



**THE CORRELATION BETWEEN A GUESSING MEANING FROM
CONTEXT TECHNIQUE AND STUDENTS' READING
COMPREHENSION**

*(A Study of Twelfth Grade Students of MAN 2 Padang Panjang in 2022/2023
Academic Year)*

THESIS

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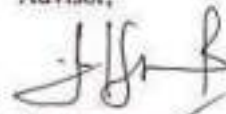
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ABSTRAK

FITRA WINDA AMALIA. Nim 15300400041. Judul Skripsi : **“THE CORRELATION BETWEEN A GUESSING MEANING FROM CONTEXT TECHNIQUE AND STUDENTS’ READING COMPREHENSION (A Study of Twelfth Grade Students of MAN 2 Padang Panjang in 2022/2023)”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Penelitian ini dilatar belakng *guessing meaning from context technique* dalam aktivitas membaca untuk membantu siswa mengidentifikasi makna tanpa melihat kamus. Hal ini ditujukan untuk membantu siswa dalam memahami teks dengan lebih mudah. Teori menyatakan bahwa ada keterkaitan antara *guessing meaning from context technique* dengan pemahaman membaca siswa. Peneliti ini bertujuan untuk mengetahui apakah ada korelasi yang signifikan antara *guessing meaning from context technique* dengan pemahaman membaca siswa di MAN 2 Padang Panjang.

Jenis penelitian ini adalah penelitian kuantitatif yang berbentuk korelasi. Populasi penelitian ini adalah siswa kelas XII PKPI tahun ajaran 2022/2023 di MAN 2 Padang Panjang berjumlah 76 siswa yang berasal dari tiga kelas paralel. pengambilan *sample* dilakukan dengan teknik *proportional stratified random sampling*. Berdasarkan teknik tersebut terpilih 69 siswa sebagai *sample* penelitian dan 7 siswa sebagai sampel *try – out*. Penelitian ini menggunakan dua instrument pengumpulan data yaitu angket dan tes. Angket ini digunakan untuk mengetahui penggunaan *guessing meaning from context technique* dalam aktifitas membaca. Sebelum dilakukan pengambilan data, angket terlebih dahulu di uji cobakan kepada 7 siswa dengan pernyataan sebanyak 38 item. Dari hasil uji coba ditemukan 26 item valid, 3 item revisi, dan 9 item dibuang. Sehingga 29 item itulah yang di distribusikan kepada *sample* penelitian. Sedangkan pemahaman membaca siswa diperoleh dari tes yang dibuat oleh guru bahasa inggris untuk mengetahui hasil pemahaman membaca siswa.

Berdasarkan analisis yang dilakukan, didapatkan rata-rata *guessing meaning fom context technique* sebesar 82.59 dan rata-rata *students’ reading comprehension* 58.4203. Setelah itu, peneliti menganalisis korelasi dengan menggunakan product moment pearson di SPSS 22. Didapatkan rxy adalah (0,305) dikategori sedang atau cukup berkorelasi. Apabila dibandingkan dengan r tabel diperoleh hasil rxy (0,305) lebih besar dari r-tabel (0,236) pada taraf signifikan 5% pada derajat bebas (df) ini artinya H_a diterima dan H_0 ditolak. Jadi dapat disimpulkan bahwa ada korelasi yang signifikan antara *guessing meaning from context technique* dengan *students’ reading comprehension*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a very important skill in language learning. It is caused reading skill can build students' vocabulary, pronunciation, critical thinking, and stimulate the creativity. Reading skill also can be help students to reach the other skill in learning language such as listening, speaking and writing. Hence, reading skill is the essential skill in learning language.

Reading is the most useful skill for students that learning foreign language. Reading skill mastery is the key to be successful learning because in reading student get an access to new knowledge and information. Therefore, it can be concluded that reading is the important skill in developing language learning (Apsari, 2016:53)

Reading is the complex language skills in English that must be learned by the students. It caused reading is learning process activity to transferring information of the text. it is consist of words and sentences to make the meaning of the content from reading material. For instance, get new vocabulary, can different the functions of new words in classification words and the way of the authors to express their ideas.

Reading is useful for language acquisition. good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons (Harmer, 2007:99) In short, reading becomes an important skill for the students beside for their needs also it becomes factor that influences other skills such as speaking and writing and vocabulary mastery.

Reading is very important since it can build students' general language skills in English. For example English vocabulary, improving their writing, and the way to

obtain about new ideas, facts and experiences. Therefore, the reading skill has been showed as something that can help students to reach their knowledge in English language (Mikulecky and Jeffries (2003:1)

There are many methods and approaches available for teaching and learning process to develop students' abilities, teachers need to consider the best method and the most appropriate technique or strategy to teach reading comprehension for the reasons mention above. technique than can practically applied reading comprehension are identify the purpose in reading, graphemics rules, pattern to aid in bottom-up decoding, skim text for main ideas, scan the text for specific information, use semantic, clustering, guess when you are not certain it means guessing meaning context, analyze vocabulary, speed when read the text (Brown, 2000:306)

Guessing Meaning from Context Technique as a part of technique most well known in reading comprehension. The teacher design some kind of activity and then simulates the curiosity of students during the learning process, techniques are implementations that actually take place in classroom. a technique can help students easier to understand the lesson to improve reading comprehension. used to bring the students to guess the meaning of unfamiliar words based on the context without looking up to dictionary. The purpose of this technique is to provide practice to students in guessing unknown words, to give them an effective way of dealing with words. It means guessing meaning technique is that students use the meaning of the surrounding words to guess the meaning of foreign from the context in which word exist or analyzing forms and word positions in sentences (Muzna, 2015:2)

Contextual guessing technique can be used as a way of teaching to define important words in reading and can make semantic predictions about relationship with each other. It means that contextual guessing technique makes students to be good reader who can comprehend reading text easily (Brown in Siregar, 2019:31)

Based on those theories above, it can be concluded that guessing meaning from context technique is one of the technique can helps students can identify word in reading activity, this is one of the most practical skill used by most reader in learn without busy on their dictionary.

Based on the preliminary research that the researcher has done by interviewing the eleventh grade English Teacher (PKPI) of MAN 2 Padang Panjang, it was found that this class applied technique in reading comprehension such as identify the purpose in reading, skim text for main ideas, scan the text for specific information, use semantic mapping or clustering, guess when students are not certain it means guessing meaning context, analyze vocabulary. The researcher interest about guessing meaning from context technique in teaching reading comprehension because one of technique to make the students to be successful activity to improve their understanding of a text, and they are fun with English, in order to understand what the teacher teaches in class.

At the time, the researcher saw situation classroom activity, the teacher ask the students English text and most students just read the text without understanding specific information and The language used is difficult to read and understand English text, very often trapped vocabulary skills because students do not focus on the English text. On the other hand, some of them argued English text would be busy to look unfamiliar words or ask the unfamiliar code each others.

Furthermore, the teacher encouraged the students used guessing meaning from context technique without dictionary in the classroom. It means that related to help them difficulties reading comprehension and this one of the most practical skills for the students unknown words and will not be busy with their work.

The researcher was placed on Man 2 Padang Panjang because found that the students of three programs: IPA,IPS, and PK (Religion Program) divided into two class PKPI (Program Keagamaan Putri) and PKPA (Program Keagamaan Putra).The researcher focused on PK

(Religion Program) because it is one of The Program National Religion at MAN 2 Padang Panjang.

The researcher chooses twelfth students PKPI grade 2022/2023 it program because the researcher obtained information interest in three class about PKPI 1, PKPI 2 and PKPI 3. Some student have problems about unknown words, when the teacher ask students to work English text and then the teacher encourage student used one of the technique is guessing meaning from context technique. Guessing can improve students reading comprehension in the class room.

There are some relevant researches which have relevancy to this research. First, Suhaidah (2017) in entitled “The Students’ Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA Negeri 1 Galesong Selatan, “ found that improving students abilities with contextual guessing technique contained several steps in reading comprehension. This researcher was conducted on second grand students of SMA negeri 1 Galesong Selatan totaling of 378 students. The sample of the research of consisted 50 students which were taken by purposive sampling the researcher using contextual guessing meaning to increase students abilities, to prove the increasing of students abilities. The researcher seen in treatment of this research were eight meeting using design quasi-experimental method. It can be concluded that the type contextual guessing technique has positive effect in teaching reading comprehension at the second grade students of SMA Negeri 1 Galesong Selatan.

In other hand, based on research were conducted by Siregar Syamsiah Depalina (2019) entitled contextual guessing technique in reading of Universtas Muhamadiyah Tapanuli Selatan (UMTS) padang Sidempuan. The result show that guessing meaning is one of the appropriate techniques in reading class for high school. Her also said evidenced by students being more motivated and enthusiastic in learning English especially in reading. This Research used action research

classroom, the result come from first cycle and second cycle. It can be concluded this case proved by the students more motivated and spirit in learning English especially in reading.

Based on phenomenon and theories above, Guessing meaning from context technique that has been applied in reading comprehension, this technique can help students when the students difficulties English text. In this technique to improve reading comprehension in the classroom. students will not busy to look dictionary. Based on that, the writers wants to know, is there any correlation between guessing meaning from context technique and students reading comprehension. So, the writer is interested in conducting a research with entitled “*“The Correlation between a Guessing Meaning from Context Technique and Students’ Reading Comprehension (A Study of Twelfth Grade At MAN 2 Padang Panjang In 2022/2023 Academic Year)”*”.

B. Identification of the Problem

Based on the background of the problem above, it could be found that there were some guessing meaning from context technique and students reading comprehension. In students reading , difficult words, the less ability in understanding context, always looking for the unfamiliar words on their dictionary, the purpose of teaching reading is to improve the students’ capacities in reading comprehension. In this research, the researcher focuses on the correlation between a guessing meaning from context technique and students reading comprehension at the twelfth grade students MAN 2 Padang Panjang in 2022/2023 Academic Year.

C. Limitation and Formulation of the problem

Based on the identification of the problem above, the formulation of the problem in formulate as “Is there any correlation between a guessing meaning from context technique and students’ reading comprehension at the twelfth grade students of MAN 2 Padang Panjang in 2022/2023 Academic Year”

D. Definition of the Key Terms

There are several terms used in this problem that need to be defined, namely:

1. Students' reading comprehension is the scores that students obtains in learning English after they have followed teaching learning process in particular period of time by the twelf grade students of MAN 2 Padang Panjang. In here the researcher get the score of the students from final test which has been done.
2. Guessing Meaning from Context Technique is a technique to find the meaning of unfamiliar word without search the meaning in dictionary. It means that when the students read a text, students will not look at their dictionary in a reading comprehension and it can make the reading activity effectively. This technique can improve the students' to be an intelligent guesses about word meaning.

E. Purpose of the Research

The purpose of this research is to figure whether there is a correlation between a guessing meaning from context technique and Students' Reading Comprehension.

F. Significant of the Research

The results of this study are expected to be useful for students, teachers and researchers.

1. Theory

- a. The results of this study can be use as a reference for further research.
- b. The result of this study are expected to provide information and knowledge about the use contextual guessing meaning technique and students' reading comprehension.

2. Practice

a. The Students

This research is expected to provide information to the students of MAN 2 Padang Panjang about the correlation between a guessing meaning from context technique and students' reading comprehension.

b. Teacher

of MAN 2 Padang Panjang can encourage or motivate their students to learn English especially about learning reading and then improve students reading comprehension by using guessing meaning from context and stimulating students to be active in class, and enjoyable in learning English.

c. The Researcher

This Research also expected to provide a better understanding and knowledge the correlation between guessing meaning from context technique and students' reading comprehension. in addition, this research was also conducted as one of requirements to get bachelor degree (S1) at English Education Program of Iain Batusangkar.

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Related Literature

1. Reading

a. Definition of Reading

There are some definition of reading. Reading is one of skills that incriminate sense and give the meaning of word .in reading skill the reader will get the meaning by word that their read by see the text. thus, reading skill is the skill that give the meaning of word (Nunan, 2005:69)

Reading is the process to understand the written text that needed information from the text as efficient. It means the reader will search that their need and ignore unimportant text. the reader read the text has the information that their need. It means reading skill is the skill that has the process 'of understanding text that written (Grellet,1981:3)

Reading is a set of process that includes sensation, perception, comprehension, application and integration. The five stages of the reading process are important to build reader comprehension. Hence, reading is the process of making and getting meaning the written text (Estremera ,2018:72)

Furthermore, Brown (2003:185) states that reading is a skill that teacher hopes the learners can acquire. Reading is the basic beginning skill in learning process. It is caused reading is the most essential skill to learning every subject in school. it means that teacher expect if learner can learning reading skill as simple as possible. Based on those theories above reading skill is the process of making and getting meaning the written text. the information in written text make the reader get their needed information. Reading skill also is the skill that make the teacher good expectation to their

learner. It caused the teacher think the reading skill is the essential skill in learning process. Hence, reading skill is the process to build reader comprehension about written text that their read.

b. Types of Reading

There are some types of reading. According to Brown (2003:189) the kinds of reading in term of reading as follows:

1) Perceptive

Perceptive in reading means the process to get the information of the text as best as reader. it means the reader will use the Bottom-up reading technique to get the information of the text.

2) Selective

In this type the reader will select the reading text that their to know. In their reading text their will select the information that their to find out. In this type will use Bottom-up and Top-Down reading technique.

3) Interactive

In this type the reader usually use Top-Down. This type usually about text narrative and descriptive text.

4) Extensive

In this type the text is not only a page but more than it, for instance article, essay and book.

Furthermore, Patel and Jain (2008:117-123)mentions that there are four types of reading:

1) Intensive Reading

Intensive Reading is reading text or readings, in the reading the learner reads the text to gain knowledge or analysis. The purpose of this reading is to get specific information for short text reading.

2) Extensive Reading

Type of reading that involves students reading texts to pleasure and to develop general reading skills.

3) Reading Aloud

Reading aloud is very important for learning English pronunciation. For example::reading poetry, dialogue, and other type of text.

4) Silent Reading

Silent reading activities are intended to train students to read silently so that students can focus on understanding the meaning of the text. Example : students read the text by heart.

Then, according to Harmer (2001:210) there are two types of reading. Maximum benefit from their reading, students need involved in both:

1) Extensive

Read only for their own purposes but the text to be selected is longer. Where the teacher encourage students to have a broad understanding by choosing the text they will read.

2) Intensive Reading

Intensive reading, sometimes called “Narrow Reading”, may involve students read choices by the same author or several texts about same topic.

From those explanation above, it can be concluded that the types of reading should states the perceptive reading, selective reading, interactive reading, extensive reading and so on. Further, the types of reading are intensive reading, silent reading.

c. **Problems in Reading**

According to Heilman in Atikah (2009:22) there are some problems in reading activities as stated:

1) Word attack

Word attack is one of the problem in reading. In this problem the reader usually faced with the words that mispronounced.

2) Fluency

Fluency in reading become one of the problem in reading. It is caused most of reader can not read and comprehend the text as well as when the text are read too slowly.

3) Syntactic Structure

The problem of the child in understanding in reading is a syntactic structure such as a child pronouncing the contents of the reading text does not guarantee the same reading that is implemented.

