds reading is an interactive process of communication. The writer encodes his message through the text and the reader gets meaning of the message by decoding it.¹⁴ It is supported by Eskey that reading is process of acquiring information from written or printed text.¹⁵

Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader would know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

¹¹ Anderson, Mark And Kathy Underson. 2002. *Text Types in english*. Mc Millan Education

¹² Wixson et al. 2009. *The new definition of reading*. Retrieved at <http://www.eduplace.com/rdg/res/teach/def.html>. on May 4th 2014.

¹³ Templeton, S. 1995. *Children Literacy Context for Meaning Full Learning*. New Jersey: Houghton Mifflin Company.

¹⁴ Mey-Yun, Y. 1993. *Cohesion and the Teaching of EFL Reading*. *Reading English Teaching Forum*. Vol 31 No.2. P 12

¹⁵ Eskey, David.e. 2002. *Reading and Teaching of L2 Reading*. Asian EFL Journal Vol.II No.1

In addition, reading functions as the act of responding with appropriate meaning to a written material in which the process of interaction and interpreting between the writer and the reader is occurred through printed material. To understand what we are reading based on the reconstruction of the meaning behind work which is related to previous experience with the topic and the familiarity with the concepts of the language works, and it is not easy for the readers to get comprehension when they read. The reader needs techniques to get the message from the author.

From the definition above, the reader must identify all of the writing symbol, sign, sentence that written by writer to get the meaning from the sentence or text being read. The process involves eyes and brain. There is cooperation between eyes and the brain in getting the meaning of the text. The eyes receive message that written by writer, and the brain work out to process the message.

2. Reading Comprehension

In comprehending the text, to get information from the passage, someone does not only the meaning of word but also comprehend of it as well as possible. Reading with comprehension is not only understanding the word is a sentence, but also understanding that short of writing where going through the writers mind when he/she wrote the sentence. It can be said that reading comprehension is a very complex process, doing reading comprehension

means doing something that involves the whole attention of body action, physical, and physiologically. In short, it demand much more concern of reader to force his ability to understand the written language.

Cooper stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.¹⁶

According to Rubin Comprehension means understanding the ability to get meaning of something.¹⁷ Traditionally, comprehension has rested upon the premise that what (and how much) students know after they read and represent their understanding of the text. The idea implies that the ability to read is not only performance to pronounce the text, but also to understand the message from the text. in other words, view comprehension as the product of the act of reading.

Reading is not only to get information but it needs understanding and comprehension to get some points from the text. in this case, reading and understanding are related to each other. Reading itself contains the activity to

¹⁶ Cooper, J. D. 1986. *Improving Reading Comprehension*. Boston: Houghtonmifflin Company, p:11

¹⁷ Rubin, Dorothy. 1997. *A Pratical Approach to Teaching Reading*. 2nd edition Needham Heights MA: Allyn & Bacon.

understand the text and information in the text. In order to understand or to get points from text, we need comprehension for it. Therefore reading cannot be separated from comprehension.

According to Grellet, reading comprehension is understanding a written text to extract the required information from it as efficiently as possible.¹⁸ The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.¹⁹

Elizabeth S. Pang stated, “Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help understand written text.”²⁰ Reading depends on efficient word recognition and comprehension; instruction should develop reading skills and

¹⁸ Grellet, Françoise. 1981. *Developing reading skill*. Cambridge university press

¹⁹ Mellisa Catry. 2014. *Reading Purpose*, Retrieved at <http://www.nclrc.org/essentials/reading/reindex.htm>, on sept 24th 2014

²⁰ Elizabeth S. Pang (et. all), *Teaching Reading*, Retrieved at <http://www.Curtin.edu.au/curtin/dept/smec/iae>, on September 24th 2014

strategies, as well as build on learner's knowledge through the use of authentic texts.²¹

From those theories above, it can be concluded that reading comprehension is a process of understanding, evaluating and utilizing of information to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it the reader's needs and strategies to achieve message or information from a written text by finding word meaning of the text, finding detailed information, identifying referent, identifying main idea, identifying implied information, identifying the generic structure, and identifying the text.

Davies in A. Benyahia he states there are three main models of the reading process: the bottom-up, the top-down, and interactive models.

a. The Bottom-up Model of reading

In a bottom-up model of the reading process, the reader is seen to move progressively from smaller to larger units of language in his way to understanding. In other words, a reader starts first by reading letters, then associating these letters with their appropriate sounds, then they combine the letters to read words, then sentences then paragraphs and so forth. In other words, reading is a data-driven process (bottom-up) in which: (1) letters are transformed into phonemic representations; (2) phonemic representations are then transformed into word representations; (3) words

²¹*Ibid*, p. 7

are next assigned meaning; (4) words are combined into meaning bearing sentences; (5) meaningful associations are formed; and (6) information is finally stored.

b. The Top-Down Model Of Reading

As opposed to the bottom-up model which is essentially phonic based with the processing sequence being from letters to sounds to words to sentences and finally to meaning, the top-down model of reading reverses the order in that thinking and meaning are included at a very early stage and the processing sequence proceeds from prediction to progressively smaller units. Thus, reading according to this view considers reading as a 'top-down' process in which the reader: (1) samples the print; (2) makes predictions as to what the word might be based upon prior knowledge of the topic and sentence sense; (3) reads to confirm the hypothesis; (4) constructs meaning; and (5) assimilates new knowledge. In short, reading starts from meaning to words and letters.

c. The Interactive model of reading

That both top-down and bottom-up processes are occurring either alternately or at the same time. It describes a process that uses both bottom-up and top-down depending on the type of the text as well as on the reader's "background knowledge, language proficiency level,

and culturally shaped beliefs about reading. A reader uses both models in their reading activity depending on the situation they faced.²²

Comprehension has same meaning with understanding. It is a capability to guess meaning in a text and also the writer's idea. It is reader's ability to understand the author's message which is influenced by their background knowledge in the topic given by a text.

According to Hornby 'comprehension it means and has excessive aimed improving or testing ones understands of a language whether written or spoken. Comprehension is not only need in students reading activities, but also to measure the ability of each student in classroom.²³

In reading activity, reader efforts to get information, cues from the context and construct meaning of the information. Reading in this case is read a text y the reader to get the meaning Vecca, states that without comprehension the act of reading is empty.²⁴ In reading, the text provides cues that help the reader to construct meaning, were meaning is drive from the transaction that occur between reader and writer. A successful reader have they own strategy is which enable they to understand the message in texts. Nunan say that good readers utilize the following strategies when encountering a difficult text, they reading the text slowly, pausing to consider what they have read, than they

²²Benyahia. 2008. *Reading techniques course A Distant Course intended for 1st year students of English as a Foreign Language (L.M.D) in Academic Year 2003/2004*. Unpublished journal. p 5

²³ Anonymous. 2006. What is Comprehension? Retrieved at www.literacyconnections.com/whatiscomprehension-php/ on August 21st 2007

²⁴ Vecca Jo Annel. 1998. *Reading and Learning to Read*. USA :Little Brown and company

read the text, looking from one part of the text to another part of the text in order to make connection between these different part, and to make summary of what they have read.

3. Teaching Reading to Junior High School Students

Brown says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching may defined as showing or helping someone to learn how to do something. Giving instructions guiding in the study of something providing with the knowledge, causing to known or understand. From this definition, it can be concluded that teaching is process of helping and guiding students to learn and develop their knowledge.

Teaching reading is not only giving a text to the students but also building their consciousness of reading skill. Teaching reading especially to read English text is very important. However, there are many students that have low motivation in reading class because of the teacher's poor technique in presenting and carrying out reading activities may appear. Therefore, teacher should be skillful in motivating learners by selecting and devising material, and choosing appropriate technique. Teaching reading should be the main priority for teachers to be considered when the students begin their schooling. It means that teaching reading is better to start earlier so that the students can

have a good habit to read effectively to get information widely without going anywhere.²⁵

Harmer suggest three principles in teaching reading. They are:

- a. Reading is not a passive skill.

The teacher should motivate the students to be active in reading. The teacher can ask the students to guess what the word mean, see the picture and understand the arguments. Then work out in order that they do not forget it quickly.

- b. The students need to be engaged with what they are reading.

The students who are not engaged with the reading text and not actively interested in what they are doing would not get benefit from it. Hence, the teacher should select an interesting topic. The students should be encouraged to respond to the context of a reading text, not just to the language.

In studying reading text the students not only study the number of paragraph but also the meaning and that message of the text.

- c. Prediction is a major factor in reading.

When the students read a texts, they often look at hints, such as the content or book covers, photographs, and headline. These hints are useful

²⁵ Brown, H Douglas. 2001. *Teaching by Principles*. San Francisco: Addison Wesley Longman, Inc. p:7

for the students to predict what they are going to read. The teacher should give the students “hints” so that they can predict what is coming.²⁶

According to Eddie Wouldliam there are three main phases need to be followed in teaching reading activity there are:

1). Pre-reading activity

The objectives for pre-reading activities are:

- a. To introduce and arouse interest in the topic
- b. To motivate learners by giving a reason for reading
- c. To provide some language preparation for the text

2). While reading activity

The objectives of while reading activities are:

- a. To understand the researcher’s purpose
- b. To understand the text structure
- c. To clarify the content
- d. Post-reading activities

3).The objectives of past-reading activities are;

- a. To give a follow-up activity
- b. To reflecting upon what has been read
- c. To relate the content of idea of the text to their own knowledge, interest or views.²⁷

²⁶ Harmer, Jeremy.1998.*The Practice of English Language Teaching*. New York: Longman, Inc. p:70

From the explanation above, it can be concluded that teaching is helping someone to learn something, not transfer knowledge or strategy to study. Teaching reading is an important job for the teacher. The teacher must use a suitable technique in teaching reading based on the students' condition. Because the condition of the students in certain school is different from the condition of the students in another school, it is important for the teacher to know their students' condition first and then choose appropriate technique to teach their students.

In English language teaching, the teaching of reading should be the main priority for teachers to be considered when the students begin their schooling. It means that teaching reading, especially to read English text, should be started earlier. English teacher should encourage their students a real love for reading and groom them into becoming life long reader so every student has a wide knowledge.

Dealing with the standard of competence and the basic competence of English reading at the eighth grade of junior high school, the researcher would use some indicators required to the students in her research as follows:

1. Finding word meaning of narrative text.
2. Finding detailed information of narrative text.
3. Identify referent of narrative text.
4. Identify main idea of narrative text.

²⁷ E. Widdows. 1984. *Reading Language In the classroom*, Macmillan, London. p.46

5. Identify implied information of narrative text.
6. Identify the generic structure of narrative text.
7. Identify communicative purpose of narrative text.

4. Guessing Meaning from Context

Guessing meaning from context can be used to comprehend the reading text. Nunan states that guessing meaning from context is trying deduce the meaning of unknown word from a text.²⁸ It means that one of the valuable strategy to understand the meaning of unknown word y guessing or deducing the meaning of unknown word from the text. Considering some clues before or after the unknown word the students are hoped can guess the meaning of the word correctly. Nuttall says that a major problem in reading, both intensive and extensive is the number of words the students don't know. Looking at each word in dictionary becomes prohibitive, and students are always told to guess at the meaning and they invariably counter that they don't know how.²⁹

In accordance with Nutalls opinion, Arbor explains that we would able to understand enough to arrive at the total meaning of a sentence paragraph by or guessing ability through context.³⁰ Kitao a guess that if come across a word

²⁸ Nunan, David. 1995. *Language Teacing Methodology: A Textbook for teacher* London: Phoenix ELT

²⁹ Nuttal, Chirstime. 1996. *Teaching Reading Skill in Foreign London*; Heneman.

³⁰ Ann Arbor, 1985. *A Reading Skill Textbook for Students of English as a Second Language*.

that you do not its meaning, you may occasionally check with a dictionary, but most of the time you guess the meaning of unfamiliar words from the context.³¹ Seem to Kitao, students are allowed to look the difficult words in dictionary us not each word that they do not know, most of unfamiliar word they should guess the meaning from context. In order occasion Kitao identified that reading without dictionary and active reading would show to use the context and clue in order to understand the meaning even when they do not understand all of the words. Seem to him, in this case the readers should use the context and clues of the sentence to understand the text without look in dictionary. In order occasion Arbor expresses that is impossible for us to know the exact meaning of every word we read, but by developing our guessing ability, would be arable to understand enough to arrive at the total meaning of sentence, paragraph, or essay. Based on the statement above that guessing meaning from context is very important for the readers, because by guessing meaning of the unfamiliar word the readers are able to understand the total meaning of the context.

Here are some steps that can used by students to improve their guessing ability.

a. Context clues

Using context clues is one way to discover the meaning of unfamiliar words. Context refers to sentence and paragraph in which a word accurse.

