THE EFFECT OF USING CONTEXTUAL GUESSING TECHNIQUE ON STUDENTS' READING COMPREHENSION OF ANALYTICAL EXPOSITION TEXT OF ELEVENTH GRADE STUDENTS' OF SMA NEGERI 1 PAHAE JAE IN 2022/2023 ACADEMIC YEAR

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Abstract *: The aim of research are to know: 1) The extent on the application of using Contextual Guessing Technigue in teaching reading analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae, 2) The extent on the application of using before and after Contextual Guessing Technigue in teaching reading analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae, 3) whether a significant using Contextual Guessing Technigue in teaching reading analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae. The populations of the research is all the tenth grade students of SMA Negeri 1 Pahae Jae have five class and total 179. The researcher taken one class as sampling is 36 students. The researcher carried on by using experimental method. The data is collected by giving observation and test. The writer use the statistic processes in analyzing data by using formula of t_{test}. After collecting the data, it is found the effect of using Contextual Guessing Technique on students' reading comprehension of analytical exposition text is 3.6. it is categorized "very good". The students' comprehension in reading analytical exposition text the mean score before using Contextual Guessing Technique 51,75 is it categorized "bad". Meanwhile after using Contextual Guessing Technique was 82,33 it is categorized " Very good". The calculation of t_{test} formula is 23,13, meanwhile the score of the t_{table} 5% significant level is 2,03. It is found that t_0 calculation is bigger than t_{table} (23,13>2,03). It means that there is a significant effect of using Contextual Guessing Technique on students' reading comprehension of analytical exposition text of eleventh grade students SMA Negeri 1 Pahae Jae, Therefore , the hypothesis is accepted.*
Keyword : Contextual Guessing Technique, Reading Comprehension, Analytical exposition text

Abstrak : *Tujuan penelitian adalah untuk mengetahui : 1) Sejauh mana penerapan penggunaan Teknik Contextual Guessing dalam pengajaran membaca teks eksposisi analitis pada siswa kelas XI SMA Negeri 1 Pahae Jae, 2) Sejauh mana penerapan penggunaan sebelum dan setelah Teknik Tebak Kontekstual dalam pembelajaran membaca teks eksposisi analitis pada siswa kelas XI SMA Negeri 1 Pahae Jae, 3) apakah penggunaan Teknik Tebak Kontekstual signifikan dalam pembelajaran membaca teks eksposisi analitis pada siswa kelas XI SMA Negeri 1 Pahae Jae. Populasi penelitian ini adalah seluruh siswa kelas X SMA Negeri 1 Pahae Jae yang berjumlah lima kelas dan berjumlah 179. Peneliti mengambil satu kelas sebagai sampling sebanyak 36 siswa. Peneliti melanjutkan dengan menggunakan metode eksperimen. Pengumpulan data dilakukan dengan cara observasi dan tes. Penulis menggunakan proses statistik dalam menganalisis data dengan menggunakan rumus uji t Setelah mengumpulkan data, ditemukan pengaruh penggunaan Teknik Tebak Kontekstual terhadap pemahaman membaca teks eksposisi analitis siswa adalah 3,6. dikategorikan "sangat baik". Pemahaman siswa dalam membaca teks eksposisi analitis skor rata-rata sebelum menggunakan Teknik Tebak Kontekstual 51,75 termasuk kategori "buruk". Sedangkan setelah menggunakan Teknik Menebak Kontekstual adalah 82,33 dikategorikan "Sangat Baik". Perhitungan rumus t_{test} adalah 23,13, sedangkan skor t tabel 5% taraf signifikan adalah 2,03. Ditemukan bahwa perhitungan t_0 lebih besar dari t_{tabel} (23,13>2,03). Artinya ada pengaruh yang signifikan penggunaan Teknik Tebak Kontekstual terhadap pemahaman membaca teks eksposisi analitis siswa kelas XI SMA Negeri 1 Pahae Jae, sehingga hipotesis diterima.*

Kata Kunci : Teknik Menebak Kontekstual, Pemahaman Membaca, Teks Eksposisi Analitis

I.   INTRODUCTION

Reading is one of the English skills which essential to be mastered by the students. Reading skills is necessary for the students in acquiring knowledge and new information that reading is the most essential skill in the educational context as it can be the assessment for the students' general language ability.

