

## **CHAPTER II**

### **CONTEXTUAL GUESSING TECHNIQUE IN TEACHING READING COMPREHENSION**

#### **A. The Nature of Contextual Guessing Technique**

##### **1. Definition of Contextual Guessing Technique**

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 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. The context in which an unknown word is used limits the number of words that could be correct. The problem then is to select from the possible synonyms the exact word used. When the students know the probable meaning of the word and have two or three

synonyms in mind, it is easier for them to use structural and phonics analysis to identify the word.

Contextual guessing is asking students to underline unknown words without looking up the meaning in the dictionary, to use contextual clues to guess the general meaning; to skip unknown words; and to focus on cognates, roots, prefixes, and suffixes while reading a text.

So, the students will not busy on their dictionary in a reading activity and it can make the reading activity more effective. In addition, there are several clues to use in understanding new words by contextual guessing technique according to Zhong (1993: 16), they are:

a. Roots, Prefixes, and Suffixes

According to the Oxford Dictionary, a root is the part of a word that has the main meaning and that its other forms are based on; a word that other words are formed from. Example: „Walk“ is the root of „Walks“, „Walked“, „Walking“, and „Walker“. According to the Oxford Dictionary, a prefix is a syllable, e.g. pre- or un-, placed in front of a word to change its meaning; a word element placed at the beginning of a root. The suffix is the word element that is attached to the end of a root or word. Both prefixes and suffixes change the meaning of the root and form a new word.

b. Sentence Punctuation

Punctuation marks are sometimes used to set off a word which is being used to identify the word. Some of the common punctuation marks are commas [,], brackets [ ], dashes -, single quotation marks „ “, parentheses ( ), double quotation marks " ".

c. Sentence Connecting Words

Some connecting words indicate an opposite or contrasting meaning in the sentence: Although, But, In contrast to, However, Even though.

## 2. The Procedure of Contextual Guessing Technique

The technique tries 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 its 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 explains everything about the technique to the students. The explanations 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 are given a text and the researcher will determine the time limit.
- c. The students start to read the text. One thing that should be remembered here is that they are 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 is 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 tenth-grade students of SMAN 01 Sungai Tebelian.

### **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 process 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 L1 learners but not for L2 learners.

To avoid of the disadvantages are follows:

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

- b) The teacher should give familiar text to the students.
- c) The teacher should give appropriate vocabulary which is familiar to the students.

## **B. The Nature of Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading comprehension is influenced significantly by a student's level of word knowledge, which includes vocabulary and spelling skills, as well as the ability to decode words in print. Knowing words involves understanding both the structure and meaning of words at various levels of complexity. Teachers can facilitate the growth of word knowledge through the explicit teaching of word patterns and word-solving strategies within the context of a word-rich classroom. The goal of instruction in reading, spelling, and vocabulary is to help students develop word consciousness and to become independent word-solvers in all subject areas.

There are some experts which give the definition of reading comprehension. To summarize it, Klingner, *et. al* (2007: 2) conclude that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Woolley (2011:15) defined that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Meanwhile, Westwood (2001: 31) states that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concept and information presented in a text. Furthermore, Westwood (2001:32) explained:

*"Reading comprehension is often conceptualized function at different levels of sophistication and referred to, for example, as literal, inferential and critical. The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of the text. The next level is referred to the inferential level, at this level the readers are able to go beyond the words on the page and infer the other details, and the*

According to Glenberg (2011: 2), reading comprehension is related to action. Understanding a situation or a text means that the understanding can be used to guide effective action and that this definition holds whether one is understanding situations, dialogue, or text. Furthermore, because understanding guides literal action, understanding is closely related to bodily abilities.

## **2. Aspects of Reading Comprehension**

In reading, there are some aspects related to the comprehension. This aspect is very important and students need pay attention to it in order to help students in comprehending the text and as a requirement in mastering reading comprehension. Hopefully, with understanding these aspects, students will able to comprehend the information precisely. According to King and Stanly (1989:330), there are five components are following below:

### **a. Finding factual information**

Factual information requires readers to scan specific details. The factual information question is generally prepared for students and those which appear with WH question word. There are many types of question; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

### **b. Finding the main idea**

Recognition of the main idea of a paragraph is very important because it helps the reader not only understand the paragraph on

the first reading but also help the reader remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only ideas but also the relative significances as expressed by the writer. In other words, some of the ideas of superordinate while other subordinates.

c. Finding the meaning of vocabulary

It means that the reader could develop their guessing ability to the word which is not familiar them, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning of another word.

d. Identifying references

In English, as in other languages, it would be clumsy and boring to have and repeat the same word or phrase every time the reader used it. Instead of repeating the same word or phrase several times, after it has been used reader can usually refer to it then repeat it. For this purpose, reader use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun.

e. Making inferences

Inference-making is essential to make sure that the reader is good to understand the meaning of the text. To make the inference, the reader does not need to state every detail of the text which is not important. The reader only integrating the statements of the text and incorporate the general knowledge on the text. Inferences are steps in reasoning, moving from premises to conclusions.

Based on the explanation above, it can be concluded that there are some indicators of reading that need to be learned by the students in order to make them understand and comprehend about the reading comprehension especially about what they have read. In this research,



the researcher used the indicator such as finding factual information, main idea, vocabulary, inferences, and reference to construct reading comprehension test. It is to find out students' comprehend towards the reading text.

