



The Effect of Using Contextual Guessing Technique on Students' Reading Comprehension at Tenth-Grade of SMKN 1 Kepenuhan Hulu

Pengaruh Penggunaan Teknik Tebak Kontekstual Terhadap Kemampuan Pemahaman Membaca Siswa Kelas X SMKN 1 Kepuasan Hulu

Sri Bulan^{1*}, Batdal Niati¹, Evi Kasyulita¹

¹English Study Program, Faculty of Teacher Training and Education,
Universitas Pasir Pengaraian, Riau, Indonesia

*sribulan1999@gmail.com

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Abstract

This research aimed to determine whether using the Contextual Guessing Technique significantly affects students' reading comprehension in the tenth grade of SMKN 1 Kepenuhan Hulu. The data analysis technique this researcher uses is statistical analysis, namely descriptive analysis. The data gained was taken from the students in the tenth grade of SMKN 1 Kepenuhan Hulu. The instrument used in collecting the data was a reading test. The population of the research consisted of three classes. The researcher used a sample of two classes, which became the experimental class and the control class. The study found that contextual guessing significantly affected students' reading comprehension. It can be seen that the result of the hypothesis testing was 0.000. It was lower than $\alpha = 0.05$. And the result t-value = 9.524 and t-table = 2.064. It is t-value > t-table, meaning that H_0 was rejected and H_a was accepted. The use of CGT had a significant effect on students' reading comprehension. The students' reading comprehension improved through the Contextual Guessing Technique. Using this technique, students do not spend their time searching for the meaning of words using a dictionary.

Keywords: Contextual Guessing Technique, Reading Comprehension, Descriptive Text

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Teknik Tebak Kontekstual berpengaruh signifikan terhadap pemahaman membaca siswa kelas X SMKN 1 Kepenuhan Hulu. Teknik analisis data yang digunakan peneliti ini adalah analisis statistik, yaitu analisis deskriptif. Data yang diperoleh diambil dari siswa kelas X SMKN 1 Kepenuhan Hulu. Instrumen yang digunakan dalam pengumpulan data adalah tes membaca. Populasi penelitian terdiri dari tiga kelas. Peneliti menggunakan sampel dua kelas, yang menjadi kelas eksperimen dan kelas kontrol. Penelitian ini menemukan bahwa penggunaan teknik tebak kontekstual berpengaruh signifikan terhadap pemahaman membaca siswa. Dapat dilihat bahwa hasil pengujian hipotesis adalah 0,000. Itu lebih rendah dari $\alpha = 0,05$. Dan hasil nilai-t

= 9,524 dan t -tabel = 2,064. Itu adalah nilai- $t > t$ -tabel, artinya H_0 ditolak dan H_a diterima. Penggunaan CGT memiliki pengaruh yang signifikan terhadap pemahaman membaca siswa. Ini berarti bahwa pemahaman bacaan siswa meningkat melalui Teknik Tebak Kontekstual. Dengan menggunakan teknik ini, siswa tidak menghabiskan waktu mencari arti kata menggunakan kamus.

Kata Kunci: Teknik Tebak Kontekstual, Pemahaman Membaca, Teks Deskriptif

1. INTRODUCTION

Reading is one of the most essential components of the English language. Reading is one way to get new knowledge or the information students need. Reading is a process of getting, understanding, and grasping the content of the reading, so students must be able to read and understand an English text. In short, students need to be good at reading because reading skills are essential in the learning process.

Among the four language skills, reading is one of the ways to enhance science and information. According to Patel & Jain (2008), reading is the most crucial activity in language class. Reading is a source of information and fun. By reading, students can understand the meaning of the words in the text, and students can comprehend. According to Galda & Beach (2001), comprehension entails three elements: the reader's understanding of the text and the activity of which comprehension is a part. One way that can be used to improve student's reading comprehension is by using the contextual guessing technique.

Contextual guessing is the most crucial skill most students use in dealing with new words; it is closely related to comprehension. The students can guess the meaning of the word and use context to get comprehension in reading text. Brown (2003) defines that students can identify important words in reading by contextual guessing. It means that using contextual guessing techniques can be a way of teaching reading texts.

2. METHODS

This research design is quasi-experimental. According to Sugiyono (2017), it has a control group, but it cannot function fully to control outside variables that affect the implementation of the experiment. In this design, two groups were taken from a specific population, which became the control and experiment class.

Reading Test

This research used a reading test to determine the student's reading comprehension after applying the contextual guessing technique. The test consists of a pre-test and a post-test. After treatment, the post-test was taught with a contextual guessing technique to determine students' reading comprehension.

Data Collection Procedures

The researcher used pre-test and post-test designs to collect the data. First, the researcher gave students a reading test using multiple-choice questions to take the pre-test. Secondly, the researcher used Contextual Guessing Technique treatment in the experimental class, and the control class was not used. The last was a post-test given to two classrooms to test the students' reading comprehension. Data collection in this study used a reading test. Previously, the researcher validated the items in the reading test with validity constraints using formula and validity content.

Data Analysis

Data analysis is the process of giving meaning to data. After the researchers get the data from the pre-test and post-test, they

analyze and process it. The data analysis technique used is statistical analysis, namely descriptive analysis. The data will be calculated using SPSS.

1) Normality; according to Annajmi & Niati (2020), the normality test is used to see whether the data is normal. 2) Homogeneity; according to Annajmi & Niati (2020:39), the homogeneity test determines whether the data have a homogeneous variance.