Based on the writer's premilinary studied during teaching learning English activity at the eleventh grade at SMA Negeri 1 Pahae Jae, the researcher found that many students of eleventh grade at SMA Negeri 1 Pahae Jae had difficulties in learning English especially in the reading. Lack of understanding of knowledge about types of text was one that affects students' ability to analyze an essay of one type of analytical exposition text, so that when researchers had maken observations through tests the level of understood was very low and Lack reading was one of the main problem often was faced by students in learning English. It was proved by the result of the students' pretest in preliminary study. The mean of the students' English score still low that was 51,75 . it is categorized as the bad achievement. Meanwhile, the minimum mastery Kriteria Ketuntasan Minimal English study expesially in reading (KKM) was 78. The result indicate that the students's English achievement was very low. It happened because there were so many factors that effect the students' understanding. They are internal factors and external factors.

Based on the problem above the researcher found the problem causes coming from the student and the teacher. a) the students' had problem to transfer information,   b) the student had low confidence, c) the way of the teacher was not interesting and makes the student get bored and the teaching and learning proces

was running monotous. As the result. In the class, some students sometimes are seemed to learn over their head on the table and talk to teach other. They just paid attention to the teach when they done exercises and if the time given to do it was too long and they begun to be noisy again, d) the material was not interesting.

From the explanation above, the researcher interested in doing a research about how to make the students to be mastered in reading mastery. In this case, the researcher focuses on the strategy when teaching   reading, the researcher believes the students more interested to study about English.

The researcher tried the ways alternative to give teaching English through using Contextual Guessing Technique. Contextual Guessing technique is one several ways, that easy to apply in learning proces. The researcher hope through this method the students will be motivated to build their reading and also make the students to be mastered their knowledge about English reading hopefully, by using Contextual Guessing Technique, it gave the students more understanding   and motivations to learn English expecially analytical expositions text. Therefore the title of this research was influence of directed reading thinking activity towards the students reading comprehension of analytical exposition text.

Contextual Guessing technique is a strategy learning whrere teachers motivate students with effort and concentrations angaging students intellectually and to encourage students to formulate   questions   anf hypotheses, proces informations, and evaluate   solutions while. It means that Contextual Guessing Technique is very appropriate was strategy that tried students to concentrate and think hard in order to understand the content of reading seriously.

a. Definitun of Reading Comprehension.

Reading is one of the English skills which essential to be mastered by the students. Reading skills are necessary for the students in acquiring knowledge and new information that reading is the most essential skill in the educational context as it can be the assessment for the students' general language ability.

Reading Comprehension is defined as the proces of simultaneously extracting and contructing meaning through interaction and involvement with written language. According to brown (2003:391) reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies. It mean that reading comprehensions is the reader ability or strategy to interaction and involment with the reading text. Simanjuntak (2011:6) also states that reading comprehension is not just reading with aloud voice but reading was established to understand the meading of words, sentences, and paragraph, as well as sense relationship among the ideas. It means that reading comprehension is the activity to get and understand the whole of reading material. Woodly, G says (2015:10) Reading Comprehension is the proces of making meaning from text. The goal, therefore, was to gain an overall understanding of what was decribed in the text rather.

Reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of text analysis. It is not enough to rely on context cues

to predict the meaning of new words, since this strategy often results in erroneous or superficial understandings of key terms, especially in content-area reading Paynter, Bodrova, & Doty (2005: 13). Mature readers need to possess a basic knowledge of "how words work" and a set of strategies for approaching new words encountered throughout the day.

b. Assesing Reading Comprehension

The comprehension skills categories are cumulative, in that one is build on the other. It can be inferred that reading comprehension means the students must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the word. Ahzaa (2015:3) stated that there are several indicators of reading comprehension such as topic, title, main idea, text purpose, reference, conclutions, reading information, the statement is true or false, and also vocabulary.

Based on the explanation above, there are some indicators of reading comprehension, but in this research the writer focus on topic, main idea, reference, vocabulary as indicator of reading comprehension because the indicators are important aspect in reading that can be used to measure and know the students' reading comprehension analytical exposition text. According to Patel and Jain (2008: 113) reading is the most important activity in language class. Reading is a source of information and pleasurable. It also a means of consolidating and extending one's knowledge.