³¹ Kitao, Kenji.1985. *Acquiring Cultural Awareness And Reading Skill*,Tokyo Addition.

In using the context to decide the meaning of a word students have to use their knowledge of their understanding of the others idea. Arbore (1998) propose the steps as follow:

1. Use the meaning of the other words in the sentence or paragraph and the meaning of the sentence as a whole to reduce the number of possible meaning.
2. Use grammar and punctuation clues, which point to the relationship among the various parts of the sentence.
3. Be content with a general idea about the unfamiliar word, the exact definition or synonym is not always necessary.
4. Learn to recognize situation in which it is not necessary to know the meaning of the word.³²

b. Stem and Affixes

Stem and affixes are other way to find the meaning of unfamiliar word, it is analyzing the word, and it is looking at the meaning of parts of word. Many English word have been formed by combining parts of older English Greek and Latin words. If student know the meaning of some these word parts, students can often guess the meaning of an unfamiliar word. For example, reports is formed from re, which mean back and port mean carry. Scientist us derived from sic, which mean know and its mean

³² Ann Arbor. 1985. *A Reading Skill Textbook for Students of English as a Second Language*.

one, who. Parts and sic called stem, A stem is the basic part on which groups which are attached to stems, Affixes like *re-*, which are attached to the beginning of stems are called prefixes. Prefixes attached to the end like *it's* are called suffixes. Generally, prefixes change the meaning of word, and suffixes change its part of speech.

Here are some examples:

Stem	: Pay (verb)	Honest (adjective)
Prefix	: Repay (verb)	Dishonest (adjective)
Suffix	: Repayment (Noun)	Dishonesty (adverb)

Word analysis is not always enough to give students the precise definition of word, students encounter in a reading passage, but often it would help students to understand the general meaning of the text.

Below is a list of commonly-occurring stems and affixes.

Prefix	: <i>Com, con, core co</i>	<i>together with</i>
	<i>In, im, il, ir</i>	<i>not</i>
	<i>In, im</i>	<i>in, into, on</i>
	<i>Micro</i>	<i>small</i>
	<i>Pre</i>	<i>before</i>
	<i>Re, retro</i>	<i>backward, back, behind</i>
Stem	: <i>Phon</i>	<i>sound</i>
	<i>Log, ology</i>	<i>speech, word, study</i>
	<i>Metr, mater</i>	<i>measure</i>
	<i>Scop</i>	<i>see, look at</i>
	<i>Scope</i>	<i>instrument for seeing or observing</i>

	<i>Scrib, script</i>	<i>write</i>
Suffix	: <i>er, or</i>	<i>the one who</i>
	<i>Tion, ation</i>	<i>condition, the act of</i>

c. Using antonym in context

Ramsey in Andriadi says that written gives information about the meaning of a new word by using an antonym. In other sentence we can find information about word.³³

Example: “*began*”

‘The gold rush began with gold discovered in California, and it ended when people erred that there was no more gold to find’

(Adapted from basic skill for academic reading book)

Began # ended (ended is antonym from began), this sentence give us two kinds of information about the gold rush; it began when gold is discovered and it ended when there was no gold to find. We know, ‘gold was discovered’ and ‘there was no more gold to find’. Here opposite meaning, so we can guess that ‘began’ and ‘ended’ have opposite meaning. Began when gold was discovered # ended when. There was no more gold to find. Began # ended.

³³ Ramsey. 1989. Language Features’: Contextual. Retrieved at [https://scholarword.wmich.edu/egiarticle=antonym context,horizons](https://scholarword.wmich.edu/egiarticle=antonym%20context,horizons) on August 14th 2017

d. Using Phrase

Kitao states that another kind of ways to look for the meaning of the unfamiliar word is by determining a word or phrase that is constricted with unfamiliar word.³⁴ Sometimes other word in phrase gives clues to the meaning of a new word

Example : *when you remember how shy she used to be, you believe how outgoing he is now.*

(Adapted from acquiring cultural awareness and reading skill book)

The word 'shy' which you probably know is constricted with the word 'outgoing' which may be unfamiliar. Since the appropriate of shy is friendly one eager to mix socially, you can guess what outgoing probably means.

B. Review of the Related Findings

There are several studies about the guessing meaning from context. Walker in Nation has studies about the word identification strategies used by adult Spanish speaking learners. He analyzed ten strategies used by the learners. However, he found that only three strategies were dominant. One of the strategies are the guessing strategies which using information from the context. Before applying the strategies, there are some technique included in the process of guessing meaning,

³⁴ Kitao Kenji. *Op. Cit*

the strategies are: analyzing syntax clues, regressing and pronouncing the word several times.³⁵

In term of the clues, there are several clues those can be used in guessing meaning from context. Brown lists definition, learner's experience of the word, contrast, inference and analysis. Meanwhile, Segaza suggested that questioning is one of the procedure to help learners in guessing the meaning. But the application of this strategy is much depend on teacher's choice of question.³⁶

Seiert in Nation also had carried out the study about the effectiveness of guessing meaning from context, he found that 60% to 70% of difficult word from different language are guessable in condition they have similarities in term of etymology and context. He also found the clues that can be used for guessing meaning are, the words association, sentence structure, association of ideas, use of dedication and clues found in general meaning of a paragraph.³⁷ Further, he suggested that this classification can be used as a basic for teaching. There are two factors can influence the successful of guessing meaning from context, the factors are students background knowledge.

³⁵ Nation I.S.P. 1986 *Teaching and Learning Vocabulary*; Occasional Publication No.7. Victoria University of Wellington

³⁶ Ur.Penny.1986, *A Course in Language Teaching, Practical and Theory*, Cambridge University Press

³⁷ Nation I.S.P.1986, *Teaching and Learning Vocabulary*. Occasional Publication No.7 Victoria University of Wellington.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this chapter, the researcher provides the methodology of the research that consist of type of research, the explanation of the population and sample taken from the school, the procedure and the instrument of the research. Also this chapter explains about the techniques of collecting and analysis for the purpose of finding the result of research.

A. Kind of the Research

The kind of this research is an experimental research. Hadi Sutrisno said that “experimental research is a research done to know the consciousness caused by an act given by the researcher”.³⁸ Based on the explanation above, it can be pulled to be a comprehension that experimental research is a research that is conducted to recognize an action given as the subject of research. In general, the experimental research uses the treatment to know the result and the result would show the casual relation between those variables. In experimental research, there are two kinds of variables, independent variable and dependent variable. Dependent variable is variable in that its value is influence d by independent variable.³⁹ The independent

³⁸Hadi Sutrisno. 1985. *Methodology of Research*. Yogyakarta: Yayasan Penerbit Fakultas Psikologi

³⁹*Ibid*

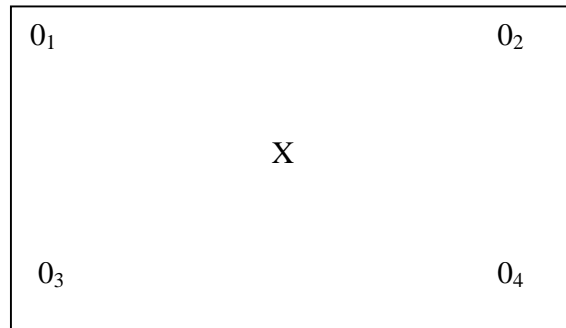
variable in this research is guessing meaning technique, and reading comprehension is as the dependent variable.

The design of this research was quasi experimental with form of the design non-equivalent controlled group design. The non-equivalent control group design is one of the most widely used in quasi-experimental designs in educational research.⁴⁰ Non-equivalent controlled group design is a study design in which the control group is not selected by random means.⁴¹ The sample in quasi experimental research design is developed into two groups which involve experimental and control group. In this research, the experimental group indicates the class given the treatment in the form of guessing meaning technique. Where, the control group is used as the comparative group including the class that is not taught by guessing meaning technique but it is taught by the technique usually applied by the English teacher previously. Both experimental and control group have been given the pre-test and also post-test in which pre-test is provided before the given treatment and post-test is provided after the given treatment. The scores of post-test was contrasted with the scores of pre-test on the data analysis step to acquire the real result of study.

If the average score of calculation indicates a higher score for what students in experimental group achieve than average score attained by students in control group, it means that the treatment is useful.

⁴⁰ Ary, Donald. 2002. *Introduction to Research in Education*. USA: Wardw

⁴¹ Saunders. 2003. *Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health*, Seventh Edition. USA: Elsevier, Inc



Source: Sugiono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*.⁴²

The pre-test and post-test could be represented based on Sugiono's theory as follows:

- O₁ = Pre-test of experimental group
- O₃ = Pre-test of control group
- O₂ = Post Test of experimental group
- O₄ = Post Test of control group
- X = Treatment

B. Population and Sample

a. Population

Population is generalization area that consists of object / subject that has the quality and characteristics that has been determined by the researcher to be researched and concluded⁴³.

⁴² Sugiono. 2011. *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, Jakarta: Alfabeta

⁴³ Ibid , P.80

The population of this research was all of the third students at MTS Nurul Kamal Sambirejo that consisted of two classes. The students from those classes had several homogenous characteristics such as the same age, level, burden of learning ability and etc. It was because they are from the same level of the students. The population in this study could be as in the table below:

Table 3.1 Population of the Research

No	Class	Students		Number of Students
		Male	Female	
1	IX a	9	8	17
2	IX b	12	7	19
		Total number of the students		36

Source : Documentation of MTS Nurul Kamal Sambirejo

The researcher chosed those population based on some reasons. First, it was because the researcher found that so many students at third grade of MTS Nurul Kamal Sambirejo were still difficult to comprehend English text materials. Besides that, the student always got the conventional technique. The last,the student could not prepare them selves to the practice of school examination. Based on that reason, so the researcher choosed third grade of MTS Nurul Kamal Sambirejo as the population of this research.

b. Homogeneity Sampling

Homogenous sampling is selecting participants who are very similar in experience, perspective or outlook: this produces narrow, homogenous sample, making data collection and analyzing simpler.⁴⁴The mean of analysis sampler is the researcher determines the effect of experiment both separately and in combination.

In the research, the reasearcher were selected both of class for become the sample. Those classes were selected based on their homogeneity test.⁴⁵ To determine the sample, researcher gave homogeneity test to the students of IX a and IX b. The purpose of homogeneity test was to get the homogenous class. The test made by the reseacher based on syllabus and material in third grade students of MTS Nurul Kamal Sambirejo. The form of test was reading test, which contained of 25 items of multiple choice. The time given was 90 minutes. The score each class could be seen on the table bellow:

Table 3.2 The result of mean score from the population

NO	CLASS	Total Score	Mean Score
1	IX a	948	57,8
2	IX b	1092	57,4

⁴⁴Gay and Petter. 2001. *Educational Research Competencies and AnalysisApplicaton*, imprint of practice hail, New jersey, Ohio.p.134

⁴⁵Arni Susi. 2008. *The Effect of Using Paired Storytelling Technique toward Students Resading Comprehe nsion (AN Experimental Study on Second Year Students of SMKN 1 Curup)*. Thesis of STAIN Curup. p:22

Based on those mean scores of two class above, which have the lowest of mean score; they are IX b. Eventually, IX a as control class with the mean score achieving 57,8 and IX b as experimental class with the mean score attaining in the amount of 57,4.

c. Sample

Sample is a representative from the population that has large number. David mentioned a sample is a part of population from which we actually collect information. We use a sample to draw conclusion about the entire population.⁴⁶ As the part of population, sample gives a correct representation regarding the population. Taking sample from population is frequently called in the technical term as “sampling”.⁴⁷ The sample is part of the number and characteristics of the population.⁴⁸ The major guide viewed by the researcher in selecting the sample in the homogenous ability had by students of the two classes adopted based on the procedure explained on the homogeneity element above.