4) Word Meaning

The difficulty of students in reading is difficult vocabulary, when students read the text their are have difficult understand the text and the teacher must change technique the way students can understand the context.

5) Lack of concentration

Lack of concentration is another reason that can be students who read poorly as concentration is an important factor for good and effective reading.

In addition, Sugiarto and Sumarsono in Ghaffar (2019:83) among the problems is confusion between lowercase and uppercase letters when reading, pronunciation of unclear words and eliminating difficult words. In order word, the researcher concluded the problems in reading make students not interested. So this problem

can get the reading process and make students not understand the content of the text to be read.

Based on the explanation above, it can be concluded that there are five problems in reading. They are: the first is Word attack, the second is Fluency, the third is Syntactic Structure, the fourth is Word Meaning, the fifth is Lack of concentration. This problem usually found with students avoid this problem. therefore, teachers should found new teaching technique this problem and learning process can be interest of students in classroom.

d. **Purpose of Reading**

According to Grabe and Stoller (2011:6) there are some purposes of reading more detail as follows:

- 1) Read to quickly search information is Scanning for specific information.
- 2) Reading to learn from texts

The benefit of reading are increased insight into broader information, reading activities are usually occurs in students.

- 3) Reading to integrate information, write and critique texts

Reading to integrate information often occurs before the author has written a paper, in a paper, he needs to integrate a lot of information that will support his statements, ideas, or against someone's statement.

- 4) Reading for general comprehension

Comprehension is a person ability to understand the concept of reading and be able to see it from various aspect.

Furthermore, Linse (2005:71), states that there are two main reasons that people read. The first is pleasure and the second is form information. Reading for pleasure give students the opportunity to choose what they want to read. The main purpose of reading is to get information from the text that the reader is In addition, Akinyi (2005:9), states that reading is important to

consider both the ability to read words and the ability to understand their meaning and not just focus on one aspect. The reader tries to understand both the word and the meaning which includes all the word in the text.

From the previous explanations, there researcher concluded that there are many purpose of reading, such as simple information, reading to learn from texts, reading to integrate information, write and critique texts, reading for general comprehension.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension can explain in several definitions. Reading comprehension is the process of increasing by managing a number of complex process such as word reading, word knowledge and fluency it means that like reading sentences one by one, understanding knowledge and fluency to help explain the meaning word (Klingner, et el, 2007:2)

Reading Comprehension is considered as one of the outstanding English skills for learners. In this skill, students are required to capture some implied and explicit information from the text by interpreting or analyzing sentences to actually get answers to questions. it means that students' reading comprehension skills are used to analyze some implied and explicit information from the text to get answers to questions in English sentences correctly (Nurjanah ,2018:254)

While, Reading Comprehension is able to decipher meaning simultaneously through the involvement of written language from the research process. It means that the process of understanding different materials quickly simultaneously through interaction and active written language (Lehr in Varita,2017:234)

Furthermore, Leon in Santi (2015:75) states that reading comprehension incriminate the ideas and events in text, it means that a reader can improve reading comprehension through the relationship between ideas and images in a text. etc, Grabe and Staller in Antoni (2010:41) states that the ability to explain information in the text accurately and correctly for understanding to the reader.

Based on those theories above, it can be concluded that reading comprehension is a ability the reader activity to understand to get the reading constructing meaning from information in a text and interpret it appropriately and correctly.

b. Factor influencing Reading Comprehension

According to Clarke in Antoni (2017:23) there are five factors that affect students' scores in Reading Comprehension.

1) Language Skills

Language skills can be divided into four areas: first, phonology (sounds of words), second, semantics (meaning of words), third, grammar (sentence structure of words), fourth pragmatics (social use of language).

2) Understanding the meaning of the word

Student's understanding the meaning of individual words is closely related to students' ability to understand connected texts. Understanding the meaning of words is often measured by students' ability to understand vocabulary items.

3) Working with text

The ability to draw conclusions by linking pieces of information together in a text is important for successful reading comprehension.

4) Environmental influence

Motivation and enjoyment are the main influences on the development of reading comprehension skills. Reading

motivation can be related to a number of environmental influences including teaching methods, reading at home and exposure to various book.

Furthermore, Wainwright (2007:34) mentions that there are five factor influencing reading comprehension:

1) Speed

Excessively slow reading which affect comprehension because it will be difficult for students to keep track of ideas as they are developing within the sentence and across the page.

2) Purpose of Reading

Students read to achieve their goals. The clarity of their purpose will help them understand the text better. Depending on the goal, students can choose the appropriate technical strategy to achieve it and also the motivation to better understand the text.

3) Nature of Materials

The nature of the material greatly affects students understanding. A scientific material should not be given to students who do not have knowledge it. The material that will be given to students must be material that they know.

4) Layout of Materials

Students will find it easier to find the main idea of a text if the layout is neatly arranged. On the other hand, the layout of the text that is not well organized will cause students to find it difficult to see the text and thus, their understanding will be disturbed.

5) Environment

This is because each student has his or her own uniqueness when reading. For example, some students prefer to read in silence while some need noise to keep them focus,a suitable environment will create a comfortable atmosphere for students

because when they feel comfortable, they will be able to focus only on the text.

c. Purpose of Reading Comprehension

Readers who want to read English texts have some purposes. Harmer in Walad (2009:99) states some purposes of reading for students, they are:

- 1) Students want to be able to read text in English either for their careers, for study purposes or for pleasure. When they do not comprehend about what they have read maybe it can be a problem to their career or their study.
- 2) Reading is useful for language acquisition. Comprehension provides that students more or less understand what they read.

Furthermore, Grabe and Stoler (2002:3) explain that, there are seven purposes of reading. They are:

- 1) Read for simple information
This is done when the reader is looking for simple information. The text read can be in the form of newspapers, magazines and so on.
- 2) Read for quick skimming
This is done by a reader when she or he wants to find certain information from the reading text. Brochures, advertisements, table of contents for books, etc.
- 3) Reading to learn from text
The purpose of reading is often owned by students, teachers, or others to gain knowledge from the text. Can be like a nonfiction book.
- 4) Reading to integrate information
This is done by the reader to gather a lot of information from the text and then draw conclusions.

5) Reading to writing

In gathering information, knowledge, and experience. The author will read so much text. Very useful for their material in building ideas for writing.

6) Reading to critique text

This is done by a skilled reader correct the authors writing.

7) Reading for general understanding

To increase knowledge and understanding of something, usually someone reads a book, because books are a source of knowledge.

In conclusion, purpose reading comprehension are Read for simple information, Read for quick skimming, Reading to learn from text, Reading to integrate information, Reading to writing, Reading to critique text, Reading for general understanding.

3. Guessing Meaning from Context Technique

a. Definition of Guessing Meaning from Context Technique

Guessing meaning for context is one of the reading technique used by reading skills to improve readers to read as efficiently as possible without using a dictionary, it means that students find difficult words in the text, so this technique students can improve their reading use guessing words such as predicting what will happen and looking for confirmation of predictions in the text(Clarke and Nation in Siregar, 2019: 35)

While, Wulandari (2016: 79) states that one of the technique to help students during exams is by not opening the dictionary using contextual meaning technique, it means that this technique is very interesting for students' reading comprehension skills and answering exam in a limited time by guessing word.

In addition, Yang in Hariani (2014:15) explains that contextual guessing students can finding the meaning of attacking words in this technique is most important readers skill in use context clues of unknown word. Etc. Patel el in Siregar (2019:35) Contextual Guessing Meaning Technique is a technique of guessing the meaning of the word is something that is important for at the English learners because it can improve the ability to think and the ability to connect to students because they enable the current skills guess the meaning of the word.

In short, it can be said this technique is very interest for students reading comprehension use guessing meaning can help the answering exam finding difficult word in a limited time without looking at a dictionary.

b. The Advantages of guessing meaning for context in teaching reading.

Using guessing meaning for context in teaching English especially reading comprehension is not new. Students can improve their ability to catch concept and to comprehend what is read line by line. By reading, students will be able to enhance their concept if students are able to increase their ability in reading comprehension. Guessing meaning for context have plenty of advantages in Teaching especially reading comprehension could be embodied in the following aspect first, this technique becomes a focus and refinement tool for expending for developing all level of understanding. Second, Contextual guessing meaning technique can including to enlarge their thinking in other word. Third, contextual guessing technique makes students to be good reader who can comprehend reading text easily. Fourth, Creative Reading. (Siregar,2019:31)

Then, advantages guessing technique provides many advantages for students in learning English reading comprehension first, guessing meaning technique it helps the reader not only to get the word meaning but also know how to use these words in other word contexts. Second, guessing meaning technique make students aware of the fact that context determines meaning words. Third, this technique allows students to solve vocabulary problems independently and make them more confident when handling text. fourth, this technique gives them a powerful help to understand and speed up read (Ying ,2001:18). Based on explanation above, it can be concluded that there are many advantages of reading comprehension, in this benefit Students can improve their ability to catch concept and to comprehend what is read line by line such as contextual guessing technique makes students to be good reader who can comprehend reading text easily, Creative Reading, this technique allows students to solve vocabulary problems independently and make them more confident when handling text, this technique gives them a powerful help to understand and speed up read.

c. The Importance of Guessing Meaning from Context Technique

According to Suhaidah (2017:15) there are four use name below are very important for foreign language readers: first, context clues help the reader to get a known pronunciation and meaning of a word from its use in a sentence. It means that help readers to pronounce the procedures for pronouncing English sentences and the meaning of words correctly. Second, context clues also help determine the pronunciation and meaning of unknown words from their use in sentence. When context is used for this goals, a student reads around the unknown word, gets the general meaning of the sentence and then guesses the pronunciation and meaning of the

unknown word from how it is used. Third, context determines how the accentuation of the same words used in different contexts or with different grammatical uses affects their meaning. Fourth, context clues can provide the function of giving various meanings according to the use of the words used by the readers. The context hint function is enough to see the difficult and interest context reading give without opening the dictionary.

According to Linear in Siregar (2019:37) Guessing meaning technique is one of the most important techniques used for readers to find difficult words. It means reader used word guessing as one of the most suitable reading comprehension to find unknown meaning in materials.

In short, it can be said that guessing meaning can help students reading comprehension to find difficult words and interest context reading give without opening the dictionary, there are four importance guessing meaning such as context clues help the reader to get a known pronunciation and meaning of a word from its use in a sentence, context clues also help determine the pronunciation and meaning of unknown words from their use in sentence, context determines how the accentuation of the same words used in different contexts or with different grammatical uses affects their meaning., context clues can provide the function of giving various meanings according to the use of the words used by the readers.

d. The Basic Technique of Guessing Meaning from Context Technique

Guessing Meaning from Context Technique is a technique to find the meaning of an unknown word without dictionary. Some of experts explain some basic technique of contextual guessing meaning technique with opinions that is mostly same. Such as, further Alderson in Rahmalia (2019:384) divided basic technique

of guessing meaning from context in ten basic guessing meaning from context, they are:

- 1.) **Predict Meaning.** students use the understanding of several points of what is told in the text, to predict the meaning of the next sentence.
- 2.) **Skip the unknown words and guess the meaning of the next sentence.** students find words their do not by passing the next sentence to be able to predict meaning.
- 3.) **Circle back in the previous context to deduce a meaning of the unknown word.** students should review the previous paragraph in the form of synonym to deduce the meaning of the unknown word.
- 4.) **Identify the grammatical.** students use grammatical pattern illustrating how to provide clues to help them guess the best meaning.
- 5.) **Look at the illustration as guide to the explanation of the information contained in the story.** student must be supported in reading comprehension by using illustrations and then involving the things around them to get ideas that are in accordance with what the text tells.
- 6.) **Read the title and draw conclusions from it.** students can understand the meaning of the main points of the text by covering everything in the text.
- 7.) **See side gloss.** students have to match the unknown word to the side gloss to get closest meaning.
- 8.) **Get to know the cognate.** students reading comprehension must be strategic by recognizing similar words throughout the text.

9.) **Use broad knowledge to find unknown words.** students are considered to have broad knowledge in their brains using reading activities.

10.) **Skip the word that might add little to the total meaning .** students do need to read all the texts to understand them completely, Some words and sentences probably do not give significant meaning to the text

Furthermore, Irnanda in Siregar (2019: 38) argues there are five basic of contextual guessing meaning technique, they are:

- 1.) **Synonym.** are two or more word that have means the same or similar. When writers use difficult terms, they often use also synonym of words to clarify their meaning.
- 2.) **Antonym.** a word that has the opposite meaning, Conjunctions like although, but, and but signals this constructing relationship.
- 3.) **Example.** another way to provide clues to the reader in finding meaning difficult words is to use examples. Words show like, reviews like, includes, and consists of, punctuation such as colons (:), and hyphen (-) can also be a hint of giving examples.
- 4.) **General understanding of passage.** readers have contributed in construct the meaning of the word in the context.

In addition, Zhong in Hariani (2014:16), the basic of contextual guessing meaning technique into three aspect : 1) **root** is the part of the word that has the main meaning, **prefixes** is placed in front of a word to change its meaning, **suffixes** is a word element attached to the end of a root or word. 2) **sentence punctuation** is punctuation marks are sometimes used to mark words that are used to identify words. 3) **Sentence Connecting Words** is connecting words show opposite or constructive meaning in sentences.

Based on the explanation above, it can be concluded that basic of the guessing meaning of context such as predicting meaning, skip unfamiliar words, circle back in the text, identify the grammatical, Use the information by looking at the illustrations, read the title and draw conclusions, see side gloss, recognize cognates, use knowledge of the world decode an unfamiliar word, skip words. in short, to make clear those basic of guessing meaning of context can be explained as follows:

Table 1
The Basic Technique of Guessing Meaning from Context Technique

Experts			Conclusion
Alderson in Rahmalia (2019:384)	Irnanda in Siregar (2019: 38)	Zhong in Hariani (2014: 16)	
(1) Predict Meaning.	(1) Synonym.	(1) - Root - Prefixes - suffixes	(1) Predict Meaning
(2) Skip the unknown words and guess the meaning of the next sentence.	(2) Antonym.	(2) Sentence Punctuation	(2) Skip the unknown words and guess the meaning of the next sentence.
(3) Circle back in the previous context to deduce a meaning of the unknown word.	(3) Example	(3) sentence connecting words.	(3) circle back in the previous context to deduce a meaning of the unknown word
(4) Identify the grammatical	(4) General understanding		(4) Identify the grammatical

Experts			Conclusion
Alderson in Rahmalia (2019:384)	Irnanda in Siregar (2019: 38)	Zhong in Hariani (2014: 16)	
(5) Look at the illustration as guide to the explanation of the information contained in the story.			(5) Look at the illustration as guide to the explanation of the information contained in the story
(6) Read the title and draw conclusion from it.			(6) Read the title and draw conclusion from it.
(7) See side gloss.			(7) See side gloss.
(8) Get to know the cognate.			(8) Get to know the cognate.
(9) Use broad knowledge of the world to decode unknown words.			(9) Use broad knowledge of the world to decode unknown words.
(10) Skip the word that might add little to the total meaning			(10) Skip the word that might add little to the total meaning.
			(11) Synonym.
			(12) Antonym.
			(13) Example.
			(14) General understanding of passage.
			(15) Roots,Prefixes , Suffixes.
			(16) Sentence Punctuation
			(17) Sentence connecting words,

B. The Relationship Guessing Meaning from Context Technique and Students' Reading Comprehension.

Utilizing the appropriate technique guessing meaning technique to improve the students reading comprehension. Contextual guessing is the most important skill most readers use in attacking new words. It is closely related to understanding and it is one of the most practical skills that students learn. 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. mentioned that guessing the context can help the students to improve their reading skills, besides that it can make it easier for them to know the content, message, and detailed information (Yang in Hariani,2014:15),

Guessing the meaning of the word context will directly to the implicit memory to affect the understanding of the text. In other words, the effect of the procedure for guessing the meaning of words can help them increase their confidence to find the meaning of unknown words in each sentence, so that it is easier for them to read (Richard and Renandya in Rahmalia, 2019 : 383)

In addition, reader try to guess the meaning of unknown word, the reader use the text covers the word-the context. mentioned that guessing the context can help students to improve their reading skills, besides that it can make it for them to know the content, messages and details information (Mikulecky and Jeffries in Harahap ,2014:90)

In conclusion, it can be concluded that using guessing meaning from context technique to find the meaning of new words with clues in context, can help the students to improve their reading comprehension while it can make it easier for them to know the content, message, and details information.