1) Topic

Topic is the subject that the selection is about. According to Flemming (2011:165) the topic is the person, place, idea, object, or event the author wants to explore with readers. Because paragraph usually mention several people, place, and event, we need a strategy for figuring out which one of the those is actually the paragraph's topic.

While According to Belmont and Sharkey (2011:225) said that topic is a specific are market out of for discussion. It means that topic is usually called in the discussion of the text. Then Gunning Thomas G (2010:25) said that topic is a subject. It means that topic is like person, thing, animal, and so on which discussed in the context.

Based on the explanation above, the writer concludes that topic is the person, place, idea,object, or event the author wants to explore with readers. Usually topic is an information structure of a sentence.

2) Main Idea

Main idea is one of the most important aspect of good reading comprehension. According to Flemming (2011:179) main idea is the central message or point of paragraph. Main idea usually the author's comment on or statement about the topic.

While according to beech (2006:25) said that main idea is the key point the paragraph where the reader are expected to take from a reading. Then Gunning (2010:25) said that main idea a summary statement that includes details or ideas in selection. It means that main idea sums up the

author's primary message. Ehre author wanth to commant or give a point about topic in the text.

3) Reference

Reference is the words or phrase that is used either before or after the reference is the reading material. Writer use reference to avoid repetition. Based on Lattupile (2009:13). " References is the words or phrases that is used either before after the reference in the reading material. They are used to avoid unnecessary repetition words or phrases". Based on solihien (2013 :5), " References is a relation between objects in which one object. The first object in this relations is said to refer to the second object. The second object, the one to which the firt object refers, is called the referent of the first object".

Futhermore based on educations space (2016:8) " allow the reader to establish relationship which exist between two linguistic expressions in a sentences or text. Certain expressions do not have meaning out of the immediate context, they refer to some other words or phrase in the text".

4) Vocabulary

Vocabulary is a set of word that as essential components of all use of language. It can be learned incidentally through story book reading or listening to other. Vocabulary can be classified into passive vocabulary and active vocabulary. A passive vocabulary is used receptively in listening and reading. Meanwhile an active vocabulary is utilized

productively in speaking and writing.   Bintz (2011:12) said that vocabulary is the ability a person to know a word in takes the some meaning of the word. Fleckentein, et.al (2008:134) say, " Most of those word are learned through effective word-solving skill enable reader to accurately identife unfamiliar words encountered while reading. Accurate identification of word in context, over time, help readers learn the words so well that they become part of they sight vocabulary".

c)   **Defenition of Analytical Exposition Text**

Analytical exposition text is text elaborates the writer's idea about the phenomenon surrounding. According to Gerot (2001:199) says, " Analytical Exposition text purposed to persuade the reader or listener that something is the case." Then Pardiyono (2009:215) says, " Analytical Exposition text is to argue that something is the case".

d)   **Generic structure of Analytical Exposition Text**

Generic structure is the stage must be followed in arraning the text. According to Pardiyono (2009:215) said, " Generic structure is a rhetoric structure or steps to build in the analytical exposition text to get an information". While Otong (2008:31) said, Generic structure or schematic structure refers to the plot that is applied in the text, or steps mapping of ideas/information in the text".

a)   **Thesis**

Thesis is the main topic of discourse in analytical exposition. The thesis will commonly be placed in the first paragraph. It also

functionalizaes the introduction of the text. According to Sanggam (2006:34) said, " Thesis is posisition introduces topic and indicates writer's position, preview outline the main arguments to be presented. " While Pardiyono (2009:189) said, " Thesis is one controversial statement in which contain one topic and statement which show the position of the students as the writer in discussing hot topic itself".

b)   Argument

Argument contain the arguments or opinions that are based on amount of reality which have been agreed by public and truth. According to Setiawan (2009:132) says, " Argument is contains the point or main argument/something that can be concern, elaboration, discussion of the point. " While Wignell (2011:199) says, " Arguments is : Point restates main argument outline in priview, elaboration : develops and support each point/argument".

c)   Reiteration

Reiterations is conclution/ reiterations of topics that are discussed again in the end of the text. According to Pardiyono (2009:125) said, " Reiteration is lasing expressing and thesis truth. " Then Setiawan (2008:199) said, Reiteration is lasing of declaration".