The sample in this study was IX a and IX b, because based on the mean scores of students' marks from students' ability test given by the researcher, IX a and IX b had the mean scores which were nearest with the homogenous level. IX a had obtained 57,8 and IX b had acquired 57,4. So, the researcher took those classes as her subject in her study and both classes were

⁴⁶David Moore. 1996. *The Basic Practise of Statistics*. Newyork: Purdue University. P. 202

⁴⁷W. Gulo. 2000. *Metodologi Penelitian*, Jakarta: PT Grasindo. P. 56

⁴⁸Interview with one of English teacher on Thrusday, May 28, 2015

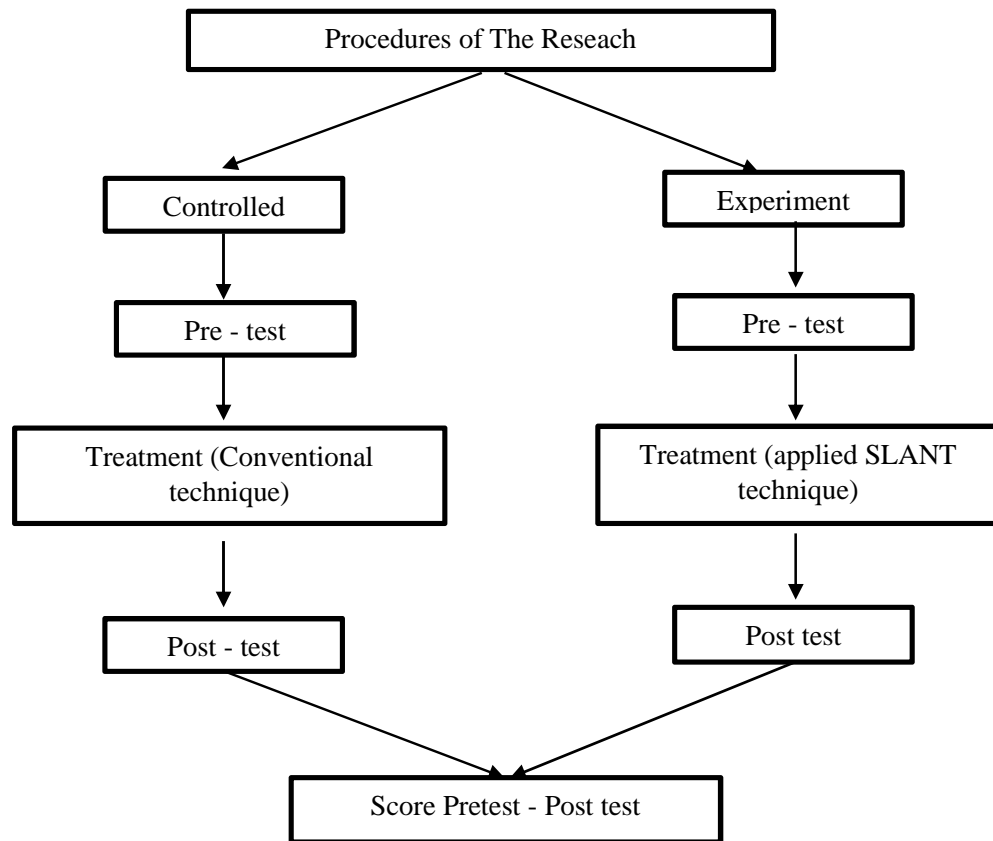
classified into experimental and control group. The experimental group was a randomly class which was given a treatment that it indicated the guessing meaning technique. Whereas, control group was a class which was not taught by guessing meaning technique but, this technique referred to the conventional teaching technique done by the English teacher. The researcher selected IX b as the experimental group and IX b as the control group. For more detail information regarding the sample of this research, it can be viewed in the presented table below:

Table 3.3

Group	Class	Male	Female	Total	Score	Mean Score
Control	IX a	9	8	17	948	57,8
Experiment	IX b	12	7	19	1092	57,4
Total Sample				36		

C. Procedures of The Research

In this research, the procedure of the research to both experimental and control group can be viewed such as the diagram bellow:



a) Procedure in Experimental Group

The procedures of activity in treatment used in this research for collecting data in the classroom of experiment are as what the researcher followed below:

- a. The teacher selects the material.
- b. The teacher divides the students into several group, and gives each of the students a text about the material.
- c. Then the teacher introduces guessing meaning technique that would be used by the students and also the teacher.

- d. The teacher constructs a guessing meaning of unfamiliar words outline, such as context clues ,stem and affixes, using antonym and using phrase.
- e. After that, the teacher asks students to read the text and discusses it in group, they can looking for unfamiliar word for them in the sentence.
- f. After they get the answers, the teacher asks the students to write down the answer on the guessing meaning of unfamiliar word.
- g. Then, the techer asks students to create the main idea from the information they have organized before.
- h. After that, each group presents their answer in front of the class, and the other groups give comment.
- i. The last, after discussion the teacher has given the question about the text to the students and gave the conclusion.

b) Procedure in Control Group

In control class, the researcher used the conventional technique in teaching. The learning activities included these steps:

- a. The teacher asks about previous material.
- b. The teacher prepares the material of class.
- c. The teacher gives the text to the student

- d. Next, the teacher asked to the students to read the text by their self.
- e. Asking the students to underline unfamiliar words in the text and look for the meaning of those words.
- f. Asking the students to read the first paragraph and then translating that segment of paragraph together.
- g. The teacher gave a chance for the students to ask something that they wanted to know and the teacher would answer the students questions.
- h. Finally, the teacher gave the conclusion about the material.

D. Technique of Collecting Data

This research relied on the test developed into either pre or post test for the technique of collecting data. The detail description can be viewed as follows:

- a. Test

“Test is the formulating of item examined to the sample of study where the characteristics of sample are based on the need of study”.⁴⁹ In this research, there were two kinds of test. They were pre-test and post-test which were given to either experimental or control groups.

⁴⁹ M. Toha Anggoro, dkk. 2003. Metode Penelitian, Universitas Terbuka, Jakarta, P.23

1. Pre-test

The researcher gave pre-test to the students in control group and also in experimental group at third grade of MTS Nurul Kamal Sambirejo. This pre-test was given to sample members before the treatment guessing meaning technique was implemented in experimental group, and before conventional teaching technique was implemented in control group. The form of pre-test was arranged into the multiple choices format which included two material fields as: report and narrative texts. The one fields of materials were based on the syllabus of MS Nurul Kamal Sambirejo. In classifying the points of items of the test, the cases about the materials were constructed into 25 items in multiple choices format.

In giving the pre-test, the researcher used one meeting being out of time period for cultivating study treatment. The length of time in giving pre-test to both groups was allocated as long as 90 minutes. The researcher also controlled students more cautiously in order that they were not cooperative while doing the pre-test. In this study, pre-test had been provided to students on Thursday, 19th July 2017 in experimental groups and on Saturday, 22 July 2017.

2. Treatment

Treatment is different condition under which experimental and control groups are put as usually.⁵⁰ According to the *principle of replication*, the experimental research should be repeated more than one.⁵¹ That is the reason why the researcher conducted the treatment in experimental group for 7 meetings. In the experimental group, the students would be taught by additional teaching reading activity in the form of guessing meaning and control group would be taught by conventional teaching reading activity. The treatment would implement to the subject for 7 meetings and at the first both groups would be given pre-test and at the end would be given post-test.

Table 3.4 The schedule of the treatment in experimental and control group

Meeting	The Material	Guessing meaning	Conventional
1 Date ; Class IX b 19-07-2017 Class IX a 22-07-2017	Pre test	-	-
2 Date ; Class experiment 26-07-2017 Class	Procedure text	1. The teacher gave the reading material about text “how to make a cup of coffee”, then students discuss and answer the question : a. Where kind of the text?	1. The teacher contributed the reading text of “How to make a cup of coffee” 2. Teacher ask students to read the text of “How to make a cup

⁵⁰ C.R.Khathari. 2004. Research Methodology Method and Technique. New Age International Publisher, India. P. 35

⁵¹ *Ibid.*, P. 470

control 28-07-2017		b. What the text tells about? c. How much step to make a cup of coffee? d. Mention..what the first step to make a cup of coffee? e. How much sugar that must we use to make a cup of coffee.. 2. The students discuss the text and find unfamiliar word for them.	of coffee” and underline the unfamiliar words, 3. Then find the meaning of unfamiliar words 4. Teacher monitors the activity.
3 Date ; Class experiment 27-07-2017 Date; Class control 29-07-2017	Prosedure text (How to make an interesting story)	1. The teacher gave the reading material about text “How to make an interesting story” and answer the question : a. What kind of the text? b. What the text tells about? c. What the important thing to make an interesting story.. d. What the first step to make an interesting story e. How many step to make an interesting story? 2. The students discuss the answer and find unfamiliar word in the text..	1. The teacher contributed the reading text of “How to make an interesting story” 2. Teacher ask students to read the text and underline the unfamiliar words 3. The students find the meaning of unfamiliar word. 4. Teacher monitors the activity.
4 Date ; Class experiment 02-08-2017 Class control ;	Prosedure text (How to operating computer?)	1. The teacher gave the reading material about text “How to operating computer?” answer the question : a. What is the text tells about? b. What is the kind of	1. The teacher contributed the reading text of “How to operating computer?” 2. Teacher ask students to read the text and underline the

04-08-2017		<p>the text?</p> <p>c. How much step to operating computer?</p> <p>d. What is the first step to operating computer?</p> <p>e. What would you do if your computer cannot to operating?</p> <p>2. The students discuss the answer and find an unfamiliar word for them</p>	<p>unfamiliar word.</p> <p>3. The students find the meaning unfamiliar word.</p> <p>4. Teacher monitors the activity.</p>
<p>5</p> <p>Date ; Class experiment 03-07-2017</p> <p>Date ; Class control 05-07-2017</p>	Report text (Dance)	<p>1. The teacher gave the reading material about text "Dance" the question :</p> <p>a. What kind of the text?</p> <p>b. What is the text tells about..?</p> <p>c. What can our body perform?</p> <p>d. Mention another example of our body potential..</p> <p>e. What is the use of some phsyca action?</p> <p>2. The students discuss the answer and find an unfamiliar word in the text.</p>	<p>1. The teacher contributed the reading text of "Dance"</p> <p>2. Teacher ask students to read the text and underline the unfamiliar words.</p> <p>3. The students find the meaning of unfamiliar word.</p> <p>4. Teacher monitors the activity.</p>
<p>6</p> <p>Date ; Class experiment 28-09-2017</p> <p>Class control 23-09-2017</p>	Report text (Rock music)	<p>1. The teacher gave the reading material about text "Rock music" the question :</p> <p>a. What is the text tells about</p> <p>b. Who was Elvis Presley ?</p> <p>c. Where is rock music played and listened to?</p> <p>d. What happened in the 1970's?</p>	<p>1. The teacher contributed the reading text of "Rock music"</p> <p>2. Teacher ask students to read the text and underline the unfamiliar words.</p> <p>3. The students find the meaning of unfamiliar word.</p> <p>4. Teacher monitors the activity.</p>

		<p>e. Do you agree with the statement that says rock is become mainly the music of youngsters?</p> <p>2. The students discuss the answer and find the unfamiliar word in the text</p>	
<p>7 Date ; Class experiment 09-07-2017</p> <p>Date; Class control 11-07-2017</p>	<p>Report text (Indonesian art)</p>	<p>1. The teacher gave the reading material about text “Indonesian art” the question :</p> <p>a. What the mean of Indonesian art?</p> <p>b. How many religion in indonesia?</p> <p>c. What is the mean idea of the text?</p> <p>d. What the text tells about?</p> <p>e. How many diverse ethnic in indonesia?</p> <p>2. The students discuss the answer and underlined an unfamiliar word in the text</p>	<p>1. The teacher contributed the reading text of “Indonesian art”</p> <p>2. Teacher ask students to read the text and underline the unfamiliar words..</p> <p>3. The students find the meaning of unfamiliar word..</p> <p>4. Teacher monitors the activity.</p>
<p>8 Date ; Class experiment 10-07-2017</p> <p>Class control 12-07-2017</p>	<p>Report text (Musical instrument)</p>	<p>1. The teacher gave the reading material about text “Musical instrument”</p> <p>The question :</p> <p>a. Mention fine group of instrument?</p> <p>b. What is the mean of second paragraph?</p> <p>c. What is wind instrument?</p> <p>d. What are names of the instrument on the text above?</p>	<p>1. The teacher contributed the reading text of ‘musical instrument”</p> <p>2. Teacher ask students to read the text and underline the unfamiliar words</p> <p>3. The students find the meaning of unfamiliar word</p> <p>4. Teacher monitors the activity.</p>

		e. What is the mean of third paragraph? 2.The students discuss the answer and underlined an unfamiliar word.	
9 Date ; Class experiment 16-07-2017 Class control 19-07-2017	Post test	-	-

3. Post-test

Post-test were given to students after the implementation of guessing meaning technique had been ended or after the treatment had really been finished to be given in the experimental group and also if the conventional learning had been ended to do in the control group. After doing the treatment, the researcher gave the post-test to students in order to know the students' progress after treatment. The post-test was also constructed in the multiple choices format in which the materials tested werethe homogentest in the pre-test including procedure and report texts. In classifying the points of items of the test, the cases about both materials were administered into 25 items in multiple choices format and time of the allocated was 90 minutes.The

researcher also controlled students more cautiously in order not to be cooperative among them in doing the post-test. In this study, post-test had been provided to students on Tuesday, 16 and 19th August 2017 in both groups.