3) T-Test; to analyze the data used to examine the significant effect of contextual guessing. The researcher will use the paired sample T-test to measure the data. If $\text{sig} \geq 0,05 = H_0$ was accepted and H_a was rejected, and if $\text{sig} \leq 0,05 = H_a$ was accepted and H_0 , the data are not homogeneous, and H_0 was rejected or $t\text{-value} > t\text{-table} = H_a$ was rejected.

3. RESULT AND DISCUSSION

Validity

Table 1 shows 9 items invalid (1, 3, 4, 25, 26, 27, 28, 29, and 30). Those items invalid was changed.

Table 1. Validity

Item	Score (Pearson Correlation)	sig. (2- tailed)	Validity
1	0.358	0.052	Not Valid
2	0.447	0.013	Valid
3	-0.002	0.990	Not Valid
4	0.350	0.058	Not Valid
5	0.471	0.009	Valid
6	0.443	0.014	Valid
7	0.514	0.004	Valid
8	0.642	0.000	Valid
9	0.556	0.001	Valid
10	0.387	0.035	Valid
11	0.411	0.024	Valid
12	0.443	0.014	Valid
13	0.466	0.009	Valid
14	0.529	0.003	Valid
15	0.480	0.007	Valid
16	0.466	0.009	Valid
17	0.447	0.013	Valid
18	0.382	0.037	Valid
19	0.529	0.003	Valid
20	0.458	0.011	Valid
21	0.481	0.007	Valid
22	0.500	0.005	Valid
23	0.402	0.028	Valid
24	0.473	0.008	Valid
25	0.230	0.109	not Valid
26	0.221	0.113	not Valid
27	0.227	0.119	not Valid
28	0.239	0.115	not Valid
29	0.268	0.152	not Valid
30	0.205	0.126	not Valid

Reliability

Based on the calculation (Table 2), the reliability of the students' reliability instrument was 0.739, so the test was reliable.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
,739	30

Normality

Table 3 shows that sig. The pre-test score in the experimental class was 0.141, and sig. The post-test score in the experimental class was 0.099. Sig. The pre-test score in the control class was 0.518, and the post-test score in the control class was 0.309. This means that both data were normally distributed, and H_0 was accepted.

Table 3. Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre_test_experiment_class	,939	25	,141
Post_test_experiment_class	,932	25	,099
Pre_test_control_class	,947	14	,518
Post_test_control_class	,930	14	,309

Homogeneity

Table 4 shows that sig the pre-test experimental class and control class was 0,576. And sig the post-test experimental class and control class was 0.698. This means that if $\text{sig} \geq 0.05$, the data is homogeneous, and H_0 is accepted.

Table 4. Homogeneity

Levene Statistic	Df1	Df2	Sig.
,319	1	37	,576
,184	1	37	,670

T-Test

After analyzing the data using a paired sample T-test, the mean is 24.65240 with a standard deviation 12.94163. The hypothesis test result was sig (2-tailed) is 0.000 $t\text{-value} = 9.524$, and $t\text{-table} = 2.064$. It means that $\text{sig} 0.000 \leq 0.05$, $t\text{-value} > t\text{-table}$, the data H_a was accepted. So, in

this research, the contextual guessing technique significantly affected students' reading comprehension.

This research was conducted to determine whether contextual guessing has a significant effect. Based on the data from the test, they were divided into pre-test and post-test. The contextual guessing technique taught the students higher scores than those who were not taught without the contextual guessing technique. It was calculated using SPSS to measure the post-test results of the two classes. It showed that the average post-test score in the experimental class was 80.1308, with a standard deviation of 8.63154, and the average post-test score in the control class was 64.5229, with a standard deviation of 9.39126.

The research showed that the contextual guessing technique affected the students' reading comprehension. This technique helped students read text, especially descriptive text. The result was related to experts' opinions. First, Baldwin (1989:204), in Arfah's (2014) Contextual Guessing technique, provides a format for deriving the meaning of unknown words that capitalizes on the use of context and endeavors to give students a method that can be used in their independent reading. Second, Brown (2003) states that contextual guessing is when students can identify essential words in reading. The students can guess the meaning of words when reading text to find out the main idea, specific information, reference, inference, and conclusion. Using the Contextual Guessing Technique could be applied to teaching reading. This technique helped students' reading comprehension.

Using contextual guessing technique during learning can affect students' reading comprehension. Therefore, Contextual Guessing Technique must be applied continuously in teaching reading. The Contextual Guessing Technique can

effectively help students practice reading texts and create a fun learning process so that the competency standards of the learning process can be achieved. This means that the contextual guessing technique is effective in teaching reading texts, especially in teaching descriptive texts.

To sum up, the research data was based on the procedures. As the research findings and discussion above, the researcher concluded that the implementation of the contextual guessing technique had good effects on the students such as it helped to guess the meaning of words and improve the student's reading comprehension, especially tenth-grade students of SMKN 1 Kepenuhan Hulu. The teacher said this technique was proper for teaching the students a reading text because it would help them guess unknown words and make it easy to read.

4. CONCLUSIONS

This is descriptive research; from the findings, it could be concluded that contextual guessing significantly affected students' reading comprehension in the tenth grade of SMKN 1 Kepenuhan Hulu. The use of CGT had a significant effect on students' reading comprehension. This means that the student's reading comprehension improved through the contextual guessing technique. With this technique, students did not spend their time searching for the meaning of words using a dictionary and were more active in the learning process.

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