d) Grammatical features of Analytical Exposition Text

Grammatical features are the characteristic of the text, each genre has different grammatical features, it determines what sort of the text

recognized, the features are served in different ways, in short description. Amarain (2009:10) states that grammatical features of analytical exposition text are as follow:

1. Using relational proses, e.g. don't interfere, ect.

2. Using internal and casual conjuction, e.g. therefore, ect.

3. Using general and abstrack nouns, e.g. car, policy,ect.

4. Using technical verb, e.g. that is important ,ect.

5. Using relating word,e.g. that is important,ect.

6. Using action and thinking verb,e.g. believe,ect.

7. Using mood verb and modal verbs,e.g. preserve,ect.

8. Using connective,e.g. Firstly,secondly,ect.

9. Using evaluative language,e.g. important, valuable,ect.

10. Using passive voice and simple present tense.

b. Definition of Contextual Guessing Technique

Contextual guessing technique was a technique of learning to understand a text by guessing. The point is that students do not need to open a dictionary to look up the meaning of a word in the text, simply by taking the basic words such as ; walked; The root word is walk which means "to walk". So it is easy to understand the meaning of the content in the text. This technique is used by researchers at the high school level because students at the high school level already have more vocabulary mastery. The text used is also in accordance with the eleventh grade syllabus on explanatory text. The explanatory text

includes a news text about natural phenomena, social phenomena and those related to it. The following are the results obtained by the researchers:

Based on the results of this study, it can be seen that the research hypothesis is to increase students' motivation in understanding reading comprehension lessons which is in line with previous research. Syamsiah Depalina (2019) found that students became more active in answering questions and were more motivated to learn English so that students got good grades. A similar finding was made by Willem & Ratna (2016) who said that the application of contextual guessing technique had a significant influence on student achievement so that student scores became better. Farida & Khidayatul (2014) also argue that contextual guessing technique improves students' reading ability.

The technique of finding the meaning of an unknown word through its use in a sentence and then guessing how it is pronounced is known as contextual guessing or context identification, or the use of context clues. Guessing from the context is one of the most useful skills learners can acquire and apply inside and outside classroom and, more importantly, can be taught and implemented relatively easily Thornbury (2002 : 202) Contextual guessing technique can help students with their reading comprehension. By contextual guessing, students can identify important words in reading and make semantic predictions about their relationship to one another. As states by Linsay (2001:56) states that contextual guessing is making a guess based on the context of the passage the students are reading. It means that when the students read a text, they often guess word meaning without consulting a dictionary. In line, Yang (2014: 17)

also suggested that contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary.

The Basic Technique of Contextual Guessing Irnanda wrote the five basic technique of Contextual Guessing are as follows:

1. Predicting , It means prediction of general idea of the text from the title or the heading.

2. Synonyms, Hancock defines a synonym are two or more words that have meaning same or similar. Time an author uses a term difficult, they often use also a synonym for the word to make meaning becomes clearer.

3. Antonyms or Contrast, Antonym is a word that has the opposite meaning. A piece placed opposite meaning in a context will provide contrast clue to the meaning of the word not known. Conjunctions such as 'although', 'but' and 'but' be this contrasting relationship signals.

4. Example, Another way to give instructions to readers in finding the meaning of difficult   words is to use an example. An author can provide one or more example. These examples   are not the same with synonyms. The words indicate like, 'Reviews such as',' Including ', and' Consists of '. Punctuation such as a colon (:) and a dash   (-) can also be a clue granting sample /example.

    Example : The river was full of noxious materials Reviews such as cleaning agents   from factories and pesticides from nearby farms.

5. General sense of Passage

Context is not something absolute no in the text, but sometimes created itself by the reader. In other words, readers have contributed in construct the meaning of the word in the context. example: The cat springs on the rat.

The word 'spring' in the above sentence can guess its meaning because we can construct meaning based on common sense of the sentence. Cats usually, in real-life context, do something which hurt the mice. So that, we have narrow the meaning of spring here; that meaning must be an action that is negative. Some experts consider the type This instruction manual that comes from readers so that they breaks it into knowledge early or prior knowledge.