At last, the researcher compared the score acquired by the experimental group with the control group. Based on the scores which those both groups acquired and based on the result of comparison, the researcher subsequently got the intention of guessing meaning technique had the effect toward students' reading comprehension.

E. Instrument Of The Research

In this research, the researcher used reading comprehension test. The reading comprehension test in this study was designed in multiple choices. The test was given before and after treatment. The researcher used this instrument to find the data in reading comprehension and to know students' reading ability in MTS Nurul Kamal Sambirejo. The researcher made the material of this instrument based on the syllabus of third grade students of MTS Nurul Kamal Sambirejo . Moreover, the instruments in this study were designed in multiple choices because the format of multiple choices would make students produce accurate answers for both correct and incorrect ones. Multiple choices format even facilitated the researcher in correcting the result of students' work. This test consisted of 25 items, the correct answer got 1

score and the wrong answer got 0 score. It was based on the limitation of time given to the students to accomplish the test. The researcher provided 90 minutes for the students to finish the test.

To give the score for the students, the researcher using this formula :

$$\text{The score} = \frac{C}{N} \frac{A}{O H} \times 100\%$$

The test as an instrument in this study was made based on the indicators of the subject which had to be achieved in the end of the treatment. In other words, the researcher developed the test so that the test had test items which represented the objectives of reading comprehension being tested. The researcher did some steps in developing the test. The structure of the test is :

1. Writing Blue print

Before constructing items, the researcher created the blueprint of the study instrument to plan the test. This blue print was commonly called a test content requirement consisted of identifying syllabus, determining the objective of the test, and providing the level of comprehension, kind of the test, number of the text, and number of items.

2. Writing the test

Writing test consist of writing the directions and the item of the test. In this research, the researcher wrote 25 items in multiple choice form, and the directing was made clearly in order the students understand it easier.

3. Analyzing the test validity

In this research, the content validity of reading test was ensured. The researcher made the test adapted to the topic. To ensure the content validity of the reading test, before constructing the reading test, the researcher made a blueprint of the test.

4. Expert validation

The researcher examined the validation by getting the score of the test from the expert. The expert validation is an expert in reading comprehension subject. In this study the expert validation is the lecture of English Program in STAIN Curup, she is Ms. Henny. The researcher gave the reading test to expert validation to get the comments and feedbacks. There were six points stated in expert validation form: the appropriateness of indicators, number of the test items, the appropriateness of distracters, the language used in the test items and the appropriateness of the test accuracy.

5. The First revision

After getting the correction and feedback from the expert, the researcher subsequently did the first revision to revise the test based on the suggestion given by from the expert judgment.

6. Trying out the test

The try out test had the purpose to produce the required data with reasonably valid instrument. The try out was held prior to the real test to be tested. This test was given for the students from another group with the same

characteristic as the subjects of this research. The subjects of this study were IX b as experimental group, and IX a as a control group.

7. Analyzing the result of try out

The scores of trying out were calculated to check the validity and the reliability of the test. The calculation was made automatically by anates V4 program. The explanation is as follows :

a. Reliability

The researcher examined the reliability of the test. The test was reliable if it had consistent result as the previous one. To obtain the reliability, the researcher analyzed the outcome reliability estimation by using anates V4 program. The researcher used it because of practical consideration. The result of this calculation are :

Table 3.5 The Range Score and Interpretation of Reliability

	Index range	Interpretation
Reliability	< .40	Low
	.40 - .69	Moderate
	.70 - .1.00	High

(adopted from Ary et al, 2006:254)⁵²

Based on the scores fitted by using anates V4 of reliability, the result showed that the score of reliability calculation was 0,88

⁵² Ary,. D.,Jacobs, L.C.,Razaveih, A.,& Sorensen, C. 2006. *Introduction to Researcher in Education*; Vicki Knight. P:254

in which, this score was classified into the highest reliability. Therefore, it was thoroughly obvious that the instrument of this study was reliable, and the researcher did not need to re-tryout the draft.

b. Item difficulty

Item difficulty ranges are 00-1.00. The score 1.00 is the easier one. The following are categories of item difficulty :

Table 3.6 The If index Range and Interpretation

Index Range	Category	Interpretation
80-100	Very easy	Should be revised
60-79	Easy	Possible to be retained
40-59	Moderate	Possible to be retained
20-39	Difficult	Possible to be retained
00-19	Very Difficult	Should be revised

(adopted from Ebel,1979:267)⁵³

The results of estimating the item of difficulty then becomes the guideline to decide whether some items of the test should be revised of not.

Table 3.7 The Result of the Item Difficulty Analysis

Index Range	Interpretation	Item Number
.00-.19	Very Difficult (Should be revised)	
.20-.39	Difficult (Possible to be retained)	4,6,7,8,11,12,17,21
.40-.59	Moderate(Possible to be retained)	3,5,9,13,16,19,23,24
.60-.79	Easy (Possible to be retained)	2,10,15,20,23,25
.80-.00	Very easy (Should be revised)	1,14,18

⁵³ Ebel, R.L.1979. *Essential of Educational Measurement. Third Edition. England Clifts; Practice-Hall.Inc.P.267*

Based on the item analysis of the try out result, there were 3 item very easy, 6 items were easy, 8 items were moderate and 8 items were difficult.

c. Item Discrimination

The item discrimination is described as the following elaboration. ID index ranges from 1.00 (if all the upper group students answer correctly and all the lower group students answer incorrectly) to -1.00 (if the lower group students answer correctly and all the upper group students answer incorrectly).⁵⁴ The index closer to 1.00 is, the better. The categorization of the item discrimination is based on guidelines from Ebel as shown in table below:

Table 3.8 The Indices of Item Discrimination

Index Range	Interpretation
< 0,199	Very poor item
.20-.24	Poor item
.25-.39	Good item
> .40	Very good item

(Adopted from Ebel, 1979:70)

⁵⁴ Elbert, R.L., 1979. *Essential of Education Measurement Third Edition. England Clifs; Practice-Hall. Inc.p.70*

Table 3.9 The result of the Item Discrimination Analysis

Index Range	Interpretation	Item Number
<.199	Very poor item	1,11,16,23
.20-.24	Poor item	
.25-.39	Good item	3,5,6,8,17,
≥ .40	Very good item	2, 4, 7, 9, 10, 12, 13, 14, 15, 18, 19, 20, 21, 22, 24, 25

Based on the table above, the result of the item Discrimination analysis show that there are 4 items were very poor, 5 items were good, and 16 items were very good items.

d. Validity

“Validity is the occasion when there is found similarity between the data collected and actual data on the object study”.⁵⁵ Based on this statement, Sugiono recommends that the test instruments must be correlated to the materials in the syllabus. The validity of the test was checked by undertaking three concepts. There are; taking a content validity, getting the judgment expert and trying out the test. The ranges score of validity are as follows:

⁵⁵*Ibid*, P. 172

Table 3.10 The Range Score and Interpretation of Validity

Number of Item	Index Range	Interpretation
1,2,6,7,8,9,10,11,12,13,14,16,17, 18,21,22,25	$\geq .354$	Valid Item
3,4,5,15,19,20,23,24	$< .354$	Not valid need to be revised

(adopted from Farm, 2011)⁵⁶

Based on the result of the item validity analysis, question number 3, 4, 5, 15, 19, 20, 23, 24, needs to be revised.

8. Final revision

After getting the validity and reliability, the researcher carried out the final revision. The instrument of the researcher was ready after the final revision was made.

F. Technique of Data Analysis

The researcher also analysed whether the students had the improvement in their reading comprehension abilities after the Herringbone technique was applied or even in contrast. Then, the data from pre-test and post-test were analysed by employing these formulas:

⁵⁶ Varm, S. 2001. *Preliminary Item Statistic Using Point-Biserial Correlation and P-Values, Educational Data Systems*.P. 1-7.

1. Mean score

To get the mean score of pre and post test result in the control group, the researcher used the formula below:

$$M_y = \frac{\sum Y}{N}$$

Where:

M_y : Mean score of control group

Y : The sum of students' scores in control group

N : The amount of students at control group

In addition, in order to acquire the mean score of pre and post-test result in the experimental group, the researcher used the formula below:

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

Where:

M_x : Mean score of experimental group

X : The sum of students' scores in experimental group

N : The amount of students at experimental group

1. Standard Deviation

In gaining the standard deviation of scores in conducting the study at control group, the researcher applied the formula below:

$$SDY = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}}$$

Where:

SD_y = Standard deviation of control group

Y = Score of control group

\bar{Y} = Mean score of control group

N = The amount of students at control group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher used the formula below:

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

Where:

SD_x = Standard deviation of experimental group

X = Score of experimental group

\bar{X} = Mean score of experimental group

N = The amount of students at experimental group

2. Hypothesis testings

In testing the hypothesis devised previously, the researcher used the statistical formula such in the following below:

$$s t = \frac{M_x - M_y}{\sqrt{\frac{S_x^2}{N_x} + \frac{S_y^2}{N_y}}}$$

Where:

t = t test

M_x = Mean score of the post-test at experimental group

M_y = Mean score of the post-test at control group

S_x =Standard deviation of post-test result at experimental group

S_y =Standard deviation of post-test result at control group

N_x =The amount of students at experimental group

N_y =The amount of students at control group

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

1. Students' reading comprehension in control group (using conventional teaching technique)

a. The result of pre-test

In this study, conventional technique was implemented in the control class (XI a). In getting the first data before the learning process, the researcher gives students the pre-test. The result of pre-test which the researcher has gained can be viewed on the table below:

Table 4.1 The scores of students' pre-test in control class

No	Name of students based on list absent	Y	Y ²
1	Student 1	36	1296
2	Student 2	64	4096
3	Student 3	64	4096
4	Student 4	68	4624
5	Student 5	36	1296
6	Student 6	68	4624
7	Student 7	36	1296
8	Student 8	64	4096
9	Student 9	64	4096
10	Student 10	36	1296
11	Student 11	68	4624
12	Student 12	36	1296
13	Student 13	68	4624
14	Student 14	64	4096
15	Student 15	68	4624
16	Student 16	68	4624
17	Student 17	36	1296
		944	56000

$$N_y = 17$$

$$Y = 944$$

- **Mean Score:**

$$M_1 = \frac{Y}{N_y}$$

$$= \frac{944}{17}$$

$$= 55,5$$

- **Standard Deviation :**

$$S_{y1} = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}}$$

$$S_{y1} = \sqrt{\frac{56000 - \frac{(944)^2}{17}}{17 - 1}}$$

$$S_{y1} = \sqrt{\frac{56000 - \frac{891136}{17}}{16}}$$

$$S_{y1} = \sqrt{\frac{56000 - 52420}{16}}$$

$$S_{y1} = \sqrt{\frac{3580}{16}}$$

$$S_{y1} = \sqrt{223,75}$$

$$S_{y1} = 14,9$$

Based on the data showed on the table above, the result of calculation of 17 students' scores in pre-test at control group proved that they possess the mean score as 55,5 and the standard deviation that was found out has the degree of score as 14,9.

b. The result of post test

After having the treatment, researcher gave students the post-test to measure how high they understood the material of treatment by using conventional technique. The result of post-test in control class could be viewed based on the table below:

Table 4.2 The result of students' post-test in control class

No	Name of students based on list absent	Y	Y ²
1	Student 1	38	1444
2	Student 2	66	4356
3	Student 3	66	4356
4	Student 4	70	4900
5	Student 5	38	1444
6	Student 6	70	4900
7	Student 7	38	1444
8	Student 8	66	4356
9	Student 9	66	4356
10	Student 10	38	1444
11	Student 11	70	4900
12	Student 12	38	1444
13	Student 13	70	4900
14	Student 14	66	4356
15	Student 15	70	4900
16	Student 16	70	4900
17	Student 17	38	1444
		978	59844

$$N = 17$$

$$Y = 978$$

• **Mean Score :**

$$\begin{aligned} M_2 &= \frac{Y}{N} \\ &= \frac{978}{17} \\ &= 57,5 \end{aligned}$$

• **Standard Deviation :**

$$\begin{aligned} S_{y1} &= \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}} \\ S_{y1} &= \sqrt{\frac{59844 - \frac{(978)^2}{17}}{17 - 1}} \\ S_{y1} &= \sqrt{\frac{59844 - \frac{956484}{17}}{16}} \\ S_{y1} &= \sqrt{\frac{56844 - 56263}{16}} \\ S_{y1} &= \sqrt{\frac{3581}{16}} \\ S_{y1} &= \sqrt{223,8} \\ S_{y1} &= 14,9 \end{aligned}$$

Based on the data showed on the table above, the result of calculation of students' scores in post-test at control class proved that they possess the mean score as 57,5 and the standard deviation that was found out has the degree of score as 14,9.