### **3. Level of reading comprehension**

Reading is a thinking activity involves getting meaning from the printed word or symbol. Level means different depths of understanding, different analysis of what is meant.

Westwood (2008:32) stated: "reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential, and critical".

#### 1) Literal Level

Literal level is when the reader understands the factual information in the text. The reader at this level needs to find such as the main character.

#### 2) Inferential Level

The reader needs to go beyond what has been written in the passage and draw conclusions from what does the main character do. The reader is able to predict what may happen next, working out cause and effect when these are not specially stated, and discovering the relationship between people and things.

#### 3) Critical Level

The reader is able to appraise what he or she is reading. The reader at this level may think of new ideas or develop new insight that has not been stated explicitly in the text being read.

Based on the level of reading comprehension above, the tenth grade students SMAN 1 Sungai Tebelian each of them are in each level. But just few of them are on the third level because of that the researchers try to apply contextual guessing technique is to help

students who are on the lowest level to be able to improve their reading comprehension.

### **C. Narrative Text**

#### **1. The Definition of Narrative Text**

Narrative text is one of the genres of text. Narrative text is a kind of text to retell the story in past tense. The purpose of narrative text to entertain or to instruct. There are some genres of text, such as Descriptive, Procedure, Narrative, Recount, and Report. According to Anderson and Anderson (1997:6) states that "narrative is a piece of text tells us a story and, in doing so, entertains, or informs the reader or listener". Moreover, the expert such as Meyers (2005:52), "a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened".

From some definition above, it can be concluded that narrative text is a story tell about something interesting that has the purpose to entertain the reader. And the narrative is about how the students can compose the story, what is happen or occur, where the event is happening, how the event is happening, and how the story is ended by the narrator.

#### **2. The Generic Structure of Narrative Text**

Each English text has a generic structure. The generic structure of narrative text they are orientation, complication, and resolution. A more detailed generic structure of narrative text has been proposed by Derewianka (1990: 32) they are:

##### **a. Orientation**

This element usually describes the scene or the problematic events. It also tells the readers the characters who were involved and where it has happened. It set the scene and introduce the participants and the writer tells the audience about who the character in the story is, where the story is taking place, and when the action is happening.

b. **Complication**

Complication where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

c. **Resolution**

In a satisfying narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is, of course, possible in certain types of narrative, which leave us wondering, how is the end?).

**3. Kinds of Narrative Text**

A narrative is the account of a sequence of events, usually in chronological order. A narrative is a text which retells the story or previous experiences. Relating to kinds of text, which student has to complete studying in high school. There are kinds of narrative text which are studied in high school. These kinds of narrative text are the legend, fable, fairy tale.

a. **Legend**

Legend is a narrative of human actions that are perceived both by listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as a folktale. The example of legend in narrative text are: Sangkuriang, Malin Kundang, the story of Toba lake, the legend of Prambanan

b. **Fable**

Fable is a short allegorical narrative making a moral point, traditionally by means of animals characters who speak and act like

human beings. The example of fable in narrative text are mousedeer and crocodile, the story of monkey and crocodile, the smartest parrot, the ants, and grasshopper.

c. Fairy Tale

A fairy tale is an English language term for a type of short narrative corresponding to the French phrase "contes de fée". A fairy tale typically features such folkloric characters as fairies, goblin, elves, trolls, dwarves, giants and usually magic or enchantment. The example of a fairy tale in narrative text: Pinocchio, beauty and the beast, snow white

**4. Language Features of Narrative Text**

A narrative focuses on specific participants. Generally, the language feature of the narrative text is action verbs, verbal and mental processes. Direct and indirect speeches are often used it usually uses past tense. According to Anderson and Anderson (1997:8) suggest "language features of the narrative are the focus on specific and individualized participants with define identities".

- a. Narrative text use past tense
- b. Narrative text use temporal conjunction and temporal circumstances that describe time and place.
- c. The character of the story is specific, not general
- d. Narrative text use material process (action verb) and some behavior and verbal process. The behavioral process usually describes a process of physiological and physiological such as dreaming, smiling, breathing, pandect, the verbal process usually described as the process of saying, such as telling, warning, talking, and etc.
- e. The narrative text uses the relational process of doing or showing what happened and what someone does or what is done relational process is a process of being and having that can be classified whether to identify something and to sensing, such as thinking, feeling, and perceiving.

#### **D. Review of the Previous Research**

The implementation of contextual guessing technique in education was giving a positive result and it has been proved by the previous study. A research has been conducted by Suhaidah in 2017. She utilized contextual guessing technique in teaching students' reading comprehension in narrative text to the eleventh grade of the SMAN 1 Galesong Selatan. The **result of her research**

According to this findings, it can be comprehended that the use of contextual guessing technique to teach reading comprehension in narrative text was successes and the students got significant improvement.

From the information above, the use of contextual guessing technique is definitely effective. Moreover, contextual guessing technique can be implemented in teaching learning process. It is a powerful technique to teach reading comprehension. In this case, the researcher conducted research by using contextual guessing as a technique to teach reading comprehension in narrative text for the tenth grade students of SMAN 1 Sungai Tebelian.