C. Review of Relevant Studies

There are several relevant studies that have relevance to the research of the write in reading comprehension technique. Based on thesis conducted by Suhaidah (2017) in entitled “ The Students Ability in Using Contextual Guessing Technique in Reading Comprehension of Second Grade in SMA NEGERI 1 Galesong Selatan“. She found that the improvement of students abilities by using contextual guessing techniques, this techniques uses several steps in reading comprehension, in this technique students are given the opportunity to experience themselves in learning process. The similarities between Suhaidah thesis and the researcher are this thesis is given the opportunity to experience themselves in learning process. The differences are instrument about reading test and this research questionnaire and score document reading.

In another study Wulandari Fariska (2016) entitled “Developing Students’ Reading Comprehension through Contextual Guessing”, she found that this research was on the development of students’ reading comprehension for first semester D graders at Polytechnic of Tonggak Equator Pontianak. This research has similarities and difference with the previous studies. The similarities between Wulandari Fariska Journal and the researcher are this thesis discussed about guessing meaning from context and students reading comprehension in the classroom. Furthermore, the differences with the previous studies are thesis discussed about class, the researcher focus chooses class students twelfth grade PKPI at Padang Panjang. The data of her research was taken from students reading comprehension for D class first semester students at polytechnic of Tonggak Equator Pontianak. Next, the difference method is this research used quantitative research, the design correlation research, the data of her research used classroom action research.

Furthermore based on research Siregar Syamsiah Depalina (2019) “Contextual Guessing Technique in Reading of Universitas Muhamadiyah Tapanuli Selatan (UMTS), Padang Sidempuan” found that Contextual

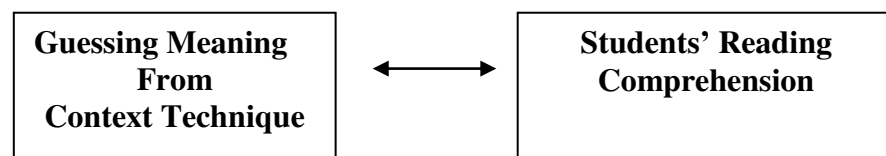
Guessing Technique is one of the appropriate techniques in reading class for high school students. This is Evidenced by students being more motivated and enthusiastic in learning English especially in reading. This research used action classroom. The test result come from first cycle and second cycle. This case proved by students more motivated and spirit in learning English especially in reading. Therefore the students got good score.

This research has similarities and differences with the researcher's study. The similarities are this study focused about students need learning technique relate with more enthusiast in answering the reading classroom for senior high students is contextual guessing technique. The difference is, the researcher focus subject was students in grade XI PKPI MAN 2 Padang Panjang, and the subject her research was students in grade X Senior High School.

D. Conceptual Framework

In this research, the researcher focuses on correlation a guessing meaning from context technique and students' reading comprehension. the researcher wants to know whether guessing meaning from context technique correlate with students' reading comprehension. guessing meaning from context technique by X, and students reading comprehension Y.

The correlation between two variables can be drawn as follows:



E. Hypothesis

The hypothesis of the research is formulated as follows “there is a correlation between Guessing Meaning from Context Technique (X) and Students’ Reading Comprehension (Y)”.

Ha: There is significance correlation between a guessing meaning from context technique and students’ reading comprehension

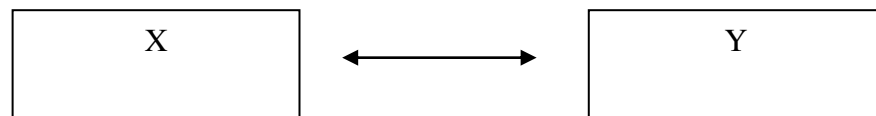
Ho: There is no significance correlation between a guessing meaning from context technique and students’ reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was quantitative research. The design of this research correlation design. It is about correlation between a guessing meaning from context technique and students' reading comprehension. It is categorized as correlation research. According to Gay (2012:204), correlation research described in quantitative term a study conducting to determine the relationship between two or more quantitative variables. from this understanding, it can be concluded that the purpose of correlation research is to find out the relationship between two or more variables which is carried out by collecting data. There were two variables in this research : they are following : "X" guessing meaning from context technique as independent variable and "Y" students' reading comprehension as dependent variable. The design of this research draw as follows:



Where :

X = Guessing Meaning From Context Technique

Y = Students' Reading Comprehension

↔ = Correlation

B. Population and Sample of the Research

1. Population

The population of this research was the twelfth students PKPI who have followed English material in classroom especially reading comprehension used guessing meaning from context technique class registered 2022/2023 academic year. The total population in this research is 76 students. They are divided three classes : PKPI 1, PKPI 2, PKPI 3. The population of this research can be seen in the following table:

Table 2
Population of the Research

No	Class	Number of Students
1	PKPI 1	19
2	PKPI 2	31
3	PKPI 3	26
Total Students		76

The table shows that there were 19 students of the PKPI 1, 31 students of the PKPI 2, and 26 students of the PKPI 3 class as participant in this research. Total of the populations was 76 students.

2. Sample

Sugiyono (2017) states that sample is part of the number and characteristics focused by population. For this research, the researcher used stratified proportional random sampling. The researcher used this technique because as states by Gay, Mills and Airasian (2011:133) that proportional stratified random sampling is the process of selecting a sample in such a way that identified subgroups sample in the same proportion that they exist in the population. The purpose of stratified proportional random sampling is to guarantee desired representation of relevant subgroups within the sample.

The researcher classified the population into three groups (High, Average, and Low) based on their score in their students reading

comprehension. The criterion to classify them, the researcher use formula that is suggested by Sudijono (2010:176).

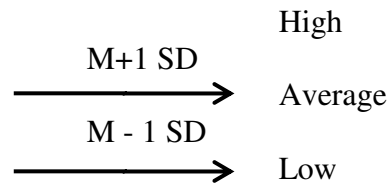


Table 3
Mean, Standard Deviation and Classification of Each Class

Class	Mean	SD	Classification		
			High	Average	Low
XI PKPI 1	89,66	4,31	$\geq 93,97$	$\leq 93,97 - \geq 85,37$	$\leq 85,37$
XI PKPI 2	88,77	4,55	$\geq 93,32$	$\leq 93,32 - \geq 85,37$	$\leq 84,22$

Based on the above formula, researcher need part of the population as a sample and part of it as a trial sample. The population of this study was 76 students, 85% of them (69 students) become sample and the rest of them 15% become try-out sample (7 students). It statement supports by Gay and Airasian's (2000;135).The sample of the research can be seen in the table below :

Table 4
Distribution of Sample

Class	Population			Sample 85 % Population			Try-Out Sample (15%)			Sampling Technique
	H	A	L	H	A	L	H	A	L	
PKPI 1	3	7	9	4	6	5	1	2	1	Proportional Stratified Random Sampling
PKPI 2	4	10	17	2	17	9	1	1	1	
PKPI 3	9	11	6	8	13	5	0	0	0	
Total	16	28	32	14	36	19	2	3	2	
	76			69			7			

Notes :

H = High A = Average L = Low

Based on the table 4 above from the total population, the researcher got sixteen (16) students as high group, twenty-eight (28) students as average group and thirty two (32) students as low group. Then the researcher will be taken 85% of the students as sample. The researcher got fourteen (14) students as high group, thirty six (36) students as average and nineteen (19) students as low group. Then the researcher took 15% of students as try-out. the researcher got two (2) students as high group, three (3) students as average and two (2) students as low group.

C. Technique of Data Collection

1. Research Instrument

can be in the form of test, questionnaire, observation sheet, record or interview and documents. In this research, the researcher used two instruments. First, questionnaire because the researcher want to know whether a guessing meaning from context technique and the second, test of score students' reading comprehension (final result). The purpose of questionnaire and document of score reading comprehension is to see correlation between guessing meaning from context technique and students' reading comprehension.

a. Questionnaire

According to Sugiono (2007:133) questionnaire is a data collection technique that is done by giving a series of questions or written statements to respondents to answer. Questionnaire are efficient data collection techniques if the researcher knows what is expected of the respondents.

There are two types of questionnaires namely closed questionnaires and open questionnaires. This study used a closed questionnaires. Closed questionnaires is the researcher provides alternative responses to the respondents. This means that respondents only need to choose one statement from the four

available statements. The questionnaire will be built by the researcher in Indonesian. To compose the questionnaire, the researcher used the following steps:

- 1) Identify problem variables
- 2) Find out the indicators of each variable
- 3) Make a questionnaire and compose a questionnaire
- 4) Distributing questionnaires

In this research, the researcher used Lickert Scale for measuring the questionnaire. As stated by Gay (2000:158) Likert Scale is aims to ask participants to respond to a series of statements such as: strongly agrees for *sangat setuju* (SS), agrees for *setuju* (S), disagrees for *tidak setuju* (TS), or strongly disagree for *sangat tidak setuju* (STS). The questionnaire was contain both positive and negative statements. Each statement has an alternative answer, the score can be seen in the following table.

Table 5
Score for Categories of Statement

Categories	Statement	
	Positive	Negative
<i>Sangat Setuju</i>	4	1
<i>Setuju</i>	3	2
<i>Tidak Setuju</i>	2	3
<i>Sangat Tidak Setuju</i>	1	4

Table 6
Example of Questionnaire Statement

No	Pertanyaan	Jawaban			
		SS	S	TS	STS
1	Saya membaca judul terlebih dahulu ketika menemukan teks				

In doing research. There are several criteria for good measuring instrument. According to Gay ((2012: 160) the criteria for a good measuring instrument are validity and reliability. Therefore, before the questionnaire was distributed to the research

sample. The validity and reliability of the questionnaire should be checked first. More explanation about it. Discussed as follows:

1) Validity

According to Gay (2012:160) Validity is the degree to which a test measures what it is supposed to measure and consequently. Allows precise interpretation of scores. Validity is the most fundamental consideration in developing and evaluating tests.

In this study, the researcher used SPSS 22 to check the validity of the questionnaire. There were several steps taken by the researcher:

- a) Prepare a tabulation of the questionnaire you want to measure in excel.
- b) Click the data view then enter the questionnaire score.
- c) Then select the analyze menu- correlate – bivariate.
- d) After appear a new box from the box of bivariate correlations insert all of variables to the box of variable, checklist (✓) for the correlation coefficient pearson and for test significance choose two-tailed and then ok.
- e) Compare r_{hitung} / $r_{calculated}$ with r_{table} . If $r_{calculated}$ is big than r_{table} means that the questionnaire is valid.

In this case, to get r_{tabel} , the researcher should know the degree of freedom first. To get the degree of freedom (df) it can be formulated by this formula below:

$$Df = N - 2$$

Df= degree of freedom

N= number of sample

Based on the formula above, it was found degree of freedom was ($DF = 7 - 2$). The r_{table} 0,6694 on the level significance 5%. If coefficient correlation was higher than r_{table} , it means that items were valid and if coefficient

correlation was lower than r-table, it means that items were not valid. The result showed that there were 26 valid, 3 items were revised, and 9 items discarded.

2) Reliability

According to Gay (2012:165) reliability is the degree to which a test consistently measures whatever it is measuring. Reliability tells about the consistency of the resulting score. In this study, to obtain the reliability of the questionnaire, the researcher will use SPSS 22. There are several steps that researchers take as follow:

- a) Click data view and then insert the score of the questionnaire.
- b) Click analyze, then scale after that reliability analysis.
- c) Copy all of items from the column reliability analysis to the items column then for the model choose Cronbach's Alpha Click statistic for the reliability analysis gave checklist (✓) in scale if item deleted then ok.
- d) Click statistic for the reliability analysis gave checklist (✓) in scale if item deleted the ok.
- e) The result of reliability analysis was appearing in the output.

Compare r-hitung / r-calculated with r-table. If r-calculated is big than r-table means that the questionnaire is reliable.

Table 7
Reliability Statistics

Cronbach's Alpha	N of items
.963	38

Based on the Cronbach's Alpha reliabilities, it has been gotten that the reliability of the questionnaire was 0,963. Whereas, the score of r-table were 0,6694 in significance level of 5%. The

score had been gotten through calculating the degree of freedom of the data (DF).

b. Test

Students reading comprehension in this study can be described as the result of English learning process that students' get from the teachers in form of score. The score is getting through final test that teachers made or kind of standardized test. In this study, the test score reading can help the researcher to describe how far the students reading comprehension in the classroom. The test score also come from the calculation of the test that teachers made for their students.

2. Research Procedure

This research was conducted by applying the following steps: There were preparation of the research, whilst of the research, and post operation of the research.

a. Preparation

1) Finding the research problem

After reading some sources and discussing with the academic advisor related to the academic advisor related to the problem that the researcher interested about, the researcher found the research problem was what is the correlation between guessing meaning from context technique and students reading comprehension. It is a study of the twelfth grade students of MAN 2 Padang Panjang in 2022/2023 Academic Year ad the population and sample of this research.

2) Reviewing the Literature

In order to research comprehend with the problem, the researcher try to collect the theories from many sources. The researcher reviewing the literature of guessing meaning from context technique, and students reading comprehension. To be

able to comprehend the problem, as many as related sources and references about the research problem were collected and discussed.

b. Whilst

1) Designing the study

After the researcher getting the theory, the researcher tried to design the instrument of this research. The instrument was a questionnaire of guessing meaning from context technique. The questionnaire was constructed from the theories related to the variables. The researcher confirmed the questionnaire to the advisor to checked tried out and try to gave seven questionnaires to the respondent for try out and then asked them to fill it based on their condition.

2) Collecting the data

After constructing the questionnaire and checking the advisor and tried out, the researcher gave forty seven questionnaires for the research sample asked them to fill it based on their condition.

c. Post-Operation

1) Analyzing the data

The data that had been acquired was described and analyzed by using statistic descriptive, inferential statistics, and correlation analysis. This study provided answers the research hypothesis.