In cultivating the result of pre-test and post test in control class, it also had the basic function that is to encounter five aspects of score. They involved the highest score, lowest score, and total score; mean score and the standard deviation. In accordance with the data displayed on the table 2.1 and 2.2, the five aspects can be seen on the table 2.3 below:

Table 4.3 Five aspects of Score

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	68	70	36	38	944	978	55,5	57,5	14,9	14,9

Based on the table above, In the control class which consists of 17 students, concerning with the score in pre test, the highest score attains 68 gained by six students and the lowest score was 36 gained by six students. Meanwhile, in post test, the highest score attains 70 gained by six students and the lowest score is 56 attains by five students. Before getting the mean score, the researcher firstly encounters the total score owned by 17 students in which it reaches the number as 984 on pre test and 1244 on post test. Based on the total score, there was found

the mean score which achieves 55,5 on pre test and 57,5 on post test. The researcher then did the calculation to get the standard deviation on the pre test and post-test result. The standard deviation is 14,9 on pre test and 14,9 on post test.

2. Students' reading comprehension in experimental group (using guessing meaning technique)

a. The result of pre-test

In this study, teaching reading by using Guessing Meaning technique was applied in the experimental group referring to the class IX b. In acquiring the first data before the learning process was undertaken, the researcher gave students the pre-test. The result of pre-test which the researcher had gained could be viewed on the table below:

Table 4.4 The result of students' pre-test in experimental class

No	Name of students based on list absent	X	X ²
1	Student 1	64	4096
2	Student 2	56	3136
3	Student 3	48	2304
4	Student 4	48	2304
5	Student 5	56	3136
6	Student 6	60	3600
7	Student 7	56	3136
8	Student 8	56	3136
9	Student 9	64	4096

10	Student 10	56	3136
11	Student 11	60	3600
12	Student 12	64	4096
13	Student 13	48	2304
14	Student 14	60	3600
15	Student 15	60	3600
16	Student 16	64	4096
17	Student 17	60	3600
18	Student 18	64	4096
19	Student 19	48	2304
		1092	63376

$$N_x = 19$$

$$X = 1092$$

• **Mean Score :**

$$\begin{aligned}
 M_1 &= \frac{X}{N_x} \\
 &= \frac{1092}{19} \\
 &= 57,5
 \end{aligned}$$

$$\begin{aligned}
S_{x1} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\
S_{x1} &= \sqrt{\frac{63376 - \frac{(1092)^2}{19}}{19-1}} \\
S_{x1} &= \sqrt{\frac{63376 - \frac{1192464}{19}}{18}} \\
S_{x1} &= \sqrt{\frac{63376 - 62761}{18}} \\
S_{x1} &= \sqrt{\frac{615}{18}} \\
S_{x1} &= \sqrt{34,2} \\
S_{x1} &= 5,83
\end{aligned}$$

- **Standard Deviation :**

Based on the data presented on the table above, the calculation result of 16 students' scores in post-test at experimental group indicates that they possess the mean score as 57,5 and the standard deviation is 5,83.

b. The result of post test

The condition of students' reading comprehension ability after herringbone technique is implemented could be viewed based on the result of post-test to 19 students having seat on the experimental group. Concerning with the result of post-test in experimental group, it can be seen on the displayed data as the following table:

Table 4.5 The result of students' post-test in experimental group

No	Name of students based on list absent	X	X ²
1	Student 1	64	4096
2	Student 2	58	3364
3	Student 3	52	2704
4	Student 4	52	2704
5	Student 5	58	3364
6	Student 6	63	3969
7	Student 7	58	3364
8	Student 8	52	2704
9	Student 9	64	4096
10	Student 10	58	3364
11	Student 11	63	3969
12	Student 12	64	4096
13	Student 13	52	2704
14	Student 14	63	3969
15	Student 15	63	3969
16	Student 16	64	4096
17	Student 17	63	3969
18	Student 18	64	4096
19	Student 19	52	2704
		1127	71397

$$N_x = 19$$

$$X = 1127$$

- **Mean Score :**

$$\begin{aligned}
 M_2 &= \frac{\sum X}{N} \\
 &= \frac{1127}{19} \\
 &= 59,3
 \end{aligned}$$

- **Standard Deviation :**

$$\begin{aligned}
 S_{x2} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\
 S_{x2} &= \sqrt{\frac{67491 - \frac{(1127)^2}{19}}{19 - 1}} \\
 S_{x2} &= \sqrt{\frac{67491 - \frac{1270129}{19}}{18}} \\
 S_{x2} &= \sqrt{\frac{67491 - 66848}{18}} \\
 S_{x2} &= \sqrt{\frac{643}{18}} \\
 S_{x2} &= \sqrt{35,8} \\
 S_{x2} &= 5,91
 \end{aligned}$$

Based on the data presented on the table above, the calculation result of students' scores in post-test at experimental group indicates that they gained the mean score as 59,3 and the standard deviation was 5,91.

In cultivating the result of pre-test and post test in experimental class, it also had the basic function that was to encounter five aspects

of score. They involved the highest score, lowest score, and total score; mean score and the standard deviation. In accordance with the data displayed on the table 4.4 and 4.5, the five aspects can be seen on the table 4.6 below:

Table 4.6 The five aspects result of students' post-test in experimental group

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental	64	64	48	52	1092	1127	57,5	59,3	5,83	5,91

Based on the table above, In the experimental group which consists of 19 students, concerning with the score in pre test, the highest score attains 64 gained by five students and the lowest score was 48 gained by three students. Meanwhile, in post test, the highest score attains 64 gained by five students and the lowest score is 52 attained by five students. Before getting the mean score, the researcher firstly encounters the total score owned by 19 students in which it reached the number as 1092 on pre test and 1127 on post test. Based on the total score, there was found the mean score which achieves 57,5 on pre test and 59,3 on post test. The researcher then did the

calculation to get the standard deviation on the pre test and post-test result. The standard deviation is 5,83 on pre test and 5,91 on post test.

3. The Analysis of Pre-test and Post-test Result in Control group and Experimental group

In analyzing pre test and post-test result, the scores of both groups were compared to see whether the treatment gave the effect or not. The following table might help clarify and contain comparative result from experimental and control group.

Table 4.7 The comparative result between control and experimental group

Group	Mean Score		Standard Deviation		Students who get the score >70		Students who get the score <70	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
-								
Control	55,5	57,5	14,9	14,9	-	6	17	11
Experimental	57,5	59,3	5,83	5,91	-	-	19	19

In accordance with the scores shown on the table above, in the control group, the mean score of pre-test was 55,5 and the mean score of post-test is 57,5. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 14,9 and the result of post-test has the standard deviation as 14,9. Furthermore, in the pre test there are nothing students got 6the score > 70, and 17 students got the score <70, in

the post test there are nothing students got score > 70 , and 19 students got the score < 70 .

In the experimental group, the mean score of pre-test was 57,5 and the mean score of post-test was 59,3. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 5,83 and the result of post-test has the standard deviation as 5,91. Furthermore, in the pre test nothing students got the score > 70 , and 19 students got the score < 70 , in the post test there are nothing students got score > 70 , and 19 students got the score < 70 .

In reviewing the data presented on the table 2.7, the fact showed that the experimental group produced the scores not too higher than the scores found out from the control group. It was proven by the calculation of mean scores owned by both groups. In the control group, the mean score got from pre-test was 55,5 and from post-test were 57,5. The range of increasing score only reaches 2,0 points. It can be said that the conventional teaching technique improves students' reading comprehension ability as high as 2,0 based on the measurement through a valid and reliable instrument. Therefore in the experimental group, the mean score acquired from pre-test is 57,5 and from post-test is 59,3. The range of the increasing score achieves 1,8 points. It can be said that guessing meaning of unfamiliar word teaching technique is effective toward students' reading comprehension as high as 1,8 based on the same

procedure of measurement through the same valid and reliable instrument. So, it could be concluded that there was a significant effect of the treatment for the experimental group, which could be seen from the range of the post-test result between experimental group and control group. Further information about the result of the post-test could be seen in the following table:

Table 4.8 The score of pre-test and post-test

No Subject	Control Group		Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
1	36	38	64	64
2	64	66	56	58
3	64	66	48	52
4	68	70	48	52
5	36	38	56	58
6	68	70	60	63
7	36	38	56	58
8	64	66	56	52
9	64	66	64	64
10	36	38	56	58
11	68	70	60	63
12	36	38	64	64
13	68	70	48	52
14	64	66	60	63
15	68	70	60	63
16	68	70	64	64
17	36	38	60	63
18			64	64
19			48	52
Total	944	978	1092	1127
Mean Score	55,5	57,5	57,5	59,3
Standard Deviation	14,9	14,9	5,83	5,91

Hypothesis Testing

To examine the hypothesis, the researcher employs the t-test formula. Basically, the objective of t-test is to prove whether the “t” which is obtained refers to a significant difference between the mean score of both control and experimental class. Actually based on the analysis of the researcher towards the data produced by both groups, the researcher has dared to certify that guessing meaning technique has effect toward students’ reading comprehension. Somehow, the calculation was steadily needed because it can more certainly decide whether hypothesis alternative can be accepted or not. The data calculation of both groups is done by employing the t-formula which can be seen on the presentation below:

Table 4.9 Data analysis of post-test in control and experimental group

No Subject	Control group		Experimental Group	
	Y	Y ²	X	X ²
1	38	1444	64	4096
2	66	4356	58	3364
3	66	4356	52	2704
4	70	4900	52	2704
5	38	1444	58	3364
6	70	4900	63	3969
7	38	1444	58	3364
8	66	4356	52	2704

9	66	4356	64	4096
10	38	1444	58	3364
11	70	4900	63	3969
12	38	1444	64	4096
13	70	4900	52	2704
14	66	4356	63	3969
15	70	4900	63	3969
16	70	4900	64	4096
17	38	1444	63	3969
18			64	4096
19			52	2704
Total	978	59844	1127	71397

a. Standard Deviation of Post-test result in Experimental Group

$$N_1 = 19$$

$$X = 1127$$

$$M_1 = \frac{X}{N_1}$$

$$\frac{1127}{19}$$

$$= 59,3$$

$$\frac{1127}{19}$$

$$= 59,3$$

$$S_1 = \dots ?$$

$$S_1 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$S_1 = \sqrt{\frac{67491 - \frac{(1127)^2}{19}}{19 - 1}}$$

$$S_1 = \sqrt{\frac{67492 - \frac{1270129}{19}}{18}}$$

$$S_1 = \sqrt{\frac{67491 - 66484}{18}}$$

$$S_1 = \sqrt{\frac{643}{18}}$$

$$S_1 = \sqrt{35,8}$$

$$S_1 = 5,91$$

b. Standard Deviation of Post-test result in Control Group

$$N_2 = 17$$

$$Y = 978$$

$$M_2 = \frac{Y}{N_2}$$

$$N_2$$

$$= \frac{978}{17}$$

$$17$$

$$= 57,5$$

$$S_2 = ?$$

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N - 1}}$$

$$S_2 = \sqrt{\frac{59844 - \frac{(978)^2}{17}}{17 - 1}}$$

$$S_2 = \sqrt{\frac{59844 - \frac{956484}{17}}{16}}$$

$$S_2 = \sqrt{\frac{59844 - 56263}{16}}$$

$$S_2 = \sqrt{\frac{3581}{16}}$$

$$S_2 = \sqrt{223,8}$$

$$S_2 = 14,9$$

c. The “t” Calculation

$$M_1 = 59,3$$

$$M_2 = 57,5$$

$$S_1 = 5,91$$

$$S_2 = 14,9$$

$$N_1 = 19$$

$$N_2 = 17$$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{59,3 - 57,5}{\sqrt{\frac{(5,91)^2}{19} + \frac{(14,9)^2}{17}}}$$

$$t = \frac{1,8}{\sqrt{\frac{34,9281}{19} + \frac{222,01}{17}}}$$

$$t = \frac{1,8}{\sqrt{1,8383 + 13,0594}}$$

$$t = \frac{1,8}{\sqrt{14,8977}}$$

$$t = \frac{1,8}{3,7}$$

$$t = 0,4864$$

$$\mathbf{t\text{-test} = 0,4864}$$

$$Df = N_1 + N_2 - 2$$

$$= 19 + 17 - 2$$

$$= 19 + 15$$

$$= 34$$

$$\mathbf{t\text{-table} = 1,008}$$

$$\mathbf{t\text{-test} < t\text{-table}}$$

$$\mathbf{0,4864 < 1,008}$$

H₁ is rejected

H₀ is accepted

From the result of the matched t-test calculation, it was found out that the value of t-test was 0,4864. The value of t-table at significance level of 75% was 1,008 with the degree of freedom was 33, it indicates that H_0 was accepted and consequently the H_1 was rejected, in other words. It was not too effective to teach reading through Guessing Meaning of Unfamiliar word teaching method to the third grade of MTS Nurul Kamal Sambirejo.