Contextual Guessing Technique can helps students on their reading comprehension. By contextual guessing students can identify important words in reading and make semantic predictions about their relationship to one another. As states by Hayati (2009), contextual guessing is using context to discover the meaning of unknown words to comprehend a reading text.

2. **The Procedure of Contextual Guessing Technique**

The technique try to solve the problem by offering some exercises, which can hopefully increase the students' speed as well as their comprehensions in reading passages. In the technique, the students are trained to be aware of all the words in the passage. Some experts said (as explained above) that words normally do not stand by themselves so by drawing inferences from the words proceeding and following them, the students may guess the meaning of the unknown words. In the practice of the technique, there are some important ways

and some keywords that can be learned in order to get used to the guessing activity, so we hopefully can make a good guess of them. Thornbury (2002: 148) recommends the following steps for guessing from the context:

1. Decide the part of speech of the unknown word-whether, for example, it is a noun-verb, adjective, etc. Its position in the sentence may be a guide, as might it's ending (e.g. an –ed or –ing ending might indicate it is a verb).

2. Look for further clues in the word‟s immediate collocates-if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object?

3. Look at the wider context, including the surrounding clauses and sentences-especially if there are „signposting‟ words, such as *but, and, however, so*, that might give a clue as to how the word is connected to its context. For example, *We got home, tired but **related***: the presence of *but* suggests that *elated* is not similar in meaning to tired.

4. Look at the form of the word for any clues as to meaning. For example, downhearted is made up of down + heart+ a participle affix (-ed).

5. Make a guess as to the meaning of the word, on the basis of the above strategies.

6. Read on and see if the guess is confirmed; if not- and if the word seems critical to the understanding of the text- go back and repeat the above steps. If the word does not seem critical, carry on reading. Maybe the meaning will become clearer later on. Meanwhile, Karma (2004:8) stated that the steps in implementing the technique are as follow:

a. The researcher explained everything about the technique to the students. The explanationed include the way in determining time limit, how to use the technique, the important key terms, faulty habits that have to be avoided, etc.

b. The students was given a text and the researcher will be determine the time limit.

c. The students start to read the text. One thing that should be remembered here is that they were not allowed to open their dictionary.

d. After the time is up, the students have to answer the comprehension questions,   without looking back at the text.

e. The researcher asks whether there was any unknown words, and list and lists them on the blackboard.

f. Then using the discussion technique, together they have to try to guess and later find out the meaning of the words, from inferences in the context.

g. After knowing all the words in the text, the researcher asks them to retell the content of the passage if it is necessary.

h. They discuss the answer to the questions and record their achievement. In implementing the technique, the researcher used the Karma‟s step and Thornbury‟s procedure to guess the unknown word in teaching reading comprehension to the elevaenth-grade students of SMAN 1 Pahae Jae.

3. The Advantages and Disadvantages of Contextual Guessing Technique

Adapting contextual guessing technique in teaching reading comprehension give some advantages. As Yang (2009: 40) mentioned in his article that the benefits of contextual guessing technique are:

a) One of the favorite techniques was guessing words from the context. He examined the effectiveness of training students on how to guess the meaning, from the context, and found that it had an indirect positive impact on students guessing.

b) Against the direct intentional learning and teaching of reading that both learning styles supported each other in the learning proces because they are complementary activities.

c) Help the students to dare to convey their opinions.

d) Make the students will not bussy on their dictionary and focus on their reading text.

e) Develop the students" critical thinking.

Meanwhile, contextual guessing technique also has some disadvantages in its implementation. According to Yang (2009: 42), there are three disadvantages of using contextual guessing in teaching reading comprehension. They are:

a) Learners would not be able to use guessing, from the contexts, in respect of the meaning of words meaning in long sentences.

b) Guessing was inappropriate for beginners because they lacked enough quantity of vocabulary to guess.

c) Guessing words, from contexts, was an effective method for lerner.

to avoid of the disadvantages was follows:

a) The teacher should be avoid a long text to the students

b) The teacher should be given familiar text to the students.

c) The teacher should be given appropriate vocabulary which is familiar to the students.