2) Reporting the research

The researcher wrote the result of this research based on the finding the both of data guessing meaning from context technique and students reading comprehension and discuss the result in chapter four. After finishing chapter four the researcher continue chapter five to write the conclusion and also the suggestion of this research.

D. Technique of Data Analysis

data analysis the researcher will use the aid of descriptive and inferential statistic. It could be seen in following part.

1. Descriptive Statistic

This statistic was be applied to both of guessing meaning from context technique and students' reading comprehension to see the trend of data. Descriptive analysis will be arranged based on mean score (M) and standard division (SD) score.

2. Inferential Statistic

Inferential statistic will be used in this study to see correlation between guessing meaning from context and students' reading comprehension. Inferential statistic used to make inference about parameters. Such as test normality and homogeneity.

a. Testing Normality

Normally distributed means that each variable of the two sets of numbers will be normally distributed. Test the descriptive statistic for each data score. Check the assumption of normality by using the descriptive statistic of the SPSS computer program. If the significant score greater than the normal data.

b. Testing Homogeneity

This test will be used to see whether the research sample taken from the population has the same characteristics or not.

3. Correlation Analysis

This research used a statistic analysis by using product moment to see correlation between guessing meaning from context technique and student reading comprehension. The data consist of two variables: guessing meaning from context technique (X) and students reading comprehension (Y). The following Pearson Product Moment.

As suggest by Sudijono (2005:206).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} : index correlation of “r” *product moment*

$\sum X$: sum of guessing meaning from context technique

$\sum Y$: sum of students’ reading comprehension

$\sum XY$: multiple result of total scores of variable X and Y

$\sum X^2$: sum of squared guessing meaning from context technique

$\sum Y^2$: sum of square students’ reading comprehension

N : number of students

To help the researcher to analyze the data, the researcher used computation system of SPSS version 22 to get the result of the variable correlation. They are interpreting index correlation score by using row interpretation and consulting the coefficient correlation to table value of product moment. The first by using levels of correlation suggested by Sudijono (2005:193), it can be seen in the table.

Table 8
The Product Moment Interpretation

<i>The value of “r” Product Moment</i>	<i>Interpretation</i>
0,00 – 0,20	There is very low correlation between variable X and Y (<i>There is no correlation</i>)
0,20 – 0,40	There is low correlation between variable X and Y
0,40 – 0, 70	There is have enough correlation between variable X and Y
0,70 – 0,90	There is high correlation between variable X and Y
0,90 – 1,00	There is very high correlation between variable X and Y

E. Hypothesis Testing

Hypothesis testing is mean to test the hypothesis whether accepted or rejected. According to Gay (2003:344) hypothesis testing is a process of decision making in which researcher evaluate the result using product moment formulation, the value of coefficient correlation and critical value “r” product moment, the researcher had to find the degree of freedom (df) using formula below:

$$Df = N - 2$$

Where:

N = Number of cases

df = Degree of freedom

After finding the degrees of freedom (df). The coefficient correlation is consulted to critical value “r” product moment on the level of significance 5% (0,05).

There are two assumption of this result according to Sudijono (2005:194):

- a. If “r” observation is > than “r” table. It means hypothesis alternative (Ha) is accepted and hypothesis null is rejected.
- b. If “r” observation is < than “r” table. it means null hypothesis is accepted and hypothesis alternative is rejected

The hypothesis of this research are :

Ho : There is no correlation between X dan Y

Ha : There is significant correlation between X dan Y

BAB IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Data Description

This chapter discussed about the description of guessing meaning from context technique (variable X) that has been taken from questionnaire and students' reading comprehension test score (variable Y). The number of sample was 69 respondents of the students from twelfth grade students of MAN 2 Padang Panjang in 2022/2023 academic year. This researcher analyzed the questionnaire that has been collected from all of samples. Then the researcher analyzed degree of correlation between guessing meaning from context technique and students' reading comprehension.

a. The description of guessing meaning from context technique

The data were taken using a set of questionnaire that was distributed to the samples to get their level of guessing meaning from context technique in reading. The questionnaire was constructed from the indicator of the guessing meaning from context technique in reading. After the students responded on the questionnaire, the data were calculated to quantitative data. The total item of questionnaire 29 items that was developed by using four scale likert. The researcher asked the respondents to choose the most appropriate description. For the positive item, the scores were arranged as follows: strongly agrees for *sangat setuju SS* (4), agrees for *setuju S* (3), disagrees for *tidak setuju TS* (2), strongly disagrees for *sangat tidak setuju STS* (1). Whereas, for the negative item, the scores were arranged as follows: strongly agrees for *sangat setuju SS* (1), agrees for *setuju S* (2), disagrees for *tidak setuju TS* (3), strongly disagrees for *sangat tidak setuju STS* (4). The scores of the respondents can be seen in the following table:

Table 9
The data description of Guessing Meaning
from Context Technique

No	Respondents	Score	No	Respondents	Score
1	R1	91	36	R36	79
2	R2	90	37	R37	88
3	R3	87	38	R38	74
4	R4	96	38	R39	86
5	R5	92	40	R40	81
6	R6	94	41	R41	79
7	R7	90	42	R42	91
8	R8	88	43	R43	83
9	R9	75	44	R44	86
10	R10	77	45	R45	78
11	R11	93	46	R46	82
12	R12	75	47	R47	91
13	R13	85	48	R48	85
14	R14	99	49	R49	81
15	R15	82	50	R50	67
16	R16	80	51	R51	81
17	R17	74	52	R52	78
18	R18	86	53	R53	79
19	R19	78	54	R54	79
20	R20	85	55	R55	85
21	R21	83	56	R56	86
22	R22	74	57	R57	73
23	R23	78	58	R58	82
24	R24	79	59	R59	84
25	R25	71	60	R60	87
26	R26	80	61	R61	78
27	R27	75	62	R62	80
28	R28	84	63	R63	81
29	R29	78	64	R64	85
30	R30	83	65	R65	91
31	R31	73	66	R66	83
32	R32	80	67	R67	81
33	R33	75	68	R68	94
34	R34	81	69	R69	80
35	R35	90	Jumlah		5.699

After getting the data of guessing meaning from context technique questionnaire the data was found that the highest score was 99 and the lowest score was 67 and the total score was 5.699.

To see the frequency table of guessing meaning from context technique can be seen as follows:

Tale 10
Frequency Table of Guessing Meaning
from context technique

Skor	Frekuensi	Skor	Frekuensi
99	1	83	4
96	1	82	3
94	2	81	6
93	1	80	5
92	1	79	5
91	4	78	6
90	3	77	1
88	2	75	4
87	2	74	3
86	4	73	2
85	5	71	1
84	2	67	1

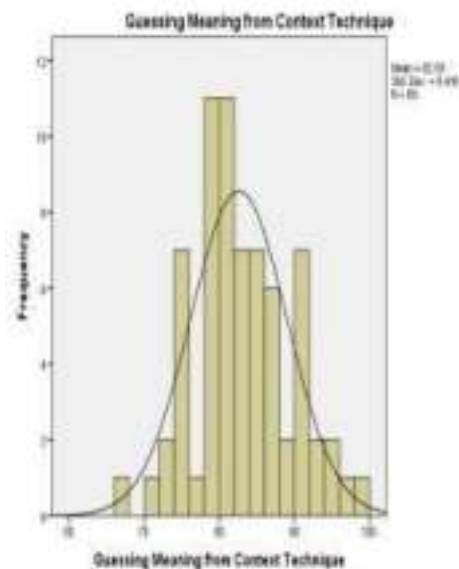
Based on the frequency table of guessing meaning from context technique above it can be conclude that there was one student who got the highest score. The frequency in the table is the number of students who got score from the result of questionnaire. Descriptive score of guessing meaning from context technique can be seen on the table below.

Table 11
Descriptive Stastic Guessing Meaning
from Context Technique

	N	Minimum	Maximum	Mean	Std. Deviation
Guessing Meaning from Context Technique	69	67	99	82.59	6.436

From the score of guessing meaning from context technique, it can be seen that the highest score was 99 and the lowest score was 67. Form the results above, it can be seen that the mean score was 82.59 and it was higher than standard deviation 6.436. It can be concluded that the data distribution of guessing meaning from context technique was good. Moreover the histogram of guessing meaning from context, it can be stated that in below:

Histogram 1
The Histogram the Data Distribution Guessing Meaning from Context Technique



From the data above, it was found that the mean score (M) was 82.59 and the standard deviation (SD) was 6.436.

this data using analyzing based on Sudijono (2010:175) theories, the scales are divides: Very High, High, Average, Low, and Very Low.

<u>Mean + 1,5 SD</u> →	Very High	= 92
<u>Mean + 0,5 SD</u> →	High	= 86
<u>Mean – 0,5 SD</u> →	Average	= 79
<u>Mean – 1,5 SD</u> →	Low	= 73
<u>< Mean – 1,5 SD</u> →	Very Low	= < 73

Table 12
**The Frequency Data Distribution of Guessing Meaning
from Context Technique**

No	Interval Class	Frequency	%	Category
1	>92	6	9 %	Very High
2	86 – 92	15	22 %	High
3	79 – 86	30	43 %	Average
4	73 – 79	16	23 %	Low
5	< 73	2	3 %	Very Low

From the table above, it can be seen that from 69 students, There were 6 (9%) students who have **Very High** Score, 15 (22%) students have **High** Score, 30 (43%) students have **Average** Score, 16 (23%) students have **Low** Score, 2 (3%) students **Very Low** Score.

In conclusion, guessing meaning from context technique it was found that mean score (M) was 82,59 and the standard deviation (SD) was 6,436. Interval Class 79 – 86 frequency 30 and 43% Average Category.

b. The Data Description of Students' Reading Comprehension

The data were taken from the result of the twelfth of MAN 2 Padang Panjang in 2022/2023 Academic year. To get the data the researcher was cooperated with English teacher of MAN 2 Padang Panjang.

Table 13
The Data Description of Students' Reading Comprehension

No	Respondents	Score	No	Respondents	Score
1	R1	68.75	36	R36	50.00
2	R2	68.75	37	R37	62.50
3	R3	68.75	38	R38	50.00
4	R4	75.00	39	R39	50.00
5	R5	62.50	40	R40	62.50
6	R6	62.50	41	R41	56.25
7	R7	62.50	42	R42	50.00
8	R8	62.50	43	R43	43.75
9	R9	50.00	44	R44	68.75

10	R10	43.75	45	R45	62.50
11	R11	62.50	46	R46	50.00
12	R12	62.50	47	R47	50.00
13	R13	50.00	48	R48	31.25
14	R14	56.25	49	R49	62.50
15	R15	43.75	50	R50	31.25
16	R16	62.50	51	R51	68.75
17	R17	62.50	52	R52	62.50
18	R18	56.25	53	R53	68.75
19	R19	50.00	54	R54	68.75
20	R20	50.00	55	R55	68.75
21	R21	56.25	56	R56	56.25
22	R22	43.75	57	R57	43.50
23	R23	50.00	58	R58	50.00
24	R24	68.75	59	R59	68.75
25	R25	62.50	60	R60	68.75
26	R26	43.75	61	R61	75.00
27	R27	62.50	62	R62	62.50
28	R28	62.50	63	R63	56.25
29	R29	56.25	64	R64	56.25
30	R30	75.00	65	R65	87.50
31	R31	56.25	66	R66	62.50
32	R32	56.25	67	R67	56.25
33	R33	68.75	68	R68	62.50
34	R34	56.25	69	R69	50.00
35	R35	56.25	Total		3.406

After getting the data of Reading Comprehension test score, the data was found the highest score was 87.50 and the lowest score was 31.25, the total score was 3.406. to see the frequency table of Reading Comprehension final test, can be seen as follows:

Table 14
The Frequency of Students'
Reading Comprehension

Skor	Frekuensi	Skor	Frekuensi
87.50	1	50.00	13
75.00	3	43.75	5
68.75	12	43.50	1
62.50	19	31.25	2
56.25	13		

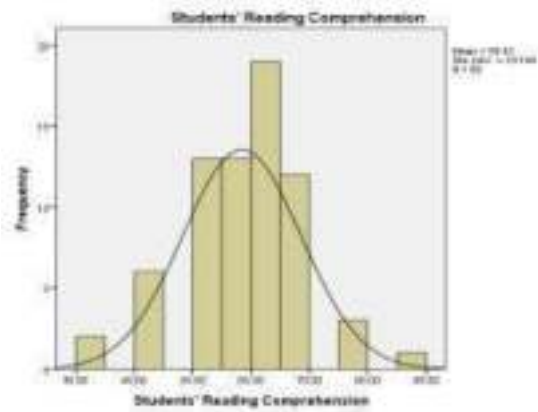
Based on the frequency table of reading comprehension above, it can be concluded that there was one student who got the highest score and there was two student who got the lowest score of reading final test. The frequency in the table was the number of students who got score from the result of final test. Descriptive score of reading final test can be seen on the table:

Table 15
Descriptive Statistics Students'
Reding Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Reading Comprehension	69	31.25	87.50	58.4203	10.16414

From the score of test reading comprehension, it can be seen that the mean highest score was 58.4203 and it was higher than standard deviation 10.16414 . it can be concluded that the data distribution of final test reading comprehension was good. Moreover the histogram of students' reading comprehension. It can be stated that in below:

Histogram 2 The Data Distribution Students' Reading Comprehension



From the data above, it was found that the mean score (M) was 58.4203 and the standard deviation (SD) was 10.16414.

This data using analyzing based on Sudijono (2010:175) theories, the scales are divides: Very High, High, Average, Low, and Very Low.

Mean + 1,5 SD	→	Very High	= 73.67
Mean + 1,5 SD	→	High	= 63.50
Mean – 0,5 SD	→	Average	= 53.34
Mean – 1,5 SD	→	Low	= 43.17
< Mean – 1,5 SD	→	Very Low	= < 43.17

Table 16
The Frequency Data Distribution of
Reading Comprehension

No	Interval Class	Frequency	%	Category
1	>73.67	4	6%	Very High
2	63.50 – 73.67	12	17%	High
3	53.34 – 63.50	32	46%	Average
4	43.17 – 53.34	19	28%	Low
5	< 43.17	2	3%	Very Low

From the table above, it can be seen that from 69 students, there were 4 (6%) students who have **Very High** score, 12 (17 %) students have **High** score, 32 (46%) students have **Average** score, 19 (28%) students have **Low** score, 2 (3%) students have **Very Low** score.

In conclusion, students reading comprehension it was found that mean score (M) was 58.4203 and standard deviation (SD) was 10.16414. Interval Class 53.54 – 63.50 frequency 32% and 46% Average Category.

B. Inferential Statistics

1. Testing Normality

Normality test aims to see whether the data used in research is normally distributed or not. To test the normal distribution of variables, a normality test is needed. The data interpreted normal if $p > 0.05$. if $p < 0,05$, it means the data was not distributed normal. One-Sample Kolmogorov-Smirnov test was used to see normality of the instrument. The result of test normality can be shown as follow.

Table 17
Result of Testing Normality

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		69
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.67962424
Most Extreme Differences	Absolute Positive	.069
	Negative	-.069
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of testing normality Kolmogorov Smirnov method, the test distribution was normal. It can be seen from standard significance (significance *2-tailed*), there were 0,200 in guessing meaning from context and there were 0,200 in reading comprehension. Then, the researcher compared the sig *2-tailed* with 0.05 ($0.200 > 0.05$ and $0,200 > 0.05$). both of variable showed that the data was distributed normal, because the data was meeting the assumption of normality with as an value. Sig is greater than probability level. Then, to make the data was normal.