B. DISCUSSION

Based on the explanation of the previous chapters, the researcher would discuss about the effect of Guessing Meaning of unfamiliar word toward students reading comprehension. It is found that there is effect of using Guessing meaning of unfamiliar word toward student reading comprehension. During the treatment, some facts come up both in experiment class and control class. Firstly, in experiment class when the treatment using guessing meaning of unfamiliar word technique used by the students become very enthusiasm and can be comfortable but seriously with activities that were taught by the teacher. So, it becomes easier to relate them with teaching speaking and the learning experience more active one for student. This method served information how to start and develop their speaking in the learning process.

In control group, the researcher used conventional technique as the comparison technique. Consequently, when the students learn speaking

ability, they faced some problems that the students in experiment class did not face because they could not strata and develop their reading comprehension well. And they did not have knowledge to relate the many ideas in speaking.

Furthermore, to prove of using guessing meaning technique gave significant effect on students' speaking ability; it can be seen in the post test result of this research. It proved that the students' speaking ability who was introduced quantum learning that can make students directly understand and easier to develop speaking ability. From the pretest result of control group, the highest score is 68 gained by six students and the lowest score is 36 gained by five students. From the calculation is found that the mean score of control group is 55,5 and its standard deviation is 14,9 And from the post test result, it can be seen that in control group the highest score is 70 gained by five students and the lowest score is 38 gained by five students. From the calculation is found that the mean score of control group is 57,5 and its standard deviation is 14,9. From the explanation above, it can be seen that the score in control group increase 2,0 point from the pretest score is 55,5 and post-test score is 57,5.

From the pre test of experiment class, the highest score is 64 gained by five students and the lowest score is 48 gained by four students. From the calculation is found that the mean score of pretest in experiment class is 57,5 and its standard deviation is 5,83. And from the post test result, it can be seen that in experiment class the highest score is 64 gained by five students and the

lowest score is 52 gained by five students. From the calculation is found that the mean score of experiment class is 59,3 and its standard deviation is 5,91.

From the explanation above, it can be seen that the score in experiment class increase 1,8 point from the pretest score is 57,5 and post-test score is 59,3. Based on the explanation above, the increasing of the score in control class is higher than experiment class. It showed that the high score of control class increased 2,0 point, while in the experiment class increased 1,8 point. It is proved that the alternative hypothesis, increasing the students' speaking ability by using guessing meaning of unfamiliar word technique gives an effect than through conventional technique. As conclusion, guessing meaning of unfamiliar word which can increase students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The researcher concludes the result of conducting study with removing the main from the answers of the three problems of study. In taking conclusion, for the comparison of both groups in the occasion of before and after the habitual and guessing meaning of unfamiliar word technique implemented, the researcher relies on two aspects which cannot be influenced by any other factors. Where, these aspects include mean score and standard deviation. Subsequently, to analyze the effect of guessing meaning of unfamiliar word technique, the researcher examines hypothesis by employing the “t” calculation.

1. Students’ reading comprehension before habitual and guessing meaning of unfamiliar word technique implemented

Concerning with students’ reading comprehension before habitual and guessing meaning of unfamiliar word technique implemented students in both control and experimental group have the condition being respectively good. They possess homogenous ability. This fact is proven by the occasion of pre-test result in both groups. The control group possesses the mean score in the

amount of 55,5 and the score of standard deviation as 14,9. In the near occasion, the experimental group acquires the mean score as high as 57,5 and the standard deviation score as 5,83.

2. Students' Reading comprehension after habitual and guessing meaning of unfamiliar word technique implemented.

Regarding students' reading comprehension as habitual and guessing meaning technique implemented, it is good because students from both groups respectively have increasing ability. Somehow, students' reading comprehension in the experimental group in which the students are provided treatment such guessing meaning technique, it improve reading comprehension in control group where, the students are taught through a habitual teaching technique. This situation is indicated by the result of post-test in both groups. The control group owns the mean score in the amount of 57,5 and the standard deviation as 14,9. Whereas, the experimental group obtains the mean score in the bigger figure in the amount of 59,3 with the smaller number of standard deviation as 5,91. The lower standard deviation indicates that most students have scores being near with the median score where, it represents good condition.

3. The effect of Guessing meaning of unfamiliar word technique

Regarding the effect of Guessing meaning of unfamiliar word technique, this technique is indeed effective in students' reading comprehension. Based on the calculating, the t obtained is compared to the value of the table. The figure of “ t ” test found out is 0,486 and the value of “ t ” table is 1,008. It is proven that t obtained was bigger than t table ($0,468 < 1,008$). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. The interpretation from the calculation is that there is significant of teaching reading by using Guessing meaning technique toward student's reading comprehension. On the other hand, alternative hypothesis said that “there is effect of Guessing meaning technique toward students' reading comprehension is accepted.

B. SUGGESTIONS

After doing the research which finds out the effectiveness of guessing meaning technique toward students' reading comprehension, in getting the result of the research, the researcher makes some suggestions for some people who are probably related to the research.

1. For the teacher, the teacher should consider that the guessing meaning technique is one of alternative techniques which toward students' reading comprehension. By applying this technique, the teacher would be easier to make the students become active readers because they would try to

analyze the text while reading. By using this technique, the students not only read the text but also would try to interact with the text.

2. For the students, they should improve their reading comprehension and also have high motivation in reading a text. One of effective ways which can be used toward students' reading comprehension is learning with the teaching that uses guessing meaning technique. This technique would not be monotonous in every teaching-learning process. This technique even makes the teaching and learning process become more effective.
3. For further research, the research who wants to conduct the research in this area The researcher hopes that this technique can be conducted in other schools in order to those schools can be acquainted with the effectiveness of guessing meaning technique toward students' reading comprehension.

REFERENCES

- Anderson, Mark and Kathy Underson. 2002. *Text Types in English*. Mc Millan Education
- Ann Arbor, 1985. *A Reading Skill Textbook for Students of English as a Second Language*. UP Press
- Anonymous. 2006. *What is Comprehension?* Retrieved at www.literacyconnections.com/whatiscomprehension-php/ on August 21st 2007
- Arni Susi. 2008. *The Effect of Using Paired Storytelling Technique toward Students Reading Comprehension (AN Experimental Study on Second Year Students of SMKN 1 Curup)*. Thesis of STAIN Curup.
- Ary, Donald. 2002. *Introduction to Research in Education*. USA: Wards
- Ary, D., Jacobs, L.C., Razaveih, A., & Sorensen, C. 2006. *Introduction to Researcher in Education*; Vicki Knight Press
- Benyahia. 2008. *Reading techniques course A Distant Course intended for 1st year students of English as a Foreign Language (L.M.D) in Academic Year 2003/2004*. Unpublished journal.
- Brown, H Douglas. 2001. *Teaching by Principles*. San Francisco: Addison Wesley Longman, Inc
- C.R. Khathari. 2004. *Research Methodology Method and Technique*. New Age International Publisher, India.
- Caroline T. Linse, 2006. *Practical English Language Teaching: Young Learners*. New York: Mc Graw-Hill Companies, Inc.
- Cooper, J. D. 1986. *Improving Reading Comprehension*. Boston: Houghtonmifflin Company.
- David Moore. 1996. *The Basic Practise of Statistics*. Newyork: Purdue University.
- E. Wouldiams. 1984. *Reading Language In the classroom*, Macmillan, London.
- Elbert, R.L., 1979. *Essential of Education Measurement Third Edition*. England Clifs; Practice-Hall. Inc.

- Elizabeth S. Pang (et. all), *Teaching Reading*, Retrieved at <http://www.Curtin.edu.au/curtin/dept/smec/iae> on Septmber 24th 2014
- Eskey, David. 2002. *Reading and Teaching of L2 Reading*. Asian EFL Journal Vol.II No.1
- Gay and Petter. 2001. *Educational Research Competencies and Analysis Applicaton, imprint of practice hail*. New jersey, Ohio.
- Grellet, Francoise. 1981. *Developing reading skill*. Cambridge university press
- Hadi Sutrisno. 1985. *Methodology of Research*. Yogyakarta: Yayasan Penerbit Fakultas Psikologi
- Harmer, Jeremy.1985. *The Practice of English Language Teaching*. New York: Longman, Inc.
- Kitao, Kenji.1985. *Acquiring Cultural Awareness and Reading Skill*. Tokyo Addition.
- M. Toha Anggoro, dkk. 2003. *Metode Penelitian*, Universitas Terbuka, Jakarta
- Mellisa Catry. 2014. *Reading Purpose*, Retrieved at <http://www.nclrc.org/essentials/reading/reindex.htm>, on sept 24th 2014
- Mey-Yun, Y. 1993. *Cohesion and the Teaching of EFL Reading*. Reading English Teaching Forum. Vol 31 No.2.
- Nation I.S.P. 1986 *Teaching and Learning Vocabulary*. Occagional Publication No.7.Victoria Univercity of Wellington
- Nunan, David. 1989. *Design Task for the Communicative Classroom*. New York: Prentice.
- _____. 1995. *Language Teaching Methodology: A Textbook for teacher*. London: Phoenix ELT
- Nuttal, Christine. 1996. *Teaching Reading Skill in Foreign*. London; Heneman.
- Ramsey. 1989. *Language Features': Contextual*. Retrieved at <https://scholarword.wmich.edu/egiarticle=antonym> context, horizons on August 14th 2017
- Rubin, Dorothy. 1997. *A Pratical Approach to Teaching Reading. 2nd edition* Needham Heights MA: Allyn & Bacon.
- Saunders. 2003. *Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health, Seventh Edition*.USA: Elsevier, Inc

- Sugiono. 2011. *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, Jakarta: Alfabeta
- Templeton, S. 1995. *Children Literacy Context for Meaning Full Learning*. New Jersey: Houghton Mifflin Company.
- Ur.Penny. 1986. *A Course in Language Teaching, Practical and Theory*. Cambridge Univercity Press
- Varm, S. 2001. *Preliminary Item Statistic Using Point-Biserial Correlation and P-Values*. Educational Data Systems.
- Vecca Jo Annel. 1998. *Reading and Learning to Read*. USA :Little Brown and company
- W. Gulo. 2000. *Metodologi Penelitian*, Jakarta: PT Grasindo.
- Wixson et al. 2009. *The new definition of reading*. Retrieved at <http://www.eduplace.com/rdg/res/teach/def.html>. on May 4th 2014.
- Wouldiam, Julia.1986. *Improving Reading Comprehension : Some current Strategies* Language Teaching. Forum. Volume 26, 1st January 1986
- Young, Nancy. 2010. *Unlock your child's Learning Potential k-6*. London :A Humanics Learning Publication.

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: MTS Nurul Kamal Sambirejo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk procedure dan report dengan ucapan, tekanan dan intonasi yang berterima
Jenis teks	: tulis fungsional dan monolog <i>procedure/report</i>
Tema	: <i>How to make a chocolate ball</i> dan <i>Dance</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit (2 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Membaca nyaring teks yang berupa prosedur
- b. Membaca nyaring teks bacaan
- c. Membaca nyaring kalimat-kalimat yang sesuai dengan gambar

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Reaning and practice the following dialogue with your partner (hal,8)
 - Bacaan: 'How To Make a chocolate ball ?'
- b. Pronounce word
 - Bacaan: 'Chocolate', 'Think', 'sung' and sheep

3. Metode Pembelajaran: three-phase technique

4. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

A. Kegiatan Pendahuluan

Apersepsi :

Ñ Tanya jawab tentang teks yang akan dibaca

Ñ Mencari kata-kata yang sulit untuk dilafalkan

Ñ Menirukan pengucapan guru

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Membaca nyaring teks yang berupa prosedur
- ☞ Membaca nyaring teks bacaan
- ☞ Membaca nyaring kalimat-kalimat yang sesuai dengan gambar
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

1. Buku teks yang relevan: Kaset/CD .

2. Workbook Kaset/CD .
3. Gambar-gambar yang relevan
4. *Script* bacaan atau rekaman bacaan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1.Mengidentifikasi makna gagasan dalam teks berbentuk <i>procedure</i> dan <i>report</i>	Tes tulis	Pertanyaan Bacaan	<i>Answer the following questions based on the text</i>
2.Mengidentifikasi berbagai informasi yang terdapat dalam teks berbentuk <i>procedure</i> dan <i>report</i>	Tes lisan	Membaca nyaring	<i>Read the text aloud</i>
3.Mengidentifikasi tujuan komunikatif teks berbentuk <i>procedure/report</i>			
4.Mengidentifikasi langkah retorika dalam teks berbentuk <i>procedure/report</i>			
5.Membaca nyaring teks berbentuk <i>procedure/report</i>			

a. Instrumen:

Daftar petunjuk:

Group Work (3-4 students):

1. *find out any kind of reading passage about procedure*
2. *read and try to comprehend your reading passage*
3. *rewrite the reading with your friends in your group*
4. *tell the summary in turn so that each student get their turn*

b. Pedoman Penilaian\
Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

Element	Score
Pronunciation	25
Clarity	25
Expression	25
Cooperation	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	5

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK :

.....,**20.....**
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK :

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p>(<i>identification-description</i>)</p> <p>4. <i>Spelling, stress, intonation</i></p>	<ul style="list-style-type: none"> • Tujuan komunikatif • Bahan yang diperlukan • Cara melakukan. membuat sesuatu • Langkah retorika teks <i>procedure/report</i> • Ciri kebahasaan teks prosedur • Membaca nyaring dengan ucapan dan intonasi yang tepat 	<p>4. Mengidentifikasi langkah retorika dalam teks berbentuk <i>procedure/report</i></p> <p>5. Membaca nyaring teks berbentuk <i>procedure/report</i></p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>5.3. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>	<p>1. Makna gagasan dan tekstual dalam teks fungsional</p> <ul style="list-style-type: none"> - Surat pribadi - Brosur <p>2. Ciri kebahasaan teks fungsional</p> <ul style="list-style-type: none"> - Surat pribadi - iklan <p>3. Spelling, Stress, intonation</p>	<p>1. Tanya jawab tentang berbagai hal terkait tema / topik / jenis teks yang akan dibaca.</p> <p>2. Membahas kosa kata dan ungkapan yang digunakan dalam teks yang akan dibaca.</p> <p>3. Membaca teks fungsional pendek</p> <p>4. Menjawab pertanyaan tentang isi teks.</p> <p>5. Menyebutkan jenis teks yang dibaca dan tujuan komunikatifnya.</p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca.</p> <p>7. Membaca nyaring</p>	<p>1. Mengidentifikasi makna yang terdapat dalam teks fungsional pendek;</p> <ul style="list-style-type: none"> - Surat Pribadi - Brosur <p>2. Mengidentifikasi ciri kebahasaan teks fungsional pendek, - Surat Pribadi - Brosur</p> <ul style="list-style-type: none"> • Membaca nyaring • Mengidentifikasi informasi yang berhubungan dengan bacaan tentang prosedur • Menjawab pertanyaan-pertanyaan berdasarkan bacaan • Membuat ringkasan 	<p>Tes Tulis</p> <p>Tes lisan</p> <p>Tes lisan</p>	<p>1. Pilihan ganda</p> <p>2. Isian singkat</p> <ul style="list-style-type: none"> • Membaca nyaring 	<p>1. Choose the best option, a, b, c or d based on the text.</p> <p>2. Complete the sentences based on the text.</p> <p>Read the text Aloud</p>	4 x 40 menit	<p>1. Buku teks yang relevan.</p> <p>2. Contoh teks fungsional :</p> <ol style="list-style-type: none"> 1. iklan. 2. pengumuman 3. pesan singkat <p>3. Gambar yang relevan</p>
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)</p>								

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,20.....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;

SILABUS PEMBELAJARAN

Sekolah :
Kelas : IX (Sembilan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Membaca

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1.Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>narrative</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	1. Teks fungsional pendek : - Schedule - Labels 2. Spelling, stress, intonation	1. Review berbagai hal tentang - Schedule - Labels digunakan. 2. Membahas kosa kata dan tata bahasa yang sulit. 3. Membaca nyaring teks fungsional pendek. 4. Menjawab pertanyaan tentang isi teks. 5. Menentukan tujuan komunikatif teks terkait.	1. Membaca nyaring dan bermakna teks fungsional pendek : - Schedule - Labels	Tes Lisan	Membaca nyaring	<i>Read the text aloud</i>	2 x 40 menit	1. Buku teks yang relevan. 2. Contoh surat / iklan. 3. Gambar yang relevan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								
11.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>1. Teks fungsional pendek</p> <ul style="list-style-type: none"> - Schedule - Labels <p>2. Informasi dalam teks fungsional pendek</p> <ul style="list-style-type: none"> - gagasan utama - informasi rinci - informasi tersirat - makna kata, frasa, kalimat <p>3. Tujuan Komunikatif</p> <p>4. Ciri kebahasaan</p>	<p>1. Tanya jawab tentang berbagai hal terkait materi.</p> <p>2. Membaca teks fungsional pendek.</p> <p>3. Menjawab pertanyaan isi teks.</p> <p>4. Menjawab pertanyaan terkait :</p> <ul style="list-style-type: none"> - jenis teks. - tujuan komunikatif - ciri kebahasaan - langkah retorika 	<ul style="list-style-type: none"> • Mengidentifikasi makna dalam teks fungsional pendek schedules, dan surat labels • Mengidentifikasi berbagai informasi dalam teks fungsional pendek - Schedule - Labels 	Tes Tulis	Pilihan Ganda	<i>Choose the best option, a, b, c or d based on the text.</i>	2 x 40 menit	<p>1. Buku teks yang relevan.</p> <p>2. Contoh jadwal</p> <p>3. Gambar yang relevan.</p> <p>4. Labels</p> <ul style="list-style-type: none"> - Obat - Makanan - Minuman
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan	<p>1. Teks tertulis berbentuk</p> <ul style="list-style-type: none"> - <i>narrative</i> - <i>report</i> <p>2. Informasi dalam teks monolog</p>	<p>1. Tanya jawab tentang berbagai hal terkait tema, topik, jenis teks.</p> <p>2. Membaca teks.</p> <p>3. Menjawab pertanyaan tentang isi teks.</p>	<ul style="list-style-type: none"> • Mengidentifikasi makna dalam teks monolog berbentuk <i>narrative</i> and <i>report</i>. • Mengidentifikasi 	Tes Tulis	Uraian	<i>Answer the questions based on the text.</i>	2 x 40 menit	<p>1. Buku teks yang relevan.</p> <p>2. Contoh surat / iklan.</p> <p>3. Gambar yang relevan.</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,20.....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;

Blueprint of the reading test

Content			Number of Question
Test Objective	Course Description	Indicators of the Test Items	
Measuring the students' reading comprehension by guessing meaning of unfamiliar word in report and procedure texts	Identify the mean and the idea in report and procedure text	<ul style="list-style-type: none"> ▪ Identify the mean of unfamiliar word in a sentence or paragraph by using context clues 	1,2,9,13,14,18,22
		<ul style="list-style-type: none"> ▪ Identify the meaning of unfamiliar word by analyzing stem and affixes 	3,4,10,15,19,23
		<ul style="list-style-type: none"> ▪ Identify the information of unfamiliar word by using an antonym 	5,6,11,16,20,24
		<ul style="list-style-type: none"> ▪ Identify the meaning of unfamiliar word by determining a word or phrase 	7,8,12,17,21,25
Total			25

EXPERT VALIDATION FORM

No	Statement	Response		Notes (If any)
		Yes	No	
1.	Are the text suitable in terms of their contents?			
	a. Text 1			
	b. Text 2			
	c. Text 3			
	d. Text 4			
2.	Are the text suitable in terms of the length?			
	a. Text 1			
	b. Text 2			
	c. Text 3			
	d. Text 4			
3.	Are the text suitable in terms of difficulty?			
	a. Text 1			
	b. Text 2			
	c. Text 3			
	d. Text 4			
4.	Is the number of item enough?			
5.	Is the number of distracters enough?			
6.	Are the question understandable?			
7.	Is the prompt clear?			
8.	Is the time allotment clear?			

The schedule of the treatment in experimental and control group

Meeting	The Material	Guessing meaning	Conventional
<p align="center">1</p> <p>Date ; Class IX b 19-07-2017 Class IX a 22-07-2017</p>	Pre test	-	-
<p align="center">2</p> <p>Date ; Class experiment 26-07-2017</p> <p>Class control 28-07-2017</p>	Prosedure text	<p>3. The teacher gave the reading material about text “how to make a cup of coffee” , then students discuss and answer the question :</p> <p>f. Where kind of the text?</p> <p>g. What the text tells about?</p> <p>h. How much step to make a cup of coffee?</p> <p>i. Mention..what the first step to make a cup of coffee?</p> <p>j. How much sugar that must we use to make a cup of coffee..</p> <p>4. The students discuss the text and find unfamiliar word for them.</p>	<p>5. The teacher contributed the reading text of “How to make a cup of coffee”</p> <p>6. Teacher ask students to read the text of “How to make a cup of coffee” and underline the unfamiliar words,</p> <p>7. Then find the meaning of unfamiliar words</p> <p>8. Teacher monitors the activity.</p>
<p align="center">3</p> <p>Date ; Class experiment 27-07-2017</p> <p>Date; Class control 29-07-2017</p>	Prosedure text (How to make an interesting story)	<p>3. The teacher gave the reading material about text “How to make an interesting story” and answer the question :</p> <p>f. What kind of the text?</p> <p>g. What the text tells about?</p> <p>h. What the important thing to make an interesting story..</p> <p>i. What the first step to</p>	<p>5. The teacher contributed the reading text of “How to make an interesting story”</p> <p>6. Teacher ask students to read the text and underline the unfamiliar words</p> <p>7. The students find the meaning of unfamiliar word.</p> <p>8. Teacher monitors</p>

		<p>make an interesting story</p> <p>j. How many step to make an interesting story?</p> <p>4. The students discuss the answer and find unfamiliar word in the text..</p>	<p>the activity.</p>
<p>4 Date ; Class experiment 02-08-2017</p> <p>Class control ; 04-08-2017</p>	<p>Prosedure text (How to operating computer?)</p>	<p>3. The teacher gave the reading material about text “How to operating computer?” answer the question :</p> <p>f. What is the text tells about?</p> <p>g. What is the kind of the text?</p> <p>h. How much step to operating computer?</p> <p>i. What is the first step to operating computer?</p> <p>j. What will you do if your computer cannot to operating?</p> <p>4. The students discuss the answer and find an unfamiliar word for them</p>	<p>5. The teacher contributed the reading text of “How to operating computer?”</p> <p>6. Teacher ask students to read the text and underline the unfamiliar word.</p> <p>7. The students find the meaning unfamiliar word.</p> <p>8. Teacher monitors the activity.</p>
<p>5 Date ; Class experiment 03-07-2017</p> <p>Date ; Class</p>	<p>Report text (Dance)</p>	<p>3. The teacher gave the reading material about text Dance”he question :</p> <p>f. What kind of the text?</p> <p>g. What is the text tells about..?</p> <p>h. What can our body perform?</p> <p>i. Mention another example of our body potential..</p>	<p>5. The teacher contributed the reading text of “Dance”</p> <p>6. Teacher ask students to read the text and underline the unfamiliar words.</p> <p>7. The students find the meaning of unfamiliar word.</p> <p>8. Teacher monitors</p>

control 05-07-2017		<p>j. What is the use of some physical action?</p> <p>4. The students discuss the answer and find an unfamiliar word in the text.</p>	the activity.
<p>6 Date ; Class experiment 28-09-2017</p> <p>Class control 23-09-2017</p>	Report text (Rock music)	<p>3. The teacher gave the reading material about text "Rock music" the question :</p> <p>f. What is the text tells about</p> <p>g. Who was Elvis Presley ?</p> <p>h. Where is rock music played and listened to?</p> <p>i. What happened in the 1970's?</p> <p>j. Do you agree with the statement that says rock is become mainly the music of youngsters?</p> <p>4. The students discuss the answer and find the unfamiliar word in the text</p>	<p>5. The teacher contributed the reading text of "Rock music"</p> <p>6. Teacher ask students to read the text and underline the unfamiliar words.</p> <p>7. The students find the meaning of unfamiliar word.</p> <p>8. Teacher monitors the activity.</p>
<p>7 Date ; Class experiment 09-07-2017</p> <p>Date; Class control 11-07-2017</p>	Report text (Indonesian art)	<p>3. The teacher gave the reading material about text "Indonesian art" the question :</p> <p>f. What the mean of Indonesian art?</p> <p>g. How many religion in indonesia?</p> <p>h. What is the mean idea of the text?</p> <p>i. What the text tells about?</p> <p>j. How many diverse ethnic in indonesia?</p>	<p>5. The teacher contributed the reading text of "Indonesian art"</p> <p>6. Teacher ask students to read the text and underline the unfamiliar words..</p> <p>7. The students find the meaning of unfamiliar word..</p> <p>8. Teacher monitors the activity.</p>