II. METHODOLOGY OF THE RESEARCH

This research was conducted in SMA N 1 Pahae Jae that located on Jl. Sipirok Sarulla Kabupaten Tapanuli Utara. The headmaster of   this   school   is Jaiman S Sitompul,S.Pd and the teacher of English are Bonor Lumbandolok,S.Pd, Yeyen Kristina N.,S.Pd. the writer had chosen that school as the location of the research   because: 1) that school had many students still low in english expecially in reading comprehension. So the writer thought that the writer was easier to get the valid data,   2) the curriculum of this school was appropriated with the problem of this research that was conducted by research, 3) the title has been never research in this school. The proces of this research of will be conducted for September until Nopember 2022.

Method is a way that is used to measure something that was done in finished research. Method of the research is very important in conducting reseach because the method of the research the way to solve the problem of the research. According to Sugiyono (2012:3), " Metode Penelitian diartikan sebagai cara   ilmiah untuk

mendapatkan data dengan tujuan dan kegunaan tertentu". It means that method of the research is as a scientific way to obtain data with specific purposes and uses.

In additions, Rangkuti (2016:13) Says, "*Metode penelitian merupakan suatu cara ilmiah untuk mendapatkan data yang valid dengan tujuan dapat ditemukan, dikembangkan, atau dibuktikan suatu pengetahuan tertentu sehingga pada gilirannya dapat dipergunakan untuk memahami, memecahkan, dan mengantisipasi masalah dalam bidang tertentu".* It mean that method of the research is a scientific way to obstain valid data with the aim of being able to find, develop, or prove a certain knowledge so that in turn it can be used understand, solve and anticipate problem in certain fields.

III. RESULT

Based on the frequency distribution below, the writer gets 7 interval classes, first, the interval 0f 30-36 is gotten by 3 students or 8.33%. Second, the interval of 37-43 is gotten by 1 students or 2.78%. Third, the interval of 44-50 is gotten by 7 students or 19.44%. Fourth, the interval of 51-57 is gotten by 21 students or 58.33%.   Fifht, the interval of 58-64 is gotten by 1 students or 2.78%. The sixth , the interval of 65-71 is gotten by 1 students or 2.78%. The seventh, the interval of 72-78 is gotten by 2 students or 5,56%.
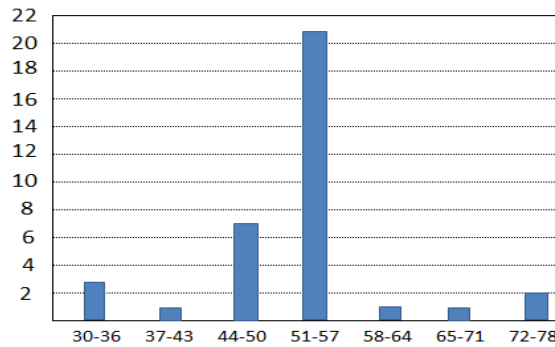
Figure 1 :   **The Histogram of students' Reading Comprehension of Analytical exposition text before using Contextual Guessing Tehcnique at eleventh grade of SMA N 1 Pahae Jae**
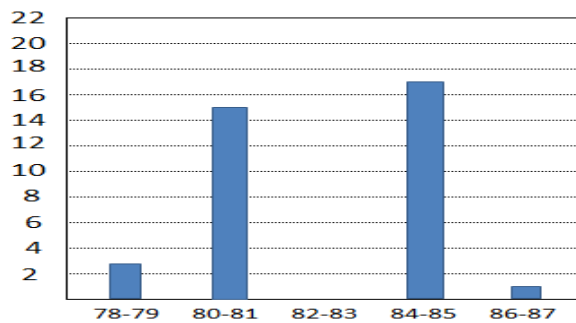
From the figure above, it can be seen the posisition class interval and the frequency of the students' reading comprehension of Analytical Exposition text before using contextual guessing technique and then each indicator also can be seen that compered as follows :

The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on topic was categorized "bad" it was shown from the score ability of the students was 85/144 x 100=56,94=57. The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on main idea was categorized "fail" it was shown from the score ability of the students was 110/288 x 100=38,19=38. The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on referece was categorized "good" it was shown from the score ability of the students was 132/180 x 100=73,33=73. The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on topic was vocabulary "enough" it was shown from the score ability of the students was 294/468 x 100=62,82=63.