2. Testing Homogeneity

To know whether the data were homogenous or not, the researcher use SPSS version 22 in finding homogeneity of the data. The summary for the result of testing homogeneity of guessing meaning from context technique and students' reading comprehension was presented in the table below

Table 18
Result of Homogeneity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2900.161	23	126.094	1.376	.177
Within Groups	4124.901	45	91.664		
Total	7025.062	68			

Based on the result above, it showed that the significance score gotten from the data was 0,177. It can be interpreted that both of the data were homogeneous because both of significance was higher than 0,005 ($0,177 > 0,05$) as the standard significance. It means that H_a was accepted.

3. Correlation Analysis

In order to find out the correlation between guessing meaning from context technique and students' reading comprehension, the researcher analyzed it by using Computer SPSS version 22. After getting the data on guessing meaning from context technique and students' reading comprehension, the researcher found that the coefficient of correlation between variables (r_{xy}) was 0.305 It can be explained from the following table:

Table 19
Result of r calculated to find the correlation between
a guessing meaning from context technique

		Guessing Meaning from Context Technique	Students' Reading Comprehension
Guessing Meaning from Context Technique	Pearson Correlation Sig. (2-tailed) N	1 69	.305* .011 69
Students' Reading Comprehension	Pearson Correlation Sig. (2-tailed) N	.305* .011 69	1 69

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the coefficient correlation by using formula of Pearson Product Moment, it was found that r calculation (r_{xy}) of this research was 0.305. Between variable Guessing Meaning from Context Technique (X) and Students' Reading Comprehension (Y) have positive correlation with categories sufficient or moderate correlation because based on the table interpretation product moment the range of 0.20-0.40 have sufficient or moderate correlation. Then the researcher compared between r calculated and r table (r_t). To find r table of this research, the researcher had to find the degree of freedom (df=N-2) (69-2) = 67. It can be stated than r table was 0,236 at the level significant 5%. It means that there was correlation between guessing meaning from context technique and students' reading comprehension.

Table 20
Level of significance pearson product moment product
moment correlation between guessing meaning from context
technique (X) and Students' Reading Comprehension (Y)

Rxy	Df	Level of significance 5%	Remark
0,305	69	0,236	Ha was accepted

After comparing between r calculated (r_{xy}) with r Table (r_t) at the level of significance 5% and category of “ r ” Product Moment (Sudijono, 2010:193). The result was H_a was accepted and H_0 was rejected, it means that between X (guessing meaning from context technique) and Y (students' reading comprehension) had correlation, can be regarded there is significance correlation between guessing meaning from context technique and students' reading comprehension.

C. Discussion

Based on the analysis above, this research found that the null hypothesis (H_a) was accepted. It means that, there was significant correlation between guessing meaning from context technique and students' reading comprehension. It could be proven from the data analysis by using “ r ” product moment (Pearson) Formula Statistic, SPSS version 22.

Based on the result of the research, this finding is not in line with the theory proposed by Brown in Siregar (2019:31) states that contextual guessing technique can be used as a way of teaching to define important words in reading and can make semantic predictions about relationship with each other. On the other hand, the students used guessing meaning not to important words in reading and can make semantic prediction about relationship with each other. In fact, there is correlation between guessing meaning from context technique and students reading comprehension. According to Wainwright (2007:34) there are various factor that influence understanding in reading such as factor : speed, purpose of reading , nature

of materials, layout of materials and the environment people are reading are several factors that affected reading comprehension.

It means that researcher can't predict someone successful in reading comprehension based on their guessing meaning technique but in this research finding can help teachers and learners to better understand what they need and problems that they faced because there are another factors that can influence reading comprehension.

Based on the explanation above, it can be concluded that guessing meaning from context give influence to students' reading comprehension. There was correlation between guessing meaning from context technique and students' reading comprehension. The researcher has done the research of the eleventh grade students of MAN 2 Padang Panjang about the correlation between a guessing meaning technique and students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, it was found that related to this research. the mean score of guessing meaning from context technique was 82.59. it means that guessing meaning from context technique was about *sufficient*. Then, based on data analysis of students' reading comprehension, the researcher got the mean 58.4203. it means that students' reading comprehension was *sufficient*. Based on the analysis guessing meaning from context technique and students' reading comprehension, the value of r-calculated was higher than r table in level of significance 5% ($0,305 > 0,236$). It means that, the hypothesis alternative (Ha) was accepted and null hypothesis (Ho) was rejected. There was significant correlation between a guessing meaning from context technique and students' reading comprehension.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestion as follows:

1. Students

The researcher would like to suggest to the students, especially English Students to more aware about the factors which can influence their learning achievement in reading. Even the researcher found that there is correlation between guessing meaning from context technique and students reading comprehension, but the students can improve their comprehension with guessing meaning from context technique.

2. The Teacher

The researcher found that there was significant correlation between guessing meaning from context and students' reading comprehension. The teachers should consider guessing meaning from context technique in class and find some ways or technique to make students interest in learning.

3. The Next Researcher

The researcher hoped that they will do not another research in other factor which affect students reading comprehension or they can do the research about another technique in reading comprehension. Moreover, it is suggested to the next researchers to find more theories of technique in reading in following reading comprehension

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Appendix 1 : Table of Specification Guessing Meaning from Context

Table of Specification Guessing Meaning from Context Questionnaire

No	Experts	Variable	Indicators	Descriptions	Sub Indicator	Item Number		Total Items
						+	-	
1	Alderson in Rahmalia (2019 : 384)	Guessing Meaning from Context	Mempredikasi Makna	Siswa menggunakan pemahaman beberapa poin dari isi cerita teks untuk memprediksi arti dari kalimat berikutnya	Siswa memahami bagian cerita dalam teks dengan menggunakan prediksi arti untuk kalimat selanjutnya	1	20	2
			Lewati kata-kata yang tidak diketahui dan tebak arti kalimat berikutnya	Siswa menemukan kata-kata yang mereka tidak ketahui dengan melewati kalimat selanjutnya untuk memprediksi makna	Siswa meninggalkan kata yang diketahui dengan kalimat selanjutnya untuk dapat memprediksi makna	2	21	2
			Lingkari kembali konteks sebelumnya untuk menyimpulkan sebuah arti dari kata yang tidak diketahui	Siswa harus meninjau paragraf sebelumnya dalam bentuk persamaan kata untuk menyimpulkan arti dari kata yang tidak diketahui	Siswa melingkari penjelasan paragraf dalam bentuk persamaan kata sebelumnya untuk mendapatkan kesimpulan arti dari kata yang tidak dikenal	3	22	2
			Mengidentifikasi fungsi tata bahasa	Siswa menggunakan tata bahasa menggambarkan	Siswa menggunakan tata bahasa sebagai	4	23	2

			dari kata yang tidak diketahui sebelum menebak artinya	cara memberikan petunjuk untuk membantu mereka menebak makna terbaik	petunjuk untuk mengarahkan mereka menebak makna paling benar			
			Cermati ilustrasi tersebut dan gunakan informasi yang terkandung didalamnya	Siswa harus di dukung pemahaman membaca dengan menggunakan ilustrasi kemudian melibatkan hal disekitarnya untuk mendapatkan ide yang sesuai dengan apa yang diceritakan	Siswa memahami bacaan yang didukung melalui gambar selanjutnya melibatkan hal disekitarnya untuk mendapatkan informasi yang terkandung dalam cerita	5	24	2
			Baca judulnya dan ambil kesimpulannya	Siswa dapat memahami arti point utama dari teks dengan meliputi semua didalam teks	Siswa dapat memahami penjelasan diawal kalimat dengan mencakup semua isi cerita	6	25	2
			Lihat sisi terjemahan	Siswa harus mencocokkan kata yang tidak diketahui dengan bagian sisi lain untuk mendapatkan makna yang paling dekat	Siswa harus menyesuaikan kata yang tidak diketahui dengan bagian sisi lain untuk mendapatkan makna yang paling dekat	7	26	2
			Kenali serumpun	Pemahaman membaca siswa harus strategis dengan mengenali kata –	Siswa harus menyadari strategis untuk mengenali persamaan	8	27	2

				kata serupa diseluruh bagian teks	kata diseluruh bagian teks			
			Menggunakan pengetahuan secara luas untuk menemukan kata – kata yang tidak diketahui	Siswa dianggap memiliki pengetahuan secara luas di dalam otaknya menggunakan kegiatan membaca	Siswa dianggap bisa memecahkan kata – kata yang tidak dikenal dengan mengaktifkan dasar pengetahuan	9	28	2
			Lewati kata – kata yang mungkin hanya sedikit menambah makna total	Siswa tidak perlu membaca semua teks untuk memahami sepenuhnya , beberapa kata dan kalimat mungkin tidak memberikan arti yang signifikan pada teks , mereka melanjutkan kalimat setelahnya yang lebih penting .	Siswa tidak perlu membaca semua teks untuk memahami secara lengkap , mereka melanjutkan kalimat setelahnya yang lebih penting	10	29	2
2	Irnanda in Siregar (2019:38)		Persamaan kata	Dua kata atau lebih yang memiliki arti yang sama atau serupa, ketika penulis menggunakan istilah yang sulit, mereka juga sering menggunakan persamaan kata untuk memperjelas artinya	Siswa menemukan istilah yang sulit , mereka menggunakan persamaan kata untuk membantu menemukan penjelasan artinya	11	30	2

3	Zhong in Hariani (2014:16)		Akar kata	Bagian dari kata yang memiliki arti utama	Siswa mengamati teks dari bagian awal kata	15	34	2
			Awalan	Bagian awal kata untuk mengetahui artinya	Siswa menggunakan bagian awalan kata untuk mengetahui artinya	16	35	2
			Akhiran	Bagian akhir kata untuk mengetahui artinya	Siswa menggunakan bagian akhiran untuk mengetahui artinya	17	36	2
			Tanda baca kalimat	Tanda baca kadang-kadang digunakan untuk menandai kata yang digunakan untuk mengidentifikasi kata-kata	Siswa menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata	18	37	2
			Kata penghubung kalimat	Kata penghubung menunjukan makna yang berlawanan atau berguna dalam kalimat	Siswa menggunakan kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat	19	38	2

Appendix 2 : Number item of Questionnaire for Try-Out**INSTRUMEN PENELITIAN TENTANG *HUBUNGAN ANTARA TEKNIK MENEBAK KATA KONTEKSTUAL DENGAN PEMAHAMAN MEMBACA SISWA*****SISWA KELAS XI PKPI TAHUN AJARAN 2021/2022****MAN 2 PADANG PANJANG****Nama :****Tanggal :****A. Pengantar**

Angket ini semata-mata digunakan untuk kepentingan ilmiah. Pernyataan-pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan hubungan antara teknik menebak kata kontekstual dengan pemahaman membaca siswa, istilah angket ini **apa adanya**, bukan **apa yang seharusnya**, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terimakasih.

B. Petunjukan Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda checklist (√) pada setiap pilihan jawaban berikut:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Items	SS	S	TS	STS
1	Saya membaca judul terlebih dahulu ketika menemukan teks	√			

Bacalah pernyataan di bawah ini dengan benar dan teliti. Checklist (√) salah satu jawaban dari pernyataan-pernyataan dibawah ini yang sesuai dengan yang anda rasakan.

No	Items	SS	S	TS	STS
1	Saya mengetahui bagian cerita dalam teks dengan menggunakan prediksi arti untuk menebak makna berikutnya.				
2	Saya meninggalkan kata yang diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan.				
3	Sebelum membaca , saya melingkari kembali makna paragraf sebelumnya dalam bentuk persamaan kata untuk bisa mendapatkan kesimpulan penjelasan secara keseluruhan kata yang tidak dikenal.				
4	Saya mencoba menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar.				
5	Saya mengamati gambar yang ada didalam cerita kemudian mengaitkan hal disekitarnya utuk mendapatkan informasi yang sesuai dalam cerita				
6	Untuk memudahkan saya memahami apa yang saya baca,saya membaca penjelasan diawal kalimat dengan mencakup semua isi cerita				
7	Saya harus menyesuaikan kata yang tidak dikenal dengan melihat bagian sisi lain untuk menemukan makna yang paling dekat.				
8	Saya harus memiliki strategis membaca yang tepat untuk mengenali persamaan kata diseluruh bagian teks.				
9	untuk bisa memecahkan kata – kata yang tidak diketahui dengan pengetahuan secara luas yang saya lakukan dengan membaca selama ini				
10	Saya mencoba untuk tidak perlu membaca semua teks untuk memahami secara lengkap karena hanya diperlukan kalimat yang lebih				

	penting saja				
11	Saya mencoba menemukan istilah yang sulit, dengan menggunakan persamaan kata untuk membantu menemukan penjelasan artinya				
12	Siswa mencoba menemukan sebuah kata sulit dengan menggunakan kata penghubung yang mempunyai arti berlawanan				
13	Saya menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca				
14	Saya terlibat dalam membantu membaca makna kata dalam konteks untuk bisa menemukan arti				
15	Saya mengamati isi yang terkandung dalam cerita dengan menggunakan kata dasar sebagai penjelasan utama pada bagian cerita				
16	Saya menggunakan awalan untuk membantu penjelasan diawal kalimat				
17	Saya menggunakan akhiran untuk membantu penjelasan diakhir kalimat				
18	Saya menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata				
19	Saya menggunakan kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat				
20	Saya membiarkan bagian cerita dalam teks dengan menggunakan prediksi arti untuk menebak makna berikutnya				
21	Saya tidak mampu meninggalkan kata yang tidak diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan				
22	Bagi saya membaca tanpa melingkari makna sebelumnya. Tidak akan mendapatkan kesimpulan arti dari kata yang tidak diketahui				
23	Saya tidak mencoba menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar				
24	Saya kurang memperhatikan gambar yang ada didalam cerita kemudian mengaitkan hal disekitarnya untuk mendapatkan informasi yang sesuai dalam cerita				
25	Saya mengabaikan penjelasan diawal kalimat dengan mencakup semua isi cerita				
26	Saya tidak perlu menyesuaikan kata yang tidak dikenal dengan melihat bagian sisi lain untuk menemukan makna yang paling dekat				
27	Saya membaca dengan tepat tanpa mempunyai				

	strategis untuk mengenali persamaan kaa diseluruh bagian teks				
28	Saya tidak memecahkan kata-kata yang tidak diketahui dengan pengetahuan secara luas yang saya lakukan dengan membaca selama ini				
29	Saya langsung membaca semua teks unuk memahami secara lengkap karena hanya diperlakukan kalimat yang lebih penting saja				
30	Saya menemukan istilah yang sulit dengan mengabaikan persamaan kata untuk membantu penjelasan artinya				
31	Saya tidak menggunakan sebuah kata sulit dengan kata penghubung yang mempunyai arti berlawanan				
32	Saya tidak menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca				
33	Saya tidak terlibat dalam membantu membaca makna kata dalam konteks untuk bisa menemukan arti				
34	Saya tidak menggunakan isi teks dengan kata dasar sebagai arti utama untuk penjelasan cerita				
35	Saya tidak perlu menggunakan awalan untuk membantu penjelasan diawal kalimat				
37	Saya tidak menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata				
38	Saya tidak menggunakan kata-kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat				

Appendix 3 : The Sample of Try-Out Questionnaire

**INSTRUMEN PENELITIAN TENTANG HUBUNGAN ANTARA TEKNIK
MENEBAK KATA KONTEKSTUAL DENGAN PEMAHAMAN MEMBACA
SISWA**

SISWA KELAS XI PKPI TAHUN AJARAN 2020/2021

MAN 2 PADANG PANJANG

Nama : FADILLA PUTRI

Tanggal : 07 January 2022

A. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah. Pernyataan-pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan hubungan antara teknik menebak kata kontekstual dengan pemahaman membaca siswa, ialah angket ini **apa adanya**, bukan **apa yang seharusnya**, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terimakasih.

B. Petunjuk Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda checklist (✓) pada setiap pilihan jawaban berikut:

- SS : Sangat Setuju
- S : Setuju
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Items	SS	S	TS	STS
1	Saya membaca judul terlebih dahulu ketika menemakan teks	✓			

Bacalah pernyataan di bawah ini dengan benar dan teliti. Checklist (✓) salah satu jawaban dari pernyataan-pernyataan dibawah ini yang sesuai dengan yang anda rasakan.

No	Items	SS	S	TS	STS
1	Saya mencoba memahami bagian cerita dalam teks untuk memprediksi cerita berikutnya.	✓			
2	Saya meninggalkan kata yang diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan.	✓			
3	Sebelum membaca, saya melingkari kembali makna paragraf sebelumnya dalam bentuk persamaan kata untuk bisa mendapatkan kesimpulan penjelasan secara keseluruhan kata yang tidak dikenal.	✓			
4	Saya mencoba menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar.		✓		
5	Saya mengamati gambar yang ada didalam cerita kemudian mengaitkan hal disekitarnya untuk mendapatkan informasi yang sesuai dalam cerita.	✓			
6	Untuk memudahkan saya memahami apa yang saya baca, saya membaca penjelasan diawal kalimat dengan mencakup semua isi cerita.			✓	
7	Saya harus menyesuaikan kata yang tidak dikenal dengan melihat bagian sisi lain untuk menemukan makna yang paling dekat.	✓			
8	Saya harus memiliki strategi membaca yang tepat untuk mengenali persamaan kata disekitrah bagian teks.	✓			
9	Untuk bisa memecahkan kata - kata yang tidak diketahui dengan pengetahuan secara luas yang saya lakukan dengan membaca selama ini.		✓		
10	Saya mencoba untuk tidak perlu membaca semua teks untuk memahami secara lengkap karena hanya diperlukan kalimat yang lebih penting saja.			✓	
11	Saya mencoba menemukan istilah yang sulit, dengan menggunakan persamaan kata untuk membantu menemukan penjelasan artinya.	✓			
12	Siswa mencoba menemukan sebuah kata sulit dengan menggunakan kata penghubung yang mempunyai arti berlawanan.	✓			
13	Saya menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca.		✓		
14	Saya terlibat dalam membantu membaca makna kata dalam konteks untuk bisa menemukan arti.		✓		
15	Saya tidak menggunakan isi teks dengan kata dasar sebagai arti utama untuk penjelasan cerita.		✓		
16	Saya menggunakan awalan untuk membantu penjelasan diawal kalimat.		✓		

17	Saya menggunakan akhiran untuk membantu penjelasan diakhir kalimat	✓			
18	Saya menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata	✓			
19	Saya menggunakan kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat		✓		
20	Saya kurang mencoba memahami bagian cerita dalam teks untuk memprediksi berikutnya				✓
21	Saya tidak mampu meninggalkan kata yang tidak diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan			✓	
22	Bagi saya membaca tanpa melingkari makna sebelumnya. Tidak akan mendapatkan kesimpulan arti dari kata yang tidak diketahui			✓	
23	Saya tidak perlu menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar				✓
24	Saya kurang memperhatikan gambar yang ada didalam cerita kemudian mengaitkan hal disekitarnya untuk mendapatkan informasi yang sesuai dalam cerita			✓	
25	Saya mengabaikan penjelasan diawal kalimat dengan mencakup semua isi cerita				✓
26	Saya tidak perlu menyesuaikan kata yang tidak dikenal dengan melihat bagian sisi lain untuk menemukan makna yang paling dekat			✓	
27	Saya membaca dengan tepat tanpa mempunyai strategis untuk mengenali persamaan kaa diseluruh bagian teks			✓	
28	Saya tidak memecahkan kata-kata yang tidak diketahui dengan pengetahuan secara luas yang saya lakukan dengan membaca selama ini				✓
29	Saya langsung membaca semua teks unuk memahami secara lengkap karena hanya diperlakukan kalimat yang lebih penting saja				✓
30	Saya menemukan istilah yang sulit dengan mengabaikan persamaan kata untuk membantu penjelasan artinya			✓	
31	Saya tidak menggunakan sebuah kata sulit dengan kata penghubung yang mempunyai arti berlawanan			✓	
32	Saya tidak menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca			✓	
33	Saya tidak terlibat dalam membantu membaca makna kata dalam konteks untuk bisa menemukan arti			✓	
34	Saya tidak menggunakan isi teks dengan kata dasar sebagai arti utama untuk penjelasan cerita	✓			
35	Saya tidak perlu menggunakan awalan untuk membantu penjelasan diawal kalimat				✓

36	Saya tidak perlu menggunakan akhiran untuk membantu penjelasan akhir kalimat				✓
37	Saya tidak menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata				✓
38	Saya tidak menggunakan kata-kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat		✓		

Appendix 4 : The Table Tabulation Score of Try-Out Questionnaire

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
R1	4	4	4	3	4	2	4	4	3	2	4	4	3	3	3	3	4	4	3	4	3	3	4	3	4	3	3	4	4	3	3	3	3	2	4	4	4	2	
R2	3	2	3	3	3	2	3	3	3	2	2	3	4	2	2	3	2	2	4	3	4	3	3	4	3	3	3	2	2	4	3	3	3	3	3	3	4	4	2
R3	3	3	1	3	3	1	3	3	3	2	2	2	3	3	2	2	1	1	2	2	3	3	2	1	3	2	3	1	2	3	2	2	2	2	3	4	1	1	
R4	2	1	1	1	1	1	3	1	1	1	1	3	1	1	3	2	1	1	2	2	2	2	3	1	2	2	2	2	1	3	3	3	2	3	3	3	3	1	1
R5	3	2	4	3	2	1	4	2	2	1	1	2	2	4	2	3	2	2	2	2	3	2	2	1	3	3	3	2	3	3	2	3	2	2	2	3	1	1	
R6	4	1	4	4	4	4	3	4	1	4	3	4	4	3	3	4	2	4	4	2	2	4	4	4	3	2	4	3	4	3	3	3	3	4	4	2	3	4	
R7	4	4	4	4	2	4	4	3	4	4	4	4	4	2	3	3	2	2	4	4	2	3	4	3	3	4	4	3	4	3	3	4	4	2	4	4	2	3	

Appendix 5 : Validity and Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.963	38

The Validity Analysis of Tried Out

Technique questionnaire SPSS 22

No	Result of Validity	Df 5%	Interpretation
1	0,9387	0,6694	Valid
2	0,4841	0,6694	Revised
3	0,7805	0,6694	Valid
4	0,7934	0,6694	Valid
5	0,6767	0,6694	Valid
6	0,8229	0,6694	Valid
7	0,3780	0,6694	Revised
8	0,8555	0,6694	Valid
9	0,4337	0,6694	Discarded
10	0,7752	0,6694	Valid
11	0,9070	0,6694	Valid
12	0,8007	0,6694	Valid
13	0,8245	0,6694	Valid
14	0,1747	0,6694	Discarded
15	0,4093	0,6694	Revised
16	0,7555	0,6694	Valid
17	0,7037	0,6694	Valid
18	0,7862	0,6694	Valid
19	0,8417	0,6694	Valid
20	0,6937	0,6694	Valid
21	0,0119	0,6694	Discarded
22	0,7478	0,6694	Valid
23	0,7980	0,6694	Valid
24	0,8507	0,6694	Valid
25	0,7045	0,6694	Valid
26	0,5081	0,6694	Discarded
27	0,8006	0,6694	Valid
28	0,7801	0,6694	Valid
29	0,8730	0,6694	Valid
30	0,0938	0,6694	Discarded
31	0,5187	0,6694	Discarded
32	0,5015	0,6694	Discarded
33	0,8638	0,6694	Valid
34	0,1189	0,6694	Discarded
35	0,7687	0,6694	Valid

36	0,0739	0,6694	Discarded
37	0,7557	0,6694	Valid
38	0,8299	0,6694	Valid

Appendix 6 : The Result of Try-Out Questionnaire

The Comparative Table of Questionnaire Items

No	Pernyataan	r-hitung	r-tabel	Interpretation	No	Pernyataan
1	Saya mencoba memahami bagian cerita dalam teks untuk memprediksi cerita berikutnya	0,9387	0,6694	Valid		
2	Saya meninggalkan kata yang diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan	0,4841	0,6694	Revised	1	Saya meninggalkan kata yang tidak diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan.
3	Sebelum membaca, saya melingkari kembali makna paragraph sebelumnya dalam bentuk persamaan kata untuk bisa mendapatkan kesimpulan penjelasan secara keseluruhan kata yang tidak dikenal	0,7805	0,6694	Valid		
4	Saya mencoba menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar	0,7934	0,6694	Valid		
5	Saya mengamati gambar yang ada didalam cerita kemudian mengaitkan hal disekitarnya untuk mendapatkan informasi yang sesuai dalam cerita	0,6767	0,6694	Valid		
6	Untuk memudahkan saya memahami	0,8228	0,6694	Valid		

	apa yang saya abaca, saya membaca penjelasan diawal kalimat dengan mencakup semua isi cerita					
7	Saya harus menyesuaikan kata yang tidak dikenal dengan melihat bagian sisi lain untuk menemukan makna yang paling dekat	0,3780	0,6694	Revised	2	Saya harus menyesuaikan kata yang tidak dikenal dengan melihat bagian kata selanjutnya untuk menemukan makna yang paling dekat
8	Saya harus memiliki strategis membaca yang tepat untuk mengenali persamaan kata diseluruh bagian teks	0,8555	0,6694	Valid		
9	Untuk bisa memecahkan kata-kata yang tidak diketahui dengan pengetahuan secara luas yang saya lakukan dengan membaca selama ini	0,4337	0,6694	Discarded		
10	Saya mencoba untuk tidak perlu membaca semua teks untuk memahami secara lengkap karena hanya diperlukan kalimat yang lebih penting saja	0,7752	0,6694	Valid		
11	Saya mencoba menemukan istilah yang sulit, dengan menggunakan persamaan kata untuk membantu menemukan penjelasan artinya	0,9070	0,6694	Valid		
12	Saya mencoba menemukan sebuah kata sulit dengan menggunakan kata penghubung yang mempunyai arti berlawanan	0,8007	0,6694	Valid		

13	Saya menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca	0,8245	0,6694	Valid		
14	Saya terlibat dalam membantu membaca makna kata dalam konteks untuk bisa menemukan arti	0,1747	0,6694	Discarded		
15	Saya tidak menggunakan isi teks dengan kata dasar sebagai arti utama untuk penjelasan cerita	0,4093	0,6694	Revised	3	Saya menggunakan kata dasar untuk memahami arti utama sebagai penjelasan cerita (root)
16	Saya menggunakan awalan untuk membantu penjelasan diawal kalimat	0,7555	0,6694	Valid		
17	Saya menggunakan akhiran untuk membantu penjelasan diakhir kalimat	0,7037	0,6694	Valid		
18	Saya menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata	0,7862	0,6694	Valid		
19	Saya menggunakan kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat	0,8417	0,6694	Valid		
20	Saya kurang mencoba memahami bagian cerita dalam teks untuk memprediksi berikutnya	0,6973	0,6694	Valid		
21	Saya tidak mampu meninggalkan kata yang diketahui dengan melanjutkan kalimat untuk mendapatkan cerita yang diinginkan	0,0119	0,6694	Discarded		

22	Bagi saya membaca tanpa melingkari makna sebelumnya. Tidak akan mendapatkan kesimpulan arti dari kata yang tidak diketahui	0,7478	0,6694	Valid		
23	Saya tidak perlu menggunakan tata bahasa sebagai arahan untuk menebak makna yang paling benar	0,7980	0,6694	Valid		
24	Saya kurang memperhatikan gambar yang ada didalam cerita kemudian mengaitkan hal disekitarnya untuk mendapatkan informasi yang sesuai dalam cerita	0,8507	0,6694	Valid		
25	Saya mengabaikan penjelasan diawal kalimat dengan mencakup semua isi cerita	0,7045	0,6694	Valid		
26	Saya tidak perlu menyesuaikan kata yang tidak dikenal dengan melihat bagian sisi lain untuk menemukan makna yang paling dekat	0,5081	0,6694	Discarded		
27	Saya membaca dengan tepat tanpa mempunyai strategis untuk mengenali persamaan kata diseluruh bagian teks	0,8006	0,6694	Valid		
28	Saya tidak memecahkan kata-kata yang tidak diketahui dengan pengetahuan secara luas yang saya lakukan dengan membaca selama ini	0,7801	0,6694	Valid		

30	Saya menemukan istilah yang sulit dengan mengabaikan persamaan kata untuk membantu penjelasan artinya	0,0938	0,6694	Discarded		
31	Saya tidak menggunakan sebuah kata sulit dengan kata penghubung yang mempunyai arti berlawanan	0,5187	0,6694	Discarded		
32	Saya tidak menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca	0,5015	0,6694	Discarded		
33	Saya tidak terlibat dalam membantu membaca makna kata dalam konteks untuk bisa menemukan arti	0,8638	0,6694	Valid		
34	Saya tidak menggunakan isi teks dengan kata dasar sebagai arti utama untuk penjelasan cerita	0,1189	0,6694	Discarded		
35	Saya tidak perlu menggunakan awalan untuk membantu penjelasan diawal kalimat	0,7678	0,6694	Valid		
36	Saya tidak perlu menggunakan akhiran membantu untuk penjelasan kalimat diakhir	0,0739	0,6694	Discarded		
37	Saya tidak menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi kata-kata	0,7557	0,6694	Valid		

38	Saya tidak menggunakan kata-kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat	0,8299	0,6694	Valid		
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Appendix 8 : Number Item of Questionnaire for Sample
ANGKET PENELITIAN TENTANG HUBUNGAN ANTARA TEKNIK MENEBAK
ARTI KATA BERDASARKAN KONTEKS DENGAN PEMAHAMAN
MEMBACA SISWA

Nama :

Kelas :

A. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah. Pernyataan-pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan hubungan antara teknik menebak kata kontekstual dengan pemahaman membaca siswa, istilah angket ini **apa adanya**, bukan **apa yang seharusnya**, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terimakasih.

B. Petunjukan Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda checklist (√) pada setiap pilihan jawaban berikut:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Items	SS	S	TS	STS
1	Saya membaca judul terlebih dahulu ketika menemukan teks	√			

Bacalah pernyataan di bawah ini dengan benar dan teliti. Checklist (√) salah satu jawaban dari pernyataan-pernyataan dibawah ini yang sesuai dengan yang anda rasakan.

No	Items	SS	S	TS	STS
1	Saya mencoba memahami sebagian isi teks untuk memprediksi isi keseluruhan				
2	Saya memprediksi makna kata yang tidak diketahui dengan memahami kalimat selanjutnya				
3	Saya mencari tahu makna kata sulit dengan menemukan bentuk persamaan kata dalam kalimat selanjutnya				
4	Saya menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar.				
5	Saya mengamati gambar yang ada di dalam teks untuk mendapatkan informasi yang diharapkan				
6	Untuk memudahkan saya memahami apa yang saya baca, saya membaca penjelasan diawal teks yang mencakup keseluruhan isi				
7	Saya menyesuaikan kata yang tidak dikenal dengan melihat bagian kata selanjutnya untuk menemukan makna yang paling dekat.				
8	Saya memiliki strategi membaca yang tepat untuk mengenali persamaan kata diseluruh isi teks				
9	Saya mencoba memahami keseluruhan teks dengan memahami beberapa kalimat saja				
10	Saya mencoba menemukan istilah yang sulit, dengan menggunakan persamaan kata untuk membantu menemukan penjelasan artinya				
11	Saya mencoba menemukan makna kata sulit dengan menggunakan kata penghubung yang mempunyai arti berlawanan				
12	Saya menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca				
13	Saya menggunakan kata dasar untuk memahami arti utama sebagai penjelasan isi bacaan				
14	Saya menggunakan awalan untuk membantu penjelasan diawal kalimat				
15	Saya menggunakan akhiran untuk membantu penjelasan diakhir kalimat				
16	Saya menggunakan tanda baca sebagai penanda kata untuk mengidentifikasi makna kata-kata				
17	Saya menggunakan kata penghubung kalimat				

	sebagai penunjuk makna yang berlawanan				
18	Saya membaca keseluruhan teks untuk memahami bacaan				
19	Bagi saya membaca tanpa melingkari makna sebelumnya. Tidak akan mendapatkan kesimpulan arti dari kata yang tidak diketahui				
20	Saya menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar				
21	Saya menebak gambar yang ada didalam teks untuk mendapatkan informasi yang dibutuhkan				
22	Saya mengabaikan penjelasan diawal kalimat dengan mencakup semua isi cerita				
23	Saya membaca dengan tepat tanpa mempunyai strategi untuk mengenali persamaan kata diseluruh bagian teks				
24	Saya mencari makna kata yang tidak diketahui dari kamus				
25	Saya langsung membaca semua teks untuk memahami isi teks secara keseluruhan				
26	Saya mengabaikan konteks kalimat dalam menebak makna				
27	Saya mengabaikan isi yang terkandung dalam cerita dengan menggunakan kata dasar sebagai penjelasan utama pada bagian cerita				
28	Saya kurang menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi makna kata-kata				
29	Saya mengabaikan kata-kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat				

Appendix 9 : The Sample of Respondent the Questionnaire

ANGKET PENELITIAN TENTANG HUBUNGAN ANTARA TEKNIK MENEBAK ARTI KATA BERDASARKAN KONTEKS DENGAN PEMAHAMAN MEMBACA SISWA

Nama : *Rosma Fitri Ardinda*

Kelas : *XII pcp12*

A. Pengantar

Angket ini semata-mata digunakan untuk kepentingan ilmiah. Pernyataan-pernyataan dibawah ini adalah beberapa hal yang berhubungan dengan hubungan antara teknik menebak kata kontekstual dengan pemahaman membaca siswa, istilah angket ini **apa adanya**, bukan apa yang seharusnya, sesuai dengan apa yang dialami dan dirasakan. Atas bantuan dan kerjasamanya diucapkan terimakasih.

B. Petunjuk Pengisian

Nyatakan pilihan anda berdasarkan apa yang anda rasakan dengan memberi tanda checklist (√) pada setiap pilihanjawaban berikut

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

C. Contoh Pengisian

No	Items	SS	S	TS	STS
1	Saya membaca judul terlebih dahulu ketika menemukan teks	√			

Bacalah pernyataan di bawah ini dengan benar dan teliti. Checklist (✓) salah satu jawaban dari pernyataan-pernyataan di bawah ini yang sesuai dengan yang anda rasakan.

No	Items	SS	S	TS	STS
1	Saya mencoba memahami sebagian isi teks untuk memprediksi isi keseluruhan		✓		
2	Saya memprediksi makna kata yang tidak diketahui dengan memahami kalimat selanjutnya	✓			
3	Saya mencari tahu makna kata sulit dengan menemukan bentuk persamaan kata dalam kalimat selanjutnya	✓			
4	Saya menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar.		✓		
5	Saya mengamati gambar yang ada di dalam teks untuk mendapatkan informasi yang diharapkan	✓			
6	Untuk memudahkan saya memahami apa yang saya baca, saya membaca penjelasan di awal teks yang mencakup keseluruhan isi	✓			
7	Saya menyesuaikan kata yang tidak dikenal dengan melihat bagian kata selanjutnya untuk menemukan makna yang paling dekat.	✓			
8	Saya memiliki strategi membaca yang tepat untuk mengenali persamaan kata diseluruh isi teks		✓		
9	Saya mencoba memahami keseluruhan teks dengan memahami beberapa kalimat saja		✓		
10	Saya mencoba menemukan istilah yang sulit, dengan menggunakan persamaan kata untuk membantu menemukan penjelasan artinya	✓			
11	Saya mencoba menemukan makna kata sulit dengan menggunakan kata penghubung yang mempunyai arti berlawanan	✓			
12	Saya menemukan makna kata sulit dengan menggunakan contoh sebagai petunjuk membaca		✓		
13	Saya menggunakan kata dasar untuk memahami arti utama sebagai penjelasan isi bacaan	✓			
14	Saya menggunakan awalan untuk membantu penjelasan di awal kalimat	✓			
15	Saya menggunakan akhiran untuk membantu penjelasan di akhir kalimat	✓			

16	Saya menggunakan tanda baca sebagai penanda kata untuk mengidentifikasi makna kata-kata	✓			
17	Saya menggunakan kata penghubung kalimat sebagai penunjuk makna yang berlawanan	✓			
18	Saya membaca keseluruhan teks untuk memahami bacaan	✓			
19	Bagi saya membaca tanpa melingkari makna sebelumnya. Tidak akan mendapatkan kesimpulan arti dari kata yang tidak diketahui			✓	
20	Saya menggunakan tata bahasa sebagai arahan untuk menebak makna kata yang paling benar		✓		
21	Saya menebak gambar yang ada didalam teks untuk mendapatkan informasi yang dibutuhkan	✓			
22	Saya mengabaikan penjelasan diawal kalimat dengan mencakup semua isi cerita			✓	
23	Saya membaca dengan tepat tanpa mempunyai strategi untuk mengenali persamaan kata diseluruh bagian teks			✓	
24	Saya mencari makna kata yang tidak diketahui dari kamus	✓			
25	Saya langsung membaca semua teks untuk memahami isi teks secara keseluruhan		✓		
26	Saya mengabaikan konteks kalimat dalam menebak makna			✓	
27	Saya mengabaikan isi yang terkandung dalam cerita dengan menggunakan kata dasar sebagai penjelasan utama pada bagian cerita			✓	
28	Saya kurang menggunakan tanda baca kalimat sebagai penanda kata untuk mengidentifikasi makna kata-kata			✓	
29	Saya mengabaikan kata-kata penghubung kalimat sebagai penunjuk makna yang berlawanan atau berguna dalam kalimat			✓	

Appendix 10 :The Students' Attendance of Questionnaire

Daftar Hadir Siswa Pengisi Angket tentang Hubungan Antara Teknik Menchab Kata
Konkretnal dengan Pemahaman Membaca Siswa MAN 2 Padang Panjang

No	Nama	Kelas	No.HP	Tanda Tangan
1	Lada Fathanna			
2	Josi ALYA			
3	Ghazira Zahira Shafa			
4	Miladun atqomul ul-aid			
5	Isah Izzah Anisa			
6	Muthiah Qawlan Sariha ?			
7	Nawati Muna			
8	Faiqa Dwanra			
9	ANIKAH			
10	Khairunnisa 'Aqqah			
11	Mahyati Nurwahid wahid			
12	Azzizka Af			
13	TALYA MARIALENA RENOWA			
14	Munaga Iyathial			
15	May Iyarah			
16	Iyathir Radhiyah			
17	Wardha zaidi da			
18	Rosa Nabila			
19	Analia Fitri Yari			
20	ADARIA HAZBIN			
21	WADIMI HAZGAI			
22	Indah Febrina			
23	Rendani bifa			
24	Sri wahyuni			
25	Rosa Harada Fitri			
26	Zurriyaga Hanifa			
27	Mauli Zaqiah			

Appendix 11 :The Table Tabulation of Sample Questionnaire

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29 Total		
R1	4	4	4	3	4	4	4	4	4	3	4	4	3	3	3	3	3	2	1	1	1	4	3	2	3	4	3	3	91		
R2	3	3	3	3	4	4	4	3	3	3	4	4	4	4	4	3	4	1	1	1	1	4	4	1	3	4	3	4	90		
R3	3	4	4	3	3	3	4	4	4	3	3	3	4	4	4	4	1	1	1	1	2	3	2	3	3	3	3	3	87		
R4	4	3	3	3	3	4	4	4	4	3	3	3	3	4	3	3	3	3	3	2	2	3	4	3	4	4	4	4	96		
R5	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	92		
R6	4	4	4	4	4	3	3	3	4	4	3	3	3	3	3	4	4	1	2	2	2	4	4	2	4	3	3	4	94		
R7	4	4	3	3	3	3	4	3	3	3	3	3	4	4	4	3	3	2	3	3	3	3	2	2	2	3	3	3	90		
R8	3	3	3	3	4	4	4	4	4	3	3	4	4	3	3	3	3	1	3	2	2	3	4	2	2	3	2	3	88		
R9	4	3	3	3	4	3	3	2	3	2	2	2	3	2	2	3	2	2	3	2	2	3	2	2	2	3	3	2	75		
R10	3	3	2	3	3	3	2	3	3	2	3	2	4	2	1	3	3	3	4	3	2	3	3	2	2	3	3	3	1	77	
R11	4	4	3	3	3	4	4	4	4	4	3	3	4	3	4	4	4	1	2	2	2	3	3	3	2	4	3	3	93		
R12	3	2	3	2	4	3	2	2	3	3	3	4	4	2	2	3	3	3	3	1	1	2	3	1	2	3	2	3	3	75	
R13	4	3	3	3	3	4	4	4	3	4	2	3	3	3	3	4	3	1	1	3	1	3	3	1	1	4	4	4	3	85	
R14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	2	2	2	3	3	3	3	3	3	3	3	99	
R15	4	3	4	4	4	3	4	3	4	4	4	4	3	4	4	3	3	1	1	1	1	2	2	2	2	2	2	2	2	82	
R16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	3	3	2	2	3	2	3	3	80	
R17	3	3	3	2	2	4	4	3	2	3	3	4	3	2	2	3	2	1	3	2	2	2	3	2	2	2	2	2	2	3	74
R18	4	4	3	4	4	4	3	3	4	3	3	2	3	3	3	4	4	1	3	2	2	3	3	1	1	3	3	3	3	86	
R19	4	3	3	2	4	4	3	2	3	3	3	4	3	3	3	4	4	2	2	3	1	3	3	1	2	3	1	1	2	78	
R20	2	3	3	3	4	4	4	4	3	3	3	3	4	4	4	3	2	2	2	2	1	3	2	2	2	3	3	3	3	85	
R21	4	3	2	1	4	4	3	2	4	3	2	3	4	3	2	4	3	1	2	3	1	2	3	4	2	4	3	4	3	83	
R22	3	3	3	2	2	3	3	2	3	3	3	2	3	3	2	3	2	3	3	2	2	3	2	2	2	3	2	3	2	74	
R23	4	4	4	4	4	4	3	3	2	3	3	3	4	4	3	4	4	1	2	2	2	1	1	1	2	1	2	1	2	78	
R24	2	4	3	4	4	4	3	2	4	3	3	4	4	4	3	1	4	1	2	2	1	3	1	1	3	4	1	1	79		
R25	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	4	3	1	1	1	1	1	1	2	2	3	3	3	2	71	
R26	4	4	3	3	3	4	4	4	3	3	4	4	4	4	4	3	3	2	1	2	2	1	2	1	2	1	1	2	2	80	
R27	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	75	
R28	3	4	4	4	4	4	4	2	4	3	4	4	3	4	4	4	4	1	1	1	1	1	1	1	1	3	3	4	3	84	
R29	2	3	3	3	4	4	3	3	1	3	3	3	3	3	3	3	2	1	3	2	2	4	2	1	2	3	3	3	3	78	
R30	4	4	3	3	4	3	4	3	4	4	4	4	4	4	4	3	3	1	1	1	1	2	1	1	1	3	3	3	3	83	
R31	2	3	2	3	3	4	3	4	2	2	2	3	3	2	4	3	3	2	3	2	2	3	1	3	1	2	2	2	2	73	
R32	4	3	4	4	4	3	2	2	3	3	2	2	3	3	3	3	3	2	3	3	2	3	2	1	3	3	3	2	2	80	
R33	3	3	3	2	3	3	3	2	2	3	2	2	3	3	3	3	2	3	2	2	2	3	2	3	2	3	2	3	3	75	
R34	4	3	3	3	3	3	3	3	3	3	2	2	3	3	3	4	3	3	1	2	2	3	3	2	3	3	2	3	3	81	
R35	4	4	3	3	4	4	4	4	3	4	3	4	4	3	3	4	4	1	1	2	2	3	2	3	2	3	3	3	3	90	

R36	4	4	4	3	4	3	4	3	4	3	4	4	3	4	4	4	3	1	2	1	2	1	1	2	1	1	2	1	2	1	2	79
R37	4	4	3	3	3	3	3	3	2	3	4	4	4	3	3	4	4	2	3	2	2	3	3	2	2	3	3	3	3	3	3	88
R38	4	4	4	3	4	3	3	2	2	3	3	3	2	2	2	2	2	1	2	2	2	3	2	2	3	2	3	2	2	2	74	
R39	4	3	3	3	3	4	2	3	2	3	2	3	3	4	3	4	4	2	3	3	2	3	3	2	3	3	3	3	3	3	86	
R40	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	1	2	3	3	2	2	3	3	3	3	3	81	
R41	3	4	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	2	2	3	3	3	2	3	3	3	3	3	79	
R42	3	4	4	3	4	4	4	3	3	4	4	3	4	4	4	4	4	1	3	2	1	3	3	1	2	3	3	3	3	3	91	
R43	3	4	3	3	3	3	3	4	2	3	3	3	3	4	3	4	3	2	3	2	1	3	2	1	2	3	3	3	3	4	83	
R44	3	4	3	3	4	4	3	2	3	2	4	4	4	4	4	4	4	1	3	1	2	1	1	3	3	3	3	3	3	3	86	
R45	3	3	3	3	3	3	3	3	2	2	3	3	3	2	2	3	2	2	2	3	2	3	3	3	2	3	3	3	3	3	78	
R46	4	4	4	4	4	4	4	4	2	2	2	2	3	3	3	4	4	1	2	1	2	2	1	1	2	3	3	3	4	82		
R47	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	4	1	2	2	1	2	2	3	1	3	3	3	3	3	91	
R48	4	4	4	4	4	4	4	2	2	4	3	4	3	4	4	4	4	1	1	2	1	3	3	1	1	3	1	3	3	3	85	
R49	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	81	
R50	3	3	3	4	4	3	3	3	3	3	3	4	3	3	4	3	3	1	2	2	1	2	1	2	1	2	1	2	1	2	1	67
R51	3	4	3	3	4	4	3	3	2	2	4	4	3	4	3	4	3	1	1	2	1	2	3	2	1	3	3	3	3	3	81	
R52	4	3	3	3	4	3	4	3	2	3	3	3	3	4	2	3	3	2	3	2	2	2	2	1	2	3	2	2	2	2	78	
R53	3	3	3	3	3	3	4	3	2	2	2	2	3	3	3	3	2	2	3	2	3	3	3	2	3	3	3	3	3	2	79	
R54	3	4	3	3	3	4	3	3	4	3	3	3	3	3	3	4	3	1	3	1	1	3	1	2	2	2	2	2	3	3	79	
R55	3	4	4	3	4	3	4	4	3	3	3	4	3	4	2	3	3	2	3	1	1	3	2	2	2	3	3	3	3	3	85	
R56	3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	4	4	1	2	1	1	3	3	2	3	3	3	3	3	3	86	
R57	4	3	2	2	4	4	4	3	3	2	2	3	2	2	2	2	2	1	3	2	3	3	2	2	1	3	2	2	3	73		
R58	3	3	3	3	4	4	4	4	4	4	3	4	3	4	3	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	82	
R59	4	4	3	3	3	4	3	4	3	3	3	3	4	4	3	4	3	1	2	2	2	3	2	1	1	3	3	3	3	3	84	
R60	3	4	4	3	4	4	4	3	2	3	3	3	3	4	4	4	1	2	2	1	3	2	2	1	4	4	3	3	3	87		
R61	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2	2	2	2	2	3	2	3	3	2	2	3	2	78		
R62	4	3	4	1	3	3	4	2	2	2	2	3	4	2	2	3	2	3	3	4	2	3	4	1	3	3	3	2	3	80		
R63	2	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	2	2	3	2	2	2	2	81		
R64	4	3	4	3	4	3	3	4	4	4	3	4	4	3	2	2	3	2	3	2	2	3	2	2	2	3	3	2	2	85		
R65	3	4	4	3	4	4	4	4	4	3	3	4	4	3	3	4	4	1	1	2	1	3	3	2	2	4	4	3	3	91		
R66	3	4	3	3	4	4	3	2	2	3	3	3	4	3	3	4	2	1	3	2	2	3	2	3	2	3	3	3	3	83		
R67	3	3	4	3	4	3	3	3	3	3	3	2	2	3	3	2	3	2	2	2	3	3	2	3	3	3	2	3	3	81		
R68	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	3	2	1	2	3	1	2	3	2	3	2	3	94		
R69	4	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	2	3	2	1	3	2	3	2	3	3	3	3	3	80		

Appendix 12 : Sample Test

*Kelas: IPS/Manajemen
XI IPS 2*

Answer the questions by choosing A, B, C, D or E on your answer sheet.

The following text is for question no 1-4

VCA School of Drama
28 Dodds Street
Southbank

17 August

Mrs. Josie Burton
President of Melbourne Chamber of Commerce
35 Bondholder Street
Southbank.

Dear Mrs. Burton,

My name is Susannah Kidd and I am writing on behalf of the students of VCA School of Drama.

We would like to invite you, as a representative of the Chamber of Commerce to attend a special drama parody entitled "Foemalin Pindang", based on an Indonesian Folktale "The Legend of Malin Kundang", by postgraduate animator Fanny Hamzin, in collaboration with VCA first-year actors Stuart Bowden, Joana Curtis, Julia Markowski, and Carl Poliat.

The event will take place on:

Day/Date : Monday, 5 September - 7.30 p.m.
 : Tuesday, 6 September - 6.30 p.m.

Duration : 60 minutes

Venue : VCA School of Drama, 28 Dodds St.
 : Southbank

RSVP to : (03) 9685225
 : Or email info@vca.com.au

Dress : Formal

It would be a great pleasure for us if you could attend this drama presentation.

Your sincerely,

Susannah Kidd
The School Director

1. Who invites Mrs. Burton?

- Josie
- Fanny Hamzin
- Stuart Bowden
- A student of VCA School of Drama
- Susannah Kidd

2. What is the invitation about?

- A meeting
- A commercial review
- A drama award
- A role play performance
- A drama seminar

3. When will the event take place?

- August 17
- September 5 - 6
- September 5
- September 6
- September 17

4. From the text, we can conclude as the followings, except...

- Susannah Kidd represents the students of VCA School of Drama
- Many best actors are involved in this drama performance.
- The event will be held at 28 Dodds St., Southbank.
- Mrs. Josie Burton is the representative of Melbourne Chamber of Commerce.
- The drama is entitled "The Legend of Malin Kundang"

The following text is for no 5-6

Please join us
as we celebrate our
40th Anniversary
Rahmat and Wati Juminten
Friday, May 7th
6.30p.m - 10.00p.m
Pondok Indah, South Jakarta
(Dinner is available)
RSVP 65412997
(Nanang/ Nini/ Nita)

5. The type of the party above is ...

- Birthday Party
- Graduation Party
- Marriage Party
- New year party
- Ceremonial new house party

6. The purpose of the invitation text above is...

- To tell an good relationship
- To describe a certain party
- To persuade people to have marriage
- To invite people to join the party
- To share the happiness

The following text is for no 7-8

Dear Bianca Jodie,
Time counted so fast
Let's celebrate new year's eve together!
Sunday, December 31st
9 p.m. until drop
at Dragonfly Bar
Jln Gatot Subepto
Sincerely,
Hannah

7. What is the purpose of the invitation text above?

- To make a new relation
- To spend time together
- To have conversation with old friend
- To reunite with old friends
- To celebrate the new year's eve

8. From the revision text above, we can say that?
- Bianca and Hannah have not good relationship.
 - Bianca Jody invites Hannah to celebrate new year's eve together.
 - The Dragonfly Bar is not at Jln. Gatot Subroto.
 - The party started from 9 p.m.
 - The party ended at midnight.

The following text is for question 9-12

A laptop is a kind of computer unit which has the same function as a PC (personal computer), but it is smaller, lighter and of different sizes. Nowadays, most people choose laptops for several reasons.

A laptop is a portable device. This portability is very helpful for our work, study and other activities. We do not need complicated cable installations to activate a laptop, and with a laptop, we can do our work anytime anywhere.

Moreover, a laptop allows us to access the internet in public places which provide free access called hot spot areas. Some people like to use this facility to carry out their tasks.

Finally, laptop consumes energy more efficiently than a PC does. This device uses a rechargeable battery as a source of electric energy. So if we prefer using laptop, it means that we support the government program to save energy.

That's why a laptop has become very popular recently.

9. What is the topic of the above text?
- Laptop
 - The disadvantages of using laptop
 - The reasons people using laptops
 - The popular laptops
 - The use of laptops
10. Why is using laptop support the government program to save energy?
- It uses a rechargeable battery.
 - It needs energy more than PC
 - It provides free hot spot access
 - It needs complicated cable installations
 - It enables us to work with it anytime anywhere.
11. From the text we know that ...
- more people like a laptop better than PC
 - more people like a PC better than a laptop
 - a laptop is cheaper now than it was before
 - a laptop is usually more expensive than a PC
 - for a mobile person a laptop is more handy than a PC
12. A laptop is a portable device. (paragraph 2). The synonym of the underlined word is
- Ornament
 - Equipment
 - Compliment
 - Adornment
 - Accomplishment
- The following text is for question 13-16
- E-commerce has become so popular and profitable. This article tells about some advantages of online shopping that attract both shoppers and online shop owners.
- The vast majority of online stores offer prices that are much lower than what you will find at a physical store. There are a few reasons for this. The first is because many people use the Internet to find cheaper items. Online business owners understand this. They will usually reduce their profit margin to get more customers.
- Another reason is because you can easily browse through dozens of different websites to find the best price. You can do the same at a mall, but it would take about an hour or longer. You also may not be taxed because most e-commerce stores won't tax you unless they are stationed in your state.
- The other advantage of shopping online is convenient. You don't need to get dressed and drive to your favorite store. You can easily visit their website, find the product you want and buy it without getting out of your pajamas. It's also convenient because you don't need to wait for the store to open.
- These three above reasons makes online shopping get higher in demand. It is common sense for buyers to have better prices, convenience, and variety while shopping. The shoppers obtain these privileges at online shopping.
13. The text talks about
- E-commerce
 - The Benefits of E-commerce
 - The Drawbacks of E-commerce
 - The Characteristics of E-commerce
 - The Brief History of E-commerce
14. In terms of convenience, what can the buyers do while shopping at online stores?
- They may not be taxed.
 - They can wear pajamas.
 - They get cheaper prices.
 - They can browse different websites.
 - They can choose variety of products.
15. How can prices at e-commerce stores be lower?
- Profit margin is reduced.
 - There are a lot of buyers.
 - Buyers do not have to drive.
 - E-commerce stores do not employ workers.
 - Online stores at the state do not tax the buyers.
16. "E-commerce has become so popular and profitable" (Paragraph 1)
What is the closest meaning of the underlined word?
- Advantageous
 - Convenient
 - Interesting
 - Famous
 - Kind

Appendix 13 : Key Answer

No	Jawaban
1	E
2	C
3	B
4	B
5	C
6	D
7	E
8	B
9	C
10	C
11	A
12	C
13	B
14	B
15	A
16	A

Appendix 14 :Score Test of Students

Respdents	Score
R1	68.75
R2	68.75
R3	68.75
R4	75.00
R5	62.50
R6	62.50
R7	62.50
R8	62.50
R9	50.00
R10	43.75
R11	62.50
R12	62.50
R13	50.00
R14	56.25
R15	43.75
R16	62.50
R17.	62.50
R18	56.25
R19	50.00
R20	50.00
R21	56.25
R22	43.75
R23	50.00
R24	68.75
R25	62.50
R26	43.75
R27	62.50
R28	62.50
R29	56.25
R30	75.00
R31	56.25
R32	56.25
R33	68.75
R34	56.25
R35	56.25
R36	50.00
R37	62.50
R38	50.00
R39	50.00
R40	62.50
R41	56.25

Respondents	Score
R42	50.00
R43	43.75
R44	68.75
R45	62.50
R46	50.00
R47	50.00
R48	31.25
R49	62.50
R50	31.25
R51	68.75
R52	62.50
R53	68.75
R54	68.75
R55	68.75
R56	56.25
R57	43.50
R58	50.00
R59	68.75
R60	68.75
R61	75.00
R62	62.50
R63	56.25
R64	56.25
R65	87.50
R66	62.50
R67	56.25
R68	62.50
R69	50.00

Appendix 15 : Research Documentation

Appendix 16 :Recommendation Letter of the Research



Nomor : B- 1093/In.27/L.I/TL.00/12/2021 24 Desember 2021
 Sifat : Biasa
 Lampiran : 1 Rangkap
 Perihal : **Mohon Rekomendasi Surat Izin Penelitian**

Yth. Walikota Padang Panjang
 Up. Dinas Penanaman Modal dan PTSP Kota Padang Panjang
 Padang Panjang

Assalamu 'alaikum Wr. Wb.
 Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang tersebut di bawah ini:


Nama/NIM : Fitra Winda Amalia / 15300400041
 Tempat/Tanggal Lahir : Tangerang, 12 Januari 1998
 Kartu Identitas : KTP: 3671115301980001
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Tadris Bahasa Inggris
 Alamat : Jl. Ajuna Blok K.2Sr10 RT 008/RW 002 Kelurahan Kunciran
 Tuah Kecamatan Pinang Kota Tangerang

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil Penelitiannya sebagai berikut:

Judul Penelitian : **The Correlation Between A Guessing Meaning From Context Technique And Students' Reading Comprehension (A Study Of The Eleventh Grade Students Of MAN 2 Padang Panjang)**
 Lokasi : MAN 2 Padang Panjang
 Waktu : 25 Desember 2021 s.d 25 Februari 2022
 Dosen Pembimbing 1 : Nina Suzanne, M Pd
 2 : -

untuk itu, diharapkan kiranya Bapak/Ibu berkenan memberikan surat izin penelitian mahasiswa yang bersangkutan sesuai dengan ketentuan yang berlaku.

Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Ketua,

 Dr. H. Muhammad Fazis, M Pd

- Tembusan**
1. Rektor IAIN Batusangkar (Sebagai Laporan)
 2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PADANG PANJANG
MADRASAH ALIYAH NEGERI 2 KOTA PADANG PANJANG

Jalan Pendidikan No. 1 Kotabaru | Telepon / Fax : (0752) 499163
 Website : www.man2padangpanjang.ac.id | e-mail : man2padang@pa2a@yahoo.co.id

SURAT KETERANGAN PENELITIAN
 Nomor: 054 /Ma.03.12.2 /TL.01/01/2022

Yang bertanda tangan dibawah ini :

Nama : **Agostamam, S.Ag**
 NIP : 197108172000031004
 Jabatan : Kepala MAN 2 Kota Padang Panjang

Dengan ini menerangkan bahwa :

Nama : **Fitra Winda Amalia**
 Tempat/Tgl. Lahir : Tangerang/ 13 Januari 1998
 NIM : 15300400041
 Alamat : Jl. Arjuna Blok K.29/10 RT 008/RW 002 Kelurahan Kuntinan Tuah
 Kecamatan Pinang Kota Tangerang

Berdasarkan Surat Ketua Institut Agama Islam Nomor: B- 1093/n.27/LJ/TL.00/12/2021 tanggal 24 Desember 2022 perihal Mohon Rekomendasi Surat Ijin Penelitian, dengan ini menerangkan bahwa yang bersangkutan telah melakukan Penelitian di Madrasah Aliyah Negeri 2 Kota Padang Panjang dengan Judul : The Correlation Between A Guessing Meaning From Context Technique And Students' Reading Comprehension (A Study Of The Eleventh Grade Students Of MAN 2 Padang Panjang) yang dilaksanakan dari tanggal 07 Januari 2022 s.d. 18 Januari 2022.

Demikian Surat Keterangan Penelitian ini kami keluarkan untuk dapat dipergunakan sebagaimana semestinya, terima kasih.

Padang Panjang, 6 Januari 2022
 Kepala

 Agostamam



- Tertutup
 1. Kepala Kantor Kementerian Agama Kota Padang Panjang
 2. Fakultas Tarbiyah dan Ilmu Keguruan IAIN Satunggilar
 3. Yang bersangkutan