		4. The students discuss the answer and underlined an unfamiliar word in the text	
<p>8 Date ; Class experiment 10-07-2017</p> <p>Class control 12-07-2017</p>	Report text (Musical instrument)	<p>2. The teacher gave the reading material about text “Musical instrument”</p> <p>The question :</p> <p>f. Mention fine group of instrument? g. What is the mean of second paragraph? h. What is wind instrument? i. What are names of the instrument on the text above? j. What is the mean of third paragraph?</p> <p>2.The students discuss the answer and underlined an unfamiliar word.</p>	<p>5. The teacher contributed the reading text of ‘musical instrument’”</p> <p>6. Teacher ask students to read the text and underline the unfamiliar words</p> <p>7. The students find the meaning of unfamiliar word</p> <p>8. Teacher monitors the activity.</p>
<p>9 Date ; Class experiment 16-07-2017</p> <p>Class control 19-07-2017</p>	Post test	-	-

PRE TEST-POST TEST

Read and Suggest the mean of the question

Text 1. Question for number 1-5

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

1. What kind of text above?
 - a. Report text
 - b. Descriptive text
 - c. Narrative text
 - d. Spoof
 - e. News item

2. The text tells us about?
 - a. Giraffe's reproduction
 - b. The strange animals
 - c. The highest animal
 - d. Baby giraffe
 - e. The heaviest animal

3. The unique characteristic of giraffe is?
 - a. Two horns on its head
 - b. Their long neck
 - c. Brown spot
 - d. Their food
 - e. Their life

4. The second paragraph mainly discussed about?
- a. Giraffe's food
 - b. Giraffe's characteristic
 - c. Giraffe's life
 - d. Giraffe's reproduction
 - e. Giraffe's baby
5. The word "it" in third paragraph refers to?
- a. Neck
 - b. Horn
 - c. Baby giraffe
 - d. Food
 - e. Long period of pregnant

Text 2. Question foer number 6-10

Ingredients : a glass

a spoon

sugar

coffee

hot water

How to make a cup of coffee

The first enter the sugar into the glass,secondly enter the coffee into the glass,so enter the hot water into the glass,and then stir until the sugar and coffee mixed,and a cup of coffee is ready to serve.

- 6.What is kind of text above?
- a.Descriptive text
 - b.Report text
 - c.Prosedure text
 - d.Narrative text
 - e.A,b,c,d true

7. What is the text tells about?

- a. How to use a shoes
- b. How to make fried egg
- d. How to make fried rise
- e. How to mak a cup of coffee

8. The first step to make a cup of coffee is?

- a. Enter the coffee
- b. Stir the sugar
- c. Enter the sugar
- d. Stir the coffee
- e. Enter hot water

9. The ingredients used to make a cup of coffee except...

- a. Sweet sugar
- b. Hot water
- c. Coffee
- d. Tea
- e. Sugar

10. What the tool that used to stir the sugar and coffee?

- a. Glass
- b. Spoon
- c. Knife
- d. Dvd
- e. Book

Text 3. Question for number 11-17

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 centimetres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

11. Where is kangaroo found?

- a. In Japan
- b. In London
- c. In America
- d. In Austria
- e. In Australia

12. It is about the kangaroos, *except*.....

- a. They eat grass and plants
- b. They have short front legs
- c. They have very strong back legs
- d. They have a tail
- e. They are not marsupials

13. The following are what the kangaroo can do, *except*.....

- a. They have been known to make forward jumps of over eight metres
- b. They can leap across fences more than three metres high
- c. They can also run at speeds of over 45 kilometres per hour
- d. They can't walk
- e. They are marsupials

14. A baby kangaroo is.....

- a. Very big
- b. Very long
- c. Very cool
- d. Very tiny
- e. Very smooth

15. The largest kangaroos are....

- a. The great grey kangaroo and the white kangaroo
- b. The great blue kangaroo and the red kangaroo
- c. The great grey kangaroo and the red kangaroo
- d. The great red kangaroo and the green kangaroo
- e. The great white kangaroo and the pink kangaroo

16. What is the main from first paragraph...

- a. Kangaroo's live.
- b. Kangaroo's species
- c. Kangaroo's name
- d. Kangaroo's job
- e. Kangaroo's hobby

17. Why kangaroo can run at speeds of over 45 kilometres per hour?

- a. Kangaroo have short front legs, but very long
- b. Kangaroo can run like lion
- c. Kangaroo can run like tiger
- d. Kangaroo can run like zebra
- e. Kangaroo have many legs
- f.

Text 4. Question for number 18-25

Material : a pencil/pen

a laptop

a book

eraser

an idea

The manners to make an interesting story

There are many manners that we can use to make an interesting story. The first we must get a good idea, don't forget to prepare a pencil or pen. To get a good idea we can go to a beautiful place that can make you be calm, happy, and fresh, imagine something that can make you spirit. We can write one by one something that has a relationship with our life, such as, our family, our city, our region, Indonesia, and the like... after we choose about the topic, try to write one by one the concept that is interesting for a story. And then take a laptop and begin to write.

18. What kind of the text above?

- a. Descriptive text
- b. Report text
- c. Procedure text
- d. Narrative text
- e. A, b, c, d true

19. What is the text tells about?

- a. How to use a laptop
- b. How to write a sentence
- d. How to make an interesting story
- e. How to make a cup of coffee

20.The material that can used to write an interesting story..except...

a.Pencil

b.Pen

c.Book

d.Laptop

e.Handphone

21.The component that very important in write a story is..

a.An idea

b.Imagination

c.Book

d.Topic

e.Pen

22.What the first step to write an interesting story is

a.Prepare a pen

b.Prepare a pencil

c.Got an idea

d.write the topic

e.abcd true

23.The second paragraph mainly tells about

- a.How to imagine story
- b.Step by step to make an interesting story
- c.How to read a book
- d.How to story telling
- e.The manner to read a book

24.How much tools that used to write a story

- a.2 items
- b.3 item
- c.4 items
- d.5 items
- e.6 items

25.What the benefit of the book

- a.To write something
- b.To read
- c.To write love story
- d.To playing
- e.To cooking



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI CURUP
Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919
Email:staincurup@telkom.net

Nomor : 994 /Sti.02/1/PP.00.9/05/2017 Curup, 08 Mei 2017
Lampiran : Proposal dan Instrumen
Perihal : *Rekomendasi Izin Penelitian*

Kepada
Yth. Kepala KEMENAG
Kab Rejang Lebong

di -
Tempat

Assalamu'alaikum, Wr.Wb.

Dalam rangka penyusunan skripsi S.1 pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup:

Nama : Elsa Rovicoh
NIM : 11552031
Jurusan/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi : *The Effect of Guessing Meaning of Unfamiliar Word Toward Students Reading Comprehension*
Waktu Penelitian : 08 Mei 2017 s.d 08 Agustus 2017
Tempat Penelitian : MTs Nurul Kamal Kab Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikianlah atas kerjasama dan izinnya diucapkan terima kasih.

a.n Ketua
Wakil Ketua
Bidang Akademik



Hendro Harmi, M.Pd.
NIP. 19751108 200312 1 0018



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
Jalan S. Sukowati Nomor 62 Curup
Telp. (0732) 21041 Fax. 0732 (21041)

SURAT IZIN PENELITIAN

Nomor : B. 1097/Kk.07.3.2/TL.00/05/2017

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Curup
Nomor : 994/Sti.02/1/PP.00.9/05/2017 tanggal 08 Mei 2017 Perihal Surat Izin Penelitian,
dengan ini memberi Izin Penelitian kepada :

Nama : Elsa Rovicoh
NIM : 11552031
Jurusan/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi : The Effect Of Guessing Meaning Of Unfamiliar Word Toward Students
Reading Comprehension
Tempat Penelitian : MTs Nurul Kamal Kabupaten Rejang Lebong
Waktu Penelitian : 08 Mei s/d 08 Agustus 2017

Dengan ketentuan sebagai berikut :

1. Sebelum melakukan penelitian harus melapor kepada Kepala Madrasah yang bersangkutan;
2. Selama pelaksanaan penelitian tidak mengganggu kegiatan proses belajar mengajar yang dilaksanakan pada Madrasah yang bersangkutan;
3. Setelah selesai melaksanakan penelitian, agar menyampaikan hasil penelitian kepada Kepala Kantor Kementerian Agama Kabupaten Rejang Lebong cq. Seksi Pendidikan Madrasah.

Asli : Surat Izin Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Curup, 29 Mei 2017
a.n Kepala
Kasi Pendidikan Madrasah


Kadar Najmiddin

Tembusan :

1. Kepala Kanwil Kementerian Agama Prov. Bengkulu
2. Ketua Prodi/Jurusan Tarbiyah
3. Ka. MTs Nurul Kamal Rejang Lebong



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 156 /Sti.02/1/PP.00.9/01 / 2017

Tentang
REVISI PERUBAHAN NAMA PEMBIMBING DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
2. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
3. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
4. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;
5. Berdasarkan Surat Ketua No : Sti.02/1/PP.00.9/632/2016

MEMUTUSKAN :

- Menetapkan** : Saudara :
- Pertama** : 1. **Sakut Anshori, M.Hum** 19811020 200604 1 002
2. **Ihsan Nul Hakim, MA** 19740212 199903 1 002

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Elsa Rovicoh**

N I M : **11552031**

JUDUL SKRIPSI : *The Effect of Guesing Meaning of Unfamiliar Word Toward Student Reading Comprehension*

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 20 Januari 2017
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi, M.Pd.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : *Fisa Roro Cah*
 NIM : *10522031*
 JURUSAN/PRODI : *Pendidikan Bahasa Inggris (PBI)*
 PEMBIMBING I : *Sekel Anshari S.Pd M.Hum*
 PEMBIMBING II : *In Saad Hakim S.Ag*
 JUDUL SKRIPSI : *The Effect of Creating Meaning Toward Student Reading Comprehension*

* Kartu konsultasi ini harap dikawar pada setiap konsultasi dengan pembimbing I atau pembimbing 2.

* Disarankan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan.

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : *Fisa Roro Cah*
 NIM : *10522031*
 JURUSAN/PRODI : *Pendidikan Bahasa Inggris (PBI)*
 PEMBIMBING I : *Sekel Anshari S.Pd M.Hum*
 PEMBIMBING II : *In Saad Hakim S.Ag*
 JUDUL SKRIPSI : *The Effect of Creating Meaning Toward Student Reading Comprehension*

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,


NIP. *Sekel Anshari*
198110902006071002

Pembimbing II,


NIP. *Heriandoko*
1974021219731



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	Subst 30 April 2016	Bab IV - Spasi - research question awal		
2.	Senin 09-pai 2016	Pembacaan Bab I - research question akhir		
3.	Kamis 26-pai 2016	Bab IV Bab II - referensi harus lengkap		
4.	Jelas- 31-jan 2016	Contoh judul, metode dan, pmt + penulisan		
5.	Kamis 02 sept 2016	Bab IV bab I & II - Judul baru		
6.	Pada 23 sept 2016	- Pembacaan judul dan sign - referensi dan buku & internet		
7.	Kamis 06-okt 2016	- Research question - Diagram kata kunci - Diagram sign		
8.	Pada 09-okt 2016	- Bab II - Bab lengkap		



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	Senin 12 Mei 2017	Pembahasan Bab I & Background		
2.	Pada 19 Mei 2017	Bab 3, Model logik kebaruan		
3.	Jumat 28-juli 2017	BAB I, II, III menit keamen		
4.	Senin 10 11 sept 2017	B-6 B II Research question		
5.	Pada 27 sept 2017	Misil research question & teori guess theory		
6.	Jumat 06 okto 2017	protona Bab I, I, II dan prokerp.		
7.	Kamis 02-nov 2017	Memahami Bab III		
8.	Pada 29-nov 2017	Bab III		

BIBLIOGRAPHY



The writer, **ELSA ROVICOH**, was born on April 6th 1993 in Tangsi Baru, as the first child of two from a family of Mr. Epi Jurianto and Mrs. Rini Kuswati. Her only brother is Muhammad Zirhan Nur Fikri

She attended her primary school at SDN No.20 Kabawetan (1998-2005), junior high school at MTs Darussalam Kepahiang (2005-2008), and senior high school at SMAN 01 Kabawetan (2008-2011). She continued her education at STAIN Curup on 2011 before it was transformed to be IAIN, majoring English Tadris Study Program, Tarbiyah Department. On 2014, She did Kuliah Kerja Pengabdian Masyarakat (KKPM) STAIN Curup in Mojorejo, Selupu Rejang. After that, She did Praktek Program Lapangan (PPL) in SMPN 01 Selupu Rejang.

She married Hermawan Shadikon February 29th 2014 and gave birth to two beautiful daughters; Aisyah Khumairah Azzahra (October 16th 2016) and Asyifa Nur Sabrina (October 29th 2018).