Based on the explanation below, the data of each indicator can be listed in the figure as follow;

Based on the frequency distribution above, the writer got 2 interval classes, first, the interval 0f 78-79 was gotten by 3 students or 8.33%. Second, the interval of 80-81 was gotten by 15 students or 41.67%. Third, the interval of 82-83 was gotten by

0 students or 0.00%. Fourth, the interval of 84-85 was gotten by 17 students or 47.22%. Fifth, the interval of 86-87 was gotten by 1 students or 2.78%.

Figure 2 :   The Histogram of students' Reading Comprehension of Analytical   exposition text after using Contextual Guessing Tehcnique at eleventh grade of SMA N 1 Pahae Jae

From the figure above, it can be seen the posisition class interval and the frequency of the students' reading comprehension of Analytical Exposition text before using contextual guessing technique and then each indicator also can be seen that compered as follows :

The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on topic is categorized "good" it was shown from the score ability of the students was 120/144 x 100=83,3=83. The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on main idea is categorized "very good" it was shown from the score ability of the students was 265/288 x 100=92.

The students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on referece is categorized "very good" it was shown from the score ability of the students was 156/180 x 100=86,7=87. the students' reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae on topic is vocabulary "very good" it was shown from the score ability of the students was 447/468 x 100=95,5=96.

From the data above, its shows that on reading comprehension of analytical exposition text at eleventh grade students given the significant effect to inprove the

student ability on topic, main idea, reference and vocabulary in reading comprehension.

From the theoretical description above, the writer assumed the hypothesis that there is a significant effect of Contextual Guessing Technique on reading comprehension of analytical exposition text at eleventh grade students of SMA Negeri 1 Pahae Jae. The hypothesis present to know the relationship between variable whether is accepted or rejected. The alternative hypothesis can be calculation table (t_t) is lower that calculation score (t_0). In order to get t_{test} from the population of samples, writer uses t- $_{test}$ formula can be seen as follows:

$$t_{test} = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$= Md = \frac{\sum d}{N}$$

$$= \frac{1101}{36} = 30,6 = 31$$

$$t_{test} = \frac{30,6}{\sqrt{\frac{2271}{36(36-1)}}}$$

$$t_{test} = \frac{31}{\sqrt{\frac{2271}{1260}}}$$

$$t_{test} = \frac{31}{\sqrt{1,80}}$$

$$t_{test} = \frac{31}{1,34}$$

t_{test}=**23,13**

df=n-1
=36-1
=35
df of t-$_{table}$=2,03 (5%)
                =2,72 (1%)

So, the calculation is t-$_{test}$ higher than t-$_{table}$

t-$_{test}$ 23,13 > t-$_{table}$ 2,03 So, it means that hypothesis is **acceptable**.

From the result of the calculations above it is showed that the hypothesis is accepted which was significant effect of Contextual Guessing Technique on teaching reading comprehension of analytical exposition text at the eleventh grade students of SMA Negeri 1 Pahae Jae.

IV. DISCUSSION

Based on explanation above, if the writer compares the result of their research with this reseach it could be concluded that the students using contextual guessing technique on teaching reading comprehension on analytical exposition text can be increased. From the result t-$_{test}$ also prove that t$_0$ calculation is bigger than t-table (23.13>2.03), so that the hypothesis is *accepted*.

Based on the previous explanation, the writer concluded that there is significant effect of using contextual guessing technique of analytical exposition text at eleventh grade of students of SMA Negeri 1 Pahae Jae.

CONCLUSION

Based on analysis in previous which have been described, the writer conclude as follows:

The application of using Contextual Guessing Tehcnique on teaching reading comprehension of analytical exposition text at eleventh grade students of SMA Negeri 1 Pahae Jae has help the students to more active learning. It concerned from score that getted as 82,33 which categorized " good" of result of observation sheet. The students' reading comprehension of analytical exposition text at the eleventh grade of SMA Negeri 1 Pahae Jae before using contextual guessing technique the instructional of teaching was 51,75 which categorized "fail", while after using Contextual Guessing Technique was 82,33 which categorized "good" and it was more than Kriteria Ketuntasan Minimal (KKM). There was a significant effect using Contextual Guessing Technique on teaching reading comprehension of analytical exposition text at the eleventh grade of students of SMA Negeri 1 Pahae Jae.

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