USING GUESSING WORDS IN TEACHING NARRATIVE TEXT TO IMPROVE READING COMPREHENSION OF THE ELEVENTH-GRADE STUDENTS

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Abstract

The title of the research is "Using Small Guessing Words in Teaching Narrative Text to Improve Reading Comprehension of the Tenth Grade Students". The problem in this research was formulated into a question: "Is it effective to improve students reading comprehension using Guessing Words from the Context to the eleventh-grade students of SMA Negeri 9 Palembang?" The Objective of this research was to find out whether or not it is effective to improve students' reading comprehension using Guessing Words from the Context to the eleventh-grade students of SMA Negeri 9 Palembang. This research used the design of the quasi-experimental method. Researchers collected the data by using a written test. The result of the research was the students' score in the experimental and the control group (value of t-obtained) using independent sample test was 4.341, it was higher than the critical value 2.000, at the significant level $p<0.05$. It was effective to improve students' reading comprehension using Guessing Words from the Context to the eleventh-grade students of SMA Negeri 9 Palembang

Keywords: small group discussion, narrative text, and reading comprehension

Introduction

Reading is one of the essential skills in language learning. According to Burnes cited in Amirah (2014), "reading comprehends a written discourse." Reading means look at and understand something written and printed. Reading does not only mean the learner can pronounce the words well and fluently, but also the learner can comprehend or understand what he or she read. Reading without comprehend or understanding is not reading.

According to Bromley cited in Hayat (2008), "reading involves as much as alertness and participation as doing conversation, asking questions, evaluating answers, summarizing ideas, then asking more questions". When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but in the minds of others. When comprehending, learners strive to process text beyond word-level to get to the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text. Comprehension takes place only when all these elements work together, and a failure to comprehend may be due to any malfunctioning of one or more of them.

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies, Brown (2007). There are some strategies for reading comprehension, such as: to identify the purpose in reading, use graphemic rules and pattern to aid in bottom-up decoding, skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess certain. They can help students

improve or increase their reading comprehension.

Some problems can make students challenging to comprehend a text such as a vocabulary building, background knowledge, getting students to read, and reading faster problem. One of the problems faced by students, namely students want to read faster, but they do not know how to increase their reading speed. Some students complain that they read too slowly. One reason because the material is too difficult, there are too many new words, the grammar is too complecated, the reader does not have the background knowledge to process the intended meaning, or, more likely, the reader is faced with a combination of these problems. Another reason students read slowly involved the way they read. Some students read words in a dictionary, even words they know.

Based on the observation in SMA Negeri 9 Palembang, the students had problems in reading comprehension. They always complained when the researchers asked them to read a text. The reason because there were many tricky words. They were lack of vocabulary, and there were only a few students that brought dictionaries, so they could not comprehend a text well. Guessing words from context can help students to solve this problem. This strategy can help students to know the meaning of words without finding it out in their dictionaries.

Guessing words from the context is the most common and preferred strategy when learners deal with an unknown word in context. Words in context increase the chances of learners appreciating not only their meaning but their typical environments, such as their associated collocations or grammatical structures (Thornbury, 2002). To develop reading efficiency guessing words from context is useful. The grammatical structures of words in context can help the reader to guess the meaning of the words. The ability to guess the meaning of a word without finding it out in a dictionary saves time and allows the reader to continue reading without interruption. In this way, it increases reading efficiency.

Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational: Linguistic context: the linguistic environment in which a word is used within a text, situational context: extra-linguistic elements that contribute to the construction of meaning this may involve background knowledge of the subject. Learners should be able to infer the meaning of an unknown word using: the meaning of vocabulary items that surround it, the way the word is formed, and background knowledge of the subject and the situation.

According to Robinson (2010), There are some clues to help to guess the meaning of words. The clues are as follows:

1) Knowledge of the World

Often we can guess the meaning of a word just by using our knowledge of the world and how things work. For example:

I didn't sleep well because my neighbour's dog was <u>yapping</u> all night.

We can guess the meaning of yapping by thinking about your knowledge of dogs and your knowledge of sleep. How can dogs wake you up? They can jump on you or make a noise. Because this is the neighbour's dog, not ours, it must make a noise. So, we can guess that yapping is some kind of noise, probably like barking. In most situations, this is enough information for you to continue reading. It doesn't matter if we know what kind of noise it is.

2) Punctuation Clues

Punctuation clues are one of most natural kinds of context clues. With punctuation clues, the meaning of a word is explained immediately after the word between brackets, commas or dashes. This type of clue is very common, especially in college textbooks. Look at the following examples:

Brackets:

A tornado (a violent storm of twisting wind) struck Edmonton and caused a lot of damage.

Commas:

A tornado, a violent storm of twisting wind, struck Edmonton and caused a lot of damage.

Dashes:

A tornado – a violent storm of twisting wind – struck Edmonton and caused a lot of damage.

Notice that the punctuation is around an explanation of the word.

3) Definition Clues

A word's meaning is often given by including its definition in the sentence. The definition is linked to the word with a linking word, usually a verb. Here are some examples of linking words: is, was, are, means, i.e. (that is), involves, is called, that is and resembles. This type of clue is also very common in college textbooks.

Look at the following examples:

A cane resembles a walking stick.

Giggling involves laughing in a silly way.

4) Example clues

Example clues give us examples of the unknown word. We must figure out what the examples have in common in order to figure out the meaning of the word. Expressions like these usually introduce examples: such as, for instance, including, for example, and like. Look at this one:

Large corporations like General Foods, Shell Oil, Nortel and Canadian Pacific are often less innovative than smaller ones.

This sentence gives us four examples of large corporations. Think about the examples. What do they have in common? They are all large companies. So, a corporation must be a company.

5) Comparison clues

Comparison clues show that two or more things are alike. Words like similar, as well as, both and likewise show that comparison is possible. Look at this example:

Washing windows is a tedious job. Similarly, cleaning the oven is very boring.

The word similarly shows that there is something the same in the two sentences. Washing windows and cleaning the oven are different, so the similarity must be in the description. We can guess that tedious and boring must have similar meanings.

6) Contrast clues

With contrast clues, we use the opposite of public information to figure out the meaning of an unknown word. Connecting words like however, yet, on the other hand, instead of, but, while and although. They used to show that meanings are opposite. Look at this example:

Although some old people abhor change, most of them enjoy new things and experiences.

The word "although" shows that there is some opposite meaning in the two parts of the sentence. Both parts are about old people and their attitudes to change. The opposite meaning must be between abhoring and enjoying. Abhor probably means the opposite of enjoy. So, abhor probably means dislike.

7) Referent clues

Referent clues are when an unknown word is referred to (mentioned) again using a synonym or explanation of the word. Synonyms often follow words like this, that, these, those, or the. Sometimes, however, there is no visible clue word. The reader just sees that the meanings are probably similar to the ideas in the sentence. Look at this example:

She yelled out the window at her neighbour's dog. Then she said to her husband, "That <u>hound</u> is always waking me up at night with its barking. Tomorrow I'm going to complain."

In this example, that comes before the unknown word. It suggests that a hound has already been mentioned. We can guess that that hound refers to the dog. So, a hound is probably a dog.

Furthermore, according to Brown (2007), One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

a. Look for prefixes (co-, inter-, un-, etc) that may give clues.
b. Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.
c. Look for similar roots (e.g., intervening may be a word a student doesn't know, but recognizing that the root ven comes from Latin "to come" would yield the meaning "to come in between").
d. Look for grammatical context that may signal information.
e. Look at the semantic context (topic) for clues.

There are so many clues that can help to guess the unknown words meaning in the context, such as; knowledge of the world, contrast words, definition, comparison, punctuation, grammatical and semantic context, affixes. So, it will make students more natural to know unknown words meaning without finding it out in the dictionary, so that it can save time. Students only have to pay attention with the clues that they found in the text. The clues can help them to guess the unknown words meaning and comprehend the reading text well.

Based on statements, it is interesting to research by title improving students' reading comprehension using guessing word from context to the eleventh-grade students of SMA Negeri 9 Palembang.

The problem of this research was formulated into a question: "Is it effective to improve students reading comprehension using Guessing Words from the Context to the eleventh-grade students of SMA Negeri 9 Palembang?"

Methodology

Method of this research was quasi-experimental, with one group pretest and post-test design. Quasi-Experiment designs involve selecting groups, upon which a variable is tested, without any random pre-selection processes. Creswell, (2005) states that quasi-experiments include assignment, but not the random assignment of participants to groups. This design compares two groups, control group and experimental group. In this method, the treatment may also be presented. It provided a less satisfactory degree of control, used only when randomization was not feasible. The random assignment to experimental and control treatment had been applied, the equivalence of the groups was not assured.

The design of the quasi-experiment method that was used in this research is the pretest-posttest Nonequivalent-Group design. Best and Kahn (1993) state that pretest-posttest Nonequivalent-Group design is a design that is used in

classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar. It meant that the researchers had to try to find out the control and experimental group who have a similarity.

Table 1. The Pretest-Posttest Nonequivalent-Group Design

Group	Pre-Test	Treatment	Post-test
A	O1	X	O2
B	O3	C	O4

Where:
  A: experimental group
  B: control group
  O1: pre-test for experimental group
  O2: post-test for experimental group
  O3: pre-test for the control group
  O4: post-test for the control group
  X: treatment teaching using Guessing Words from the Context
  C: usual teaching technique

In this research, the control group comprehended reading text by using the usual strategy after got pretest. Then, they did the test as post-test. In the other hand, the experimental group did pretest as the same what the control group did. Then, they comprehended the reading text through Guessing Words from the Context as the pre-reading-during reading-after reading stages. After that, they comprehended the text as post-test.

Teaching and Learning Procedure

In this part, (1) teaching and learning procedures for the experimental group using guessing the word from the context and (2) teaching and learning procedures for control group using the usual teaching technique are described.

Teaching and Learning Procedures for Experimental Group Using Guessing Words from the Context

Procedures were as follows:
Pre-activities
  1) Greeting students.
  2) Motivating the students by asking related questions.
Whilst-activities
  1) Asking the students to read the hortatory exposition text given to them individually.
  2) Discussing little information about hortatory exposition text.
  3) Asking students to get the main idea(s) of the text.
  4) Discussing the answer of the hortatory exposition text.
  5) Asking the students to explain the meanings of the underlined words or phrases in the hortatory exposition text.
  6) Teaching the students how to find the meanings of unfamiliar and unknown words and phrases by guessing meanings in context (guessing strategy).
  7) Asking the students to find the meanings of the underlined words and phrases in context.
Post activities
  1) Giving the students time to ask questions.
  2) Summarizing the lesson.

Teaching and Learning Procedures for Control Group Using Usual Teaching Technique

The procedures were as Follows:
Pre-activities
  1) Greeting the students and checks the attendance list.
  2) Asking some question related to the topic
Whilst-activities
  1) Explaining the material about hortatory exposition text.
  2) Asking the students to read the examples of hortatory exposition text.

3) Asking the students to translate the meaning of the examples of hortatory exposition text.
4) Asking the students to answer the questions based on the text which is given by the teacher.

Post activities

1) Giving the students' time to ask questions.
2) Summarizing the lesson

Sample

A sample is a subgroup of the target population that the research plans to research for generalizing about the more significant the target population (Creswell, 2005). It also supported by Arikunto (2010), a sample is a part of the population, which is used observed. In this research, the researchers took the sample by using purposive non- random sampling. According to Dane cited in Ayu (2012), Purposive non-random sampling is a method of selection, which is based on the characteristics of the units (sites or individuals) relevant to the research.

The researchers took two science classes that were recommended by the teacher. There were two groups: experimental and control group. One class was as the experimental group and another as the control group. Table 2 below showed the sample of the research:

Table 2. Sample of Research

| No. | Group | Class | Students | | |
			Male	Female	Total
1.	Experimental Group	XI. IPA 1	8	23	31
2.	Control Group	XI.IPA 3	8	23	31

A Technique for Collecting the Data

A test is one of means which is used as the instrument to collect the data because it is an easy, reliable way to measure a person's ability or knowledge. Brown (2004) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In collecting the data, the written test used to know the students' ability in reading comprehension achievement.

The total item of the test is 30. The test was in the form of multiple-choice (20 items), true or false (4 items), and essay (6 items). The test was given twice. The first test was given before the teaching-learning activities (pre-test) and, the second was given after the teaching-learning activities (post-test). The purpose of giving a pre-test was to know the students' ability in reading comprehension achievement before conducting this research. In the other hand, the purpose of giving a post-test was to know the students' ability in reading comprehension achievement after conducting this research.

The Validity of the Test

In addition to reliability, the instrument should be examined whether the test is valid or not. Creswell (2005) states content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that researchers could ask about the content or skills. To analysis the validity of the test, the researchers used SPSS16.0 (Statistical Product and Service Solution) program.

According to Hughes cited in Holandyah (2013), a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned. Content validity is very important since it is an accurate measure of what it is supposed to be measure. The content validity is presented in the test of the specification

table. Table 3 showed the test specification.

Table 3. Specification of Test Items

No	Objective	Materials	Indicator	Test Type	Test Items
1	To measure the students' comprehension achievement in reading text by using guessing words from the context.	The material the researchers focus on the "Hortatory Exposition Text".	The students are able to find factual information based on the text.	Multiple choices	10
				True false	4
			The students are able to find a similar word base on the text.	Multiple choices	10
			The students are able to find the main idea of the text.	Essay	2
			The students are able to find the researchers's suggestion of the text.	Essay	2
			The students are able to find the generic structure of the text.	Essay	2
	Total				**30**

Finding and Discussion

1. The Students' Pre-test Scores in the Experimental Group

The result of pre-test in the experimental group showed that the highest score was 76 and the lowest score was 46, one student or 3.2% of students who got a score of 76 two students or 6.5% of students got to score 46, and six students or 19.4% of students got to score 56.

2. The Students' Pre-test Frequencies in the Experimental Group

The statistics showed that students' pre-test scores in the experimental group were calculated by using SPSS 16.0. To get the average of the students' score, so the total score of the students in the pre-test (1864) was divided by the total number of the sample students (31), it was found the mean in the pre-test was (60.13). The lowest score or minimum score was (46) and the highest score or maximum score was (76).

3. The Students' Post-test Score in the Experimental Group

Based on the students' post-test scores in the experimental group, the researchers found that the highest score obtained was 27 achieved by one student and, the lowest scores were 17 achieved by two students.

The result of post-test in the experimental group showed that the highest score was 90 and, the lowest score 56, one student or 3.2% of students who got to score 90, two students or 6.5% student got to score 56, and five students or 16.1% students got to score 73.

4. The Statistical Analysis of Post-test in the Experimental Group

The statistics showed students' post-test scores in the experimental group was calculated by using SPSS 16.0. To get the average of the students' score, so the total score of the students in the post-test (2224) was divided by the total number of the sample students (31), it was found the mean in the post-test

was (71.74). The lowest score or minimum score was (56) and, the highest score or maximum score was (90).

5. The Students' Pre-test Score in the Control Group

Based on the pre-test scores in the control group, it was found that the highest score was 22 achieved by two students and the lowest score was 12 achieved by two students.

The result of pre-test in the control group showed that the highest a score was 73 and lowest score 40, two students or 6.5% who got score of 73, two students or 6.5% students got score 40, and five students or 16.1% got to score 50.

6. The Statistical Analysis of Pre-test in the Control Group

The statistics showed that students' pre-test scores in the control group were calculated using SPSS 16.0. To get the average of the students' score, so the total score of the students in the pre-test (1728) was divided by the total number of the sample students (31), it was found the mean in the pre-test was (55.74). The lowest score or minimum score was (40) and, the highest score or maximum score was (73).

7. The Students' Scores in the Post-test in the Control Group

Based on the post-test scores in the control group, it was found that the highest score was 24 achieved by two students and the lowest score was 13 achieved by one student.

The result of post-test scores in the control group showed that the highest score was 80 and the lowest score was 43, two students or 6.5% students who got score 80, one student or 3.2% who got score 43 and six students or 19.4% students who got score 53.

To get the average of the students' score, so the total score of the students

in the pre-test (1878) was divided by the total number of the sample students (31), it was found the mean in the pre-test was (60.58). The lowest score or minimum score was (43) and, the highest score or maximum score was (80).

8. The Differences between students' Pre-test and Post-test Scores in the Experimental Group

Based on the pre-test and post-test scores in the experimental group, the average score in post-test was higher than average score in pre-test, the mean or average of pre-test was 59.81, standard deviation of pre-test was 7.859, standard error was 1.441, and the mean of post-test was 71.74, standard deviation was 8.869 and, standard error was 1.593. So, the mean of the post-test showed that there was difference improvement in students score before and after the treatment.

The result of the pair sample t-test showed the value of t-obtained was -28.787 at the significant level $p<0.05$.

9. The Differences between Students' Pre-test and Post-test Scores in the Control Group

Based on the pre-test and the post-test scores in the control group, the average score in the post-test was higher than the average score in the pre-test, but the scores were not more effective than the experimental group. Based on paired sample t-test, the mean or average of pre-test was 55.74, the standard deviation of pre-test was 10.056, the standard error was 1.806, and the mean of post-test was 60.58, the standard deviation was 11.236, and standard error was 2.018. So, the mean of the post-test showed that there was difference improvement in students' score, before and after the treatment.

The result of the pair sample t-test showed the value of t-obtained was -10.326 at the significant level $p<0.05$ for

two-tailed test and degree of freedom was 30.

10. The Comparison between the Students' Post-test in Experimental Group and the Control Group

According to the result of the tests, to compare the result score between experimental group and control group, the researchers used independent sample t-test. The result of the students' score in the experimental and the control group value of t-obtained) using independent sample test was 4.341 was higher than the critical value 2.000, at the significant level p<0,05. So the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It could be concluded that it was effective to improve students' reading comprehension using Guessing Words from the Context to the eleventh-grade students of SMA Negeri 9 Palembang